

# TE PĀTAKA

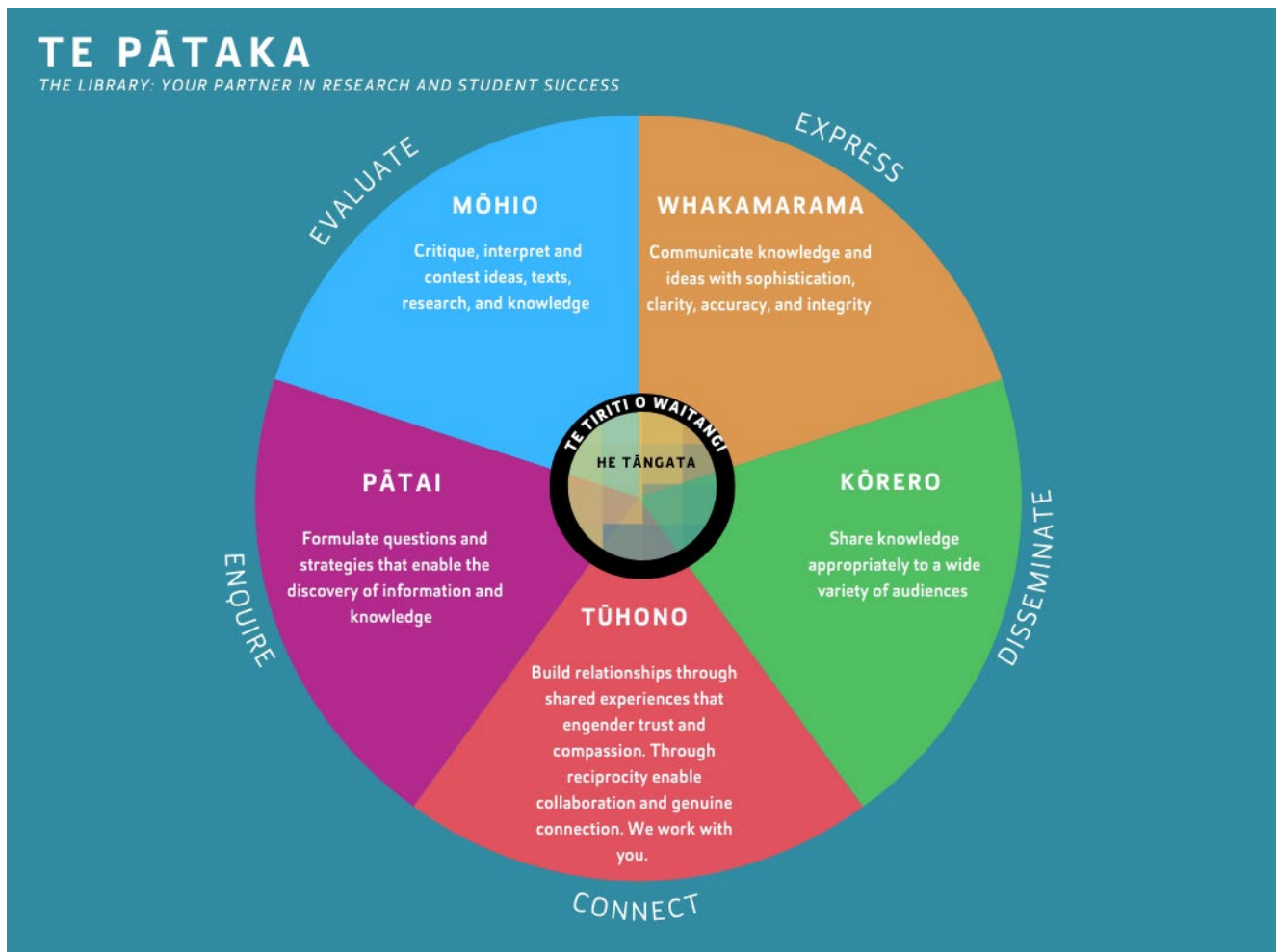
THE LIBRARY: YOUR PARTNER IN  
RESEARCH AND STUDENT SUCCESS

## LIBRARY



### TE PĀTAKA – THE LIBRARY: YOUR PARTNER IN RESEARCH AND STUDENT SUCCESS

The Library contributes to **Learning, Teaching** and **Research** activities across Faculties and Schools and works closely with all student, teacher, and researcher services across the university. Underpinning the library's practice is the concept of Tūhono - building relationships through shared experiences that engender trust and compassion. Through the practice of utu - a balanced give and take - we enable mana-enhancing collaborations and connections. We work with you.



We aim to:

- guide students through each stage of their academic study and support them on their journey to becoming critical and independent thinkers.
- co-design our services with academics, faculties, students, and support staff, building in feedback loops so that they continually improve.
- provide services which build capabilities from one assessment task to the next, when and where they are needed.
- collaborate with all parts of the university to ensure that all student, teacher, and researcher needs are integrated and seamless.
- develop programmes to support student retention and which target recurrent student issues (See Appendix 1).
- support all student cohorts including Māori, Pasifika, international, and people of all identities and learning needs.
- provide physical environments which enable silent, quiet, and collaborative learning.

We do this by partnering with academics, schools, and faculties to support the university community to develop the four core learning attributes of being able to **enquire, evaluate, express, and disseminate** knowledge.

Through engaging with the library's services, students, lecturers, and researchers will be able to:

	TAUHOU/NOVICE	MATATAU/COMPETENT	PUKENG/EXPERT
<b>Pātai Enquire</b>	<ul style="list-style-type: none"> <li>Analyse assessment tasks to determine what questions need answering</li> <li>Formulate basic search strategies</li> <li>Search for information using appropriate online or print sources</li> <li>Show an awareness of basic text structure</li> </ul>	<ul style="list-style-type: none"> <li>Formulate and combine more complex search strategies</li> <li>Search for information using general or more specialised databases and other online or print sources</li> <li>Use knowledge of text structure to facilitate efficient reading</li> </ul>	<ul style="list-style-type: none"> <li>Create complex search strategies appropriate to locating highly specialised information</li> <li>Search for information using specialist databases relevant to the discipline</li> </ul>
<b>Mōhio Evaluate</b>	<ul style="list-style-type: none"> <li>Select relevant information from a given source to answer an assessment question</li> <li>Understand how to evaluate information sources using basic criteria</li> <li>Determine the validity and appropriacy of information</li> </ul>	<ul style="list-style-type: none"> <li>Display the ability to manage multiple sources of information and identify relevant common ideas or contrasting ideas</li> <li>Determine which information best supports a position or argument</li> <li>Use texts and data to inform a position</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate complex specialised information sources using criteria appropriate to research methodology</li> <li>Critique research writing</li> <li>Identify gaps in the literature to be addressed by further research</li> </ul>
<b>Whakamārama Express</b>	<ul style="list-style-type: none"> <li>Cite and paraphrase others' ideas and present them in a coherent product (spoken, visual or written)</li> <li>Produce written text or presentations that meet assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended pieces of work that synthesise information from various sources</li> <li>Produce reflective pieces of work that incorporate external research as support</li> <li>Display the ability to manage and communicate effectively in the language of a discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Skilfully manage all aspects of academic literacy in order to convey precise meaning, new knowledge, and/or complex ideas in text (extended or brief) or in presentations</li> </ul>
<b>Kōrero Disseminate</b>	<ul style="list-style-type: none"> <li>Successfully complete assignments and upload to relevant platforms</li> <li>Show an awareness of copyright and intellectual property regulations</li> </ul>	<ul style="list-style-type: none"> <li>Present work and/or research either within classes or to a broader audience</li> </ul>	<ul style="list-style-type: none"> <li>Identify the most suitable channels for publication and dissemination of work product</li> <li>Track post-publication impact through citations and other relevant metrics</li> </ul>

## HOW WE WORK WITH YOU:

Academics	What we do	<ul style="list-style-type: none"> <li>▪ We partner with you to design and deliver academic and information literacy instruction for specific types of assessment tasks in order to equip your students to succeed</li> <li>▪ We can help guide the academic development of your students</li> </ul>	<p>This is different to the support offered by altLAB. AltLAB will support you to design your course, whereas the library will work with you to help develop your students' academic literacies.</p>
	Course Development Stage	<ul style="list-style-type: none"> <li>▪ We work with you to identify and communicate to students the academic and information literacy demands of your assessments</li> </ul>	<p>Readings and resources for your students: <a href="https://library.aut.ac.nz/for-lecturers/Readings-and-resources-for-your-students">https://library.aut.ac.nz/for-lecturers/Readings-and-resources-for-your-students</a></p>
	Supporting resources	<ul style="list-style-type: none"> <li>▪ We have an extensive range of videos, guides, and learning modules on everything from academic integrity, to evaluating resources, to delivering presentations and writing assignments. These can be found on the Your Library Canvas page, linked to or embedded within your Canvas courses and used in lectures or as feedback tools</li> <li>▪ Where there is the need for content specific support, we can design bespoke resources for your course and teach them with you</li> <li>▪ We can help with preparing course reading lists from our wide range of online databases and online and print books and journals. We can ensure copyright compliance through our Talis Course Resource Service</li> <li>▪ We can work with you to design information literacy or academic literacy workshops and can deliver these to your students</li> <li>▪ We can assist where students are struggling with things like structuring essays, searching for and evaluating information, referencing, academic integrity etc.</li> </ul>	<p>A YouTube channel dedicated to academic literacy for assessments at AUT  <a href="https://www.youtube.com/user/AUTStudentLearning">https://www.youtube.com/user/AUTStudentLearning</a></p> <p>Resources for assessments:  <a href="https://library.aut.ac.nz/doing-assignments">https://library.aut.ac.nz/doing-assignments</a></p> <p>Liaison Librarian services: <a href="https://library.aut.ac.nz/for-lecturers/liaison-librarian-services">https://library.aut.ac.nz/for-lecturers/liaison-librarian-services</a></p> <p>Your Library in Canvas:  <a href="https://canvas.aut.ac.nz/courses/7624">https://canvas.aut.ac.nz/courses/7624</a></p> <p>An overview and examples of how we can work with you to support the development of academic literacy in your lectures  <a href="https://library.aut.ac.nz/for-lecturers/academic-writing-development-for-your-students">https://library.aut.ac.nz/for-lecturers/academic-writing-development-for-your-students</a></p> <p>Academic requested student appointments:</p>
	Support During Semester		

Students	How we support you	<ul style="list-style-type: none"> <li>▪ We offer consultations for students who require additional support, and these are available either by referral from academics or by a direct request from students</li> <li>▪ We work with you in your learning journey, and teach you how to find and evaluate information, enquire, and express your ideas to empower you achieve your best</li> </ul>	<p><a href="https://library.aut.ac.nz/for-lecturers/request-an-academic-literacy-appointment">https://library.aut.ac.nz/for-lecturers/request-an-academic-literacy-appointment</a></p> <p>Liaison Librarian services: <a href="https://library.aut.ac.nz/for-lecturers/liaison-librarian-services">https://library.aut.ac.nz/for-lecturers/liaison-librarian-services</a></p> <p>Request a teaching session for your students: <a href="https://library.aut.ac.nz/for-lecturers/book-a-teaching-session-for-your-students">https://library.aut.ac.nz/for-lecturers/book-a-teaching-session-for-your-students</a></p>
	Supporting resources	<ul style="list-style-type: none"> <li>▪ We have an extensive range of videos, guides, and learning modules on everything from academic integrity, to finding and evaluating information sources, to delivering presentations and writing assignments. All of these are available through our website or YouTube channels. You may find some on the Your Library Canvas page (on your Canvas dashboard) or embedded in your courses on Canvas</li> <li>▪ We have a wide range of online databases and online and print books and journals available through Library Search on the Library website</li> </ul>	<p>Resources to help you with your assessments <a href="https://library.aut.ac.nz/doing-assignments">https://library.aut.ac.nz/doing-assignments</a></p> <p>Finding information: <a href="https://canvas.aut.ac.nz/courses/7624">https://canvas.aut.ac.nz/courses/7624</a> (Research and read)</p> <p>Subject guides: <a href="https://library.aut.ac.nz/how-to-library/information-on-your-subject">https://library.aut.ac.nz/how-to-library/information-on-your-subject</a></p>
	General Support	<ul style="list-style-type: none"> <li>▪ We offer an Online Chat service to assist you when you are struggling</li> <li>▪ We offer appointments if you would like additional support</li> </ul>	<p>Workshops offered and booking them <a href="https://library.aut.ac.nz/library-workshops">https://library.aut.ac.nz/library-workshops</a></p> <p>Appointments with people who can give you some advice about your assessments can be booked at <a href="https://library.aut.ac.nz/for-lecturers/academic-writing-development-for-your-students/drop-ins-about-academic-writing">https://library.aut.ac.nz/for-lecturers/academic-writing-development-for-your-students/drop-ins-about-academic-writing</a></p> <p>Make an appointment for research help : <a href="https://outlook.office365.com/owa/calendar/LiaisonLibrarianBookings@autuni.onmicrosoft.com/bookings/">https://outlook.office365.com/owa/calendar/LiaisonLibrarianBookings@autuni.onmicrosoft.com/bookings/</a></p>

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|  | <ul style="list-style-type: none"><li>▪ The Library is open all year, with the exception of some public holidays and offers a variety of study spaces, computers, printing and scanning facilities</li><li>▪ All our online resources and our chat service operate year-round, and we offer extended chat and opening hours during exam periods</li></ul> |  |
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		<p>Library opening hours <a href="https://library.aut.ac.nz/about/opening-hours">https://library.aut.ac.nz/about/opening-hours</a></p>
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<b>Academics (Research)</b>	What we do	<ul style="list-style-type: none"> <li>▪ We support you at all stages of your research from the literature review to research data management, right through to choosing where to publish your research, and tracking your research impact</li> </ul>	<p>An overview and examples of how we can work with you to support your research writing:  <a href="https://library.aut.ac.nz/for-researchers/help-with-academic-writing">https://library.aut.ac.nz/for-researchers/help-with-academic-writing</a></p>
	Supporting resources	<ul style="list-style-type: none"> <li>▪ We have an extensive range of videos, guides, and learning modules on everything from academic integrity, to evaluating and using resources, to research impact and researcher profiles. All of these are available through our website or YouTube channels</li> </ul>	<p>A YouTube playlist dedicated to research writing  <a href="https://www.youtube.com/playlist?list=PL018X5Hlr4RII5xXwvJnVv6wM1WzrLGTe">https://www.youtube.com/playlist?list=PL018X5Hlr4RII5xXwvJnVv6wM1WzrLGTe</a></p> <p>Library support for researchers:  <a href="https://library.aut.ac.nz/for-researchers/library-support-for-researchers">https://library.aut.ac.nz/for-researchers/library-support-for-researchers</a></p>
	Direct Support	<ul style="list-style-type: none"> <li>▪ We offer a range of workshops on everything from structuring a literature review to using highly specialised databases and referencing software, to keeping up to date in your research field</li> <li>▪ We offer an Online Chat service to assist you when you are struggling</li> <li>▪ We offer appointments if you would like additional support</li> </ul>	<p>Thesis writing workshops offered and booking them:  <a href="https://library.aut.ac.nz/library-workshops#246645-collapse6">https://library.aut.ac.nz/library-workshops#246645-collapse6</a></p> <p>Make an appointment for research help : <a href="https://outlook.office365.com/owa/calendar/LiaisonLibrarianBookings@autuni.onmicrosoft.com/bookings/">https://outlook.office365.com/owa/calendar/LiaisonLibrarianBookings@autuni.onmicrosoft.com/bookings/</a></p>

## Appendix 1: How the library addresses student retention

### Retention: What do we target?

The Learning Success (LS) team contributes to addressing the issue of student retention in three main areas.

We collaborate with faculty to **design and deliver in-course support for specific types of assessment tasks**. This involves focusing on what students have to create, i.e., the end products that students submit. We identify and explain elements that are crucial to success, such as showing what 'being critical' looks like as actual wording in an assessment. Our goal is to make success visible prior to assignment submission. (This is known as an 'embedded' approach to academic literacy development).

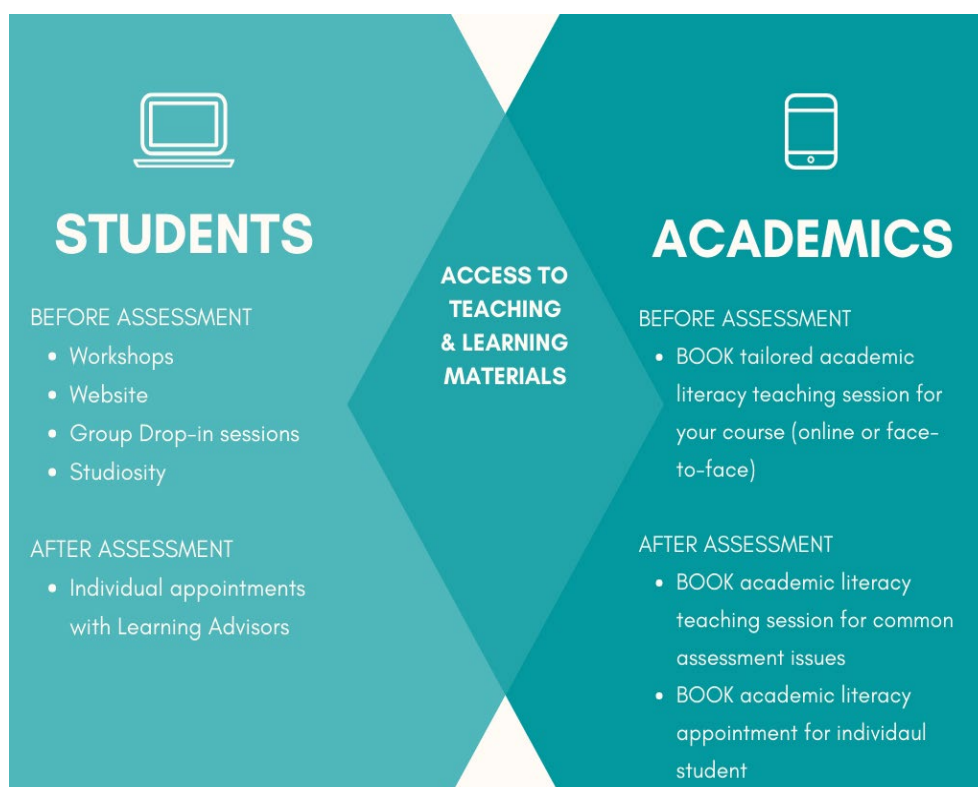
We **target recurrent student issues at a faculty or university-wide level**. For example, we collaborate with faculty staff to teach in a course that has previously had low pass rates, or design specific teaching and learning materials for university-wide use, such as working with Academic Integrity Officers to create academic integrity modules, workshops, and mini videos for students to learn about academic integrity and avoid breaches.

We can **design assessment task support that is cumulative across a program**. By working in core courses of a program, we can gradually build capabilities related to the academic literacies that students need to develop from one assessment task to the next. This means students get multiple opportunities to revisit key learning points and these are gradually extended as students increase their proficiency.

### Retention: Equitable, timely and flexible access

The Learning Success team also focuses on how and when students access teaching and learning materials about specific assessment tasks and key literacy skills. A summary diagram of what is available to whom and when appears below.





By providing teaching across face to face and online modes, using different platforms (such as YouTube, the AUT Library website, Canvas, etc), teaching across different campuses, and offering support before and after assessments, we ensure students can flexibly access what they need at a time when they need it. This reduces barriers that students may face, such as access to campus, missed lectures, etc.

Our collaborations with faculty to embed teaching about assessments is one of our most effective means of supporting students who may be struggling. This is because it draws on the academic's knowledge of what past cohorts of students have found difficult, anticipates what students need, and is endorsed by academics as integral (rather than an adjunct extra) to success. A recent example, from April, 2021, is an embedded collaboration in the Law School. Feedback from the academic includes these comments about impact:

*"Over 50% of the students achieved 10/10 in their draft essay plan. There were considerably fewer non-submissions than in previous years. In my view, your input will definitely have assisted students in feeling able to submit – and to succeed!"*

While anticipating needs is vital to more students getting assessment help before they submit, we are also responsive. Students can access individualised support in one-on-one appointments and drop-ins. Additional lectures can be made for individual and small groups of students with shared needs. The Learning Advisors liaise with the academics and provide a specific tailored plan for these students.

**Retention: Evaluating best practice through research** The LS team conducts and disseminates research to document and evaluate the impact of our teaching. This is important as effectively teaching literacy skills contributes to students not only working out what they have to do for an

assessment but also how to complete it well. Our research projects include collaborating with AUT faculty researchers. Two example projects are outlined below.

**Sustainable Embedded Academic Literacies (SEAL) with AUT's School of Education**

This project involves lectures in AUT's School of Education. It focuses on how academics use a suite of face to face and online teaching and learning materials for specific assessment tasks. These materials are co-created with Learning Advisors. The main innovative aspect of the project includes a focus on academics gradually taking more responsibility for the literacy development of their students, rather than this area of teaching being 'outsourced' to other AUT staff.

**User Experience of Web-based Academic Literacies Learning (UXWALL)**

This project focuses on how students experience online learning resources related to academic literacy development. The research design centres on user experience (UX) research methods where students are involved in the design process. Discourse analysis identifies reoccurring student responses related to: what and how they evaluate the website; how they meaningfully group and label website content; and the type of webpage layout that they think is effective and user-friendly. Findings are expected to generate design principles that will inform specific changes to the current website.