



University of Nottingham Libraries, Teaching and Learning Support Team

Suite of Information Skills Sessions for Taught Course Students 2021/22

Dear Colleagues,

This document provides details of the 2021/22 Suite of Information Skills Sessions for Taught Course Students which will be delivered by the Libraries Teaching and Learning Support team. It is designed to support students with their information literacy needs at key points as they progress in their academic development, and be embedded within the curriculum and matched directly to coursework requirements. To this end our suite comprises four distinct strands:

- 1. Information skills for booking.** Please use our online booking system to request sessions: <https://uniofnottm.sharepoint.com/sites/apps/InformationSkillsBooking/Resources/infs>
To ensure flexibility throughout 2021/22 the majority of our sessions can be requested for online (Teams) or face to face delivery. To enable us to manage demand a small number of sessions (including inductions) will be available asynchronously only, or via our live online timetable of information skills sessions accessible to all students (see p.4 for further details). Additionally, we are currently exploring the possibility of scheduling two Faculty-wide inductions for each Faculty during welcome week/s – one UG and one PGT. The deadline for submitting requests is **Monday 9 August 2021**. This will allow time for us to create discipline-specific sessions according to individual requirements before teaching starts in early September. Please note we will be unable to consider requests received after Monday 9 August for teaching in the autumn term, although we will consider requests submitted after this date for teaching later in the year.
- 2. Information skills live online.** To complement our sessions for booking, we will continue to offer our [live online information skills timetable](#) during 2021/22. This will include library inductions during welcome week/s and sessions focusing on the development of literature searching skills. Sessions will be delivered on a regular basis via Teams, which students across all Faculties can join as and when needed. Please direct your students to any session/s as appropriate by embedding the link to our live online timetable at key points in your modules.
- 3. Information skills online resources.** Asynchronous versions of each of our live sessions are available to support student independent learning. These can be embedded as required within your modules to align with coursework requirements.
- 4. Information skills in collaboration.** If you are interested in integrating our material within your own teaching content, live or asynchronous, please do get in touch, we would be happy to work with you.

You will find key messages on pp.2-5, and specific details of each session on pp.6-15. Most sessions (live and asynchronous) are suitable for UG and PGT students. To further support PGT students, we will continue to deliver our NOOC 'On Course for your Masters' on Moodle throughout the year (see pp.16-17). The 2021/22 module will go live at the start of term as in previous years.

Please do not hesitate to get in touch if you have any questions.

We look forward to working with you!

With best wishes,

Ruth Curtis
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Key messages

Information skills for booking	
Online booking system	Please use our online booking system to request sessions: https://uniofnottm.sharepoint.com/sites/apps/InformationSkillsBooking/Resources/infos The deadline for submitting requests is Monday 9 August .
Session format	To ensure flexibility throughout 2021/22 our sessions can be requested in a range of delivery formats, including: synchronous – online (Teams); synchronous – face to face; asynchronous. To enable us to manage demand a small number of sessions will be available asynchronously only or via our live online timetable of information skills. These include library inductions (welcome week/s) and our less frequently requested sessions. (Note: Scheduling Faculty-wide inductions – one for UG and one for PGT for each Faculty – is currently being explored)
Embedded	The underlying principle of this suite is to ensure our information skills support can be applied directly to coursework. As such, we would be grateful if you were able to select a date and time within a timetabled slot.
Alignment with curriculum	Lining up the timing of our sessions with coursework deadlines is important to us. To ensure we can tailor the content of our session to meet the needs of your students, the booking system allows you to specify the learning outcomes and assessment details of the module we will be supporting.
Learning outcomes	Learning outcomes underpin each of our sessions – synchronous and asynchronous – and can be integrated within module specifications. Our learning outcomes have been written using both University, and the latest professional, guidelines ¹ . In the list of learning outcomes, B = Behaviours and C = Competencies.
Subject-specific	Whilst each of our live sessions follows a generic structure, the content will be tailored to ensure discipline relevance by using subject-specific resources. To assist us in tailoring each session, our online booking system invites you to specify any specific resources you would want us to cover. If you would like to discuss further customisation of a session, please contact us at library-teaching@nottingham.ac.uk
Scaffolding student learning	Most of our sessions are suitable for UGs and PGTs and are designed to scaffold student learning at key transition points as they progress through their University journeys. As such, sessions aimed at UG1 have been kept to a minimum to ensure their first year has not been overloaded.
Synchronous – online (Teams) sessions	If you are requesting a live online (Teams) session, please highlight this on the ' Further information ' screen on our online booking system and select ' No ' when asked for a room booking. We will set the session up on our Information Skills Teams Channel on the date/time you specify and send you the link for your students to join the session.

¹ ACRL, *Framework for Information Literacy for Higher Education*, <http://www.ala.org/acrl/standards/ilframework> [accessed 25/02/2015].

Synchronous – face to face sessions	<p>If you are requesting a face to face session it remains the responsibility of Schools/Departments to book rooms. Each of our sessions incorporates some form of experiential learning requiring access to a device. If it is not possible to book a Computer Teaching Room, we would be grateful if you could ask your students to bring their own devices to the session.</p> <p>Our online booking system allows a request to be submitted prior to you having received room confirmation 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.</p>
Asynchronous sessions	Asynchronous equivalents are available for each of our live sessions. They reflect the content and structure of live sessions to facilitate continuity between synchronous and asynchronous learning for students engaging with both. (See p.5 for further details).
Evaluation	We will use MS Forms to assess students’ confidence gain and evaluate our teaching following each live online session and point of exit surveys following each face to face session, but please do forward any feedback on these sessions received via SETs and SEMs.
Teaching materials	In the event we are unable to schedule a requested session, either live online or face to face, we can offer you our teaching materials. These will include our teaching slides (.ppt), any worksheets we have designed to support activities, and the asynchronous equivalent to support any follow-up learning.
Information skills in collaboration	If you are already delivering similar sessions to those offered here and would like sight of our materials to integrate with your own teaching content, please do get in touch. You are also welcome to attend our sessions and to provide feedback.
PGRs	PGR students can book to attend live information skills sessions via Central Short Courses at: nottingham.ac.uk/csc . These will be delivered online via Teams, or face to face as appropriate.
Co-ordinated requests	We also kindly ask that a School/Department-level approach is taken if possible, to facilitate the targeting of information skills sessions at the most appropriate modules for maximum impact and reach.
Ongoing review	We will review our information skills sessions available for booking on an ongoing basis from the start of term and adapt these as necessary to ensure we are meeting both student and academic needs. Please do contact us at library-teaching@nottingham.ac.uk to discuss any further needs.
New ideas	If you identify other areas you would like to see included in this suite, please do contact us at library-teaching@nottingham.ac.uk to discuss.

Information skills live online	
Format	All live sessions will be delivered using MS Teams, and will be accessible from the Online live events and training page on the Libraries website.
Information skills sessions – focus	Our live suite will complement sessions available for booking. It will focus on UG and PGT inductions (welcome week/s only) and sessions supporting the development of literature searching skills from first to final year UG and PGTs (based on our most frequently attended live online sessions, and the sessions identified by students as the most applicable to coursework during 2020/21). (Note: Scheduling Faculty-wide inductions – one for UG and one for PGT for each Faculty – is currently being explored)
Purpose	To enable us to manage demand for library inductions whilst continuing to introduce as many students as possible across all Faculties to their libraries. To provide additional opportunities for all students to attend live information skills support, if, for example: we were unable to schedule a requested session on a specified date/time; students were unable to attend a booked session; a timetabled slot cannot be identified to book a session; students wish to attend multiple sessions to reinforce their learning (based on 2020/21 findings).
Frequency of sessions and curriculum alignment	Our live sessions will be timetabled on a rolling programme from teaching week 1 onwards (welcome week/s will focus on inductions), enabling ongoing opportunities for student attendance at key points in their learning to match with coursework requirements.
Subject-specific	We will deliver Faculty-specific, STEM, Arts or Social Sciences iterations of live sessions as appropriate to ensure our teaching provision is applicable to students across all Faculties. Equivalent asynchronous resources will provide more detailed subject specificity wherever possible.
Follow-up learning	Asynchronous equivalents are available for each of our live sessions. They reflect the content and structure of live sessions to facilitate continuity between synchronous and asynchronous learning for students engaging with both. (See p.5 for further details).
Resource spotlights	We will be offering regular 30-minute resource spotlights alongside our live information skills sessions. These will focus on a specific resource each time (e.g. a subject database, Google Scholar) to increase student awareness of digital resources available and confidence in using them effectively to find relevant information for coursework.
Literature searching support	Our live 'Literature searching support' service will run weekly on Fridays, 2-4pm. Students will be invited to submit their questions via an MS Form and we will send them a link and a specific 20 minute slot to join a Librarian online.
Accessing and promoting our live timetable	Timings of our live sessions, resource spotlights and literature searching support can be accessed via Online live events and training on the Libraries website, enabling students to easily view what sessions are available when, and to attend any as required. Additionally, you can embed the link to our live sessions in your modules and encourage students to attend any session as appropriate.
Evaluation	We will use MS Forms to assess students' confidence gain and evaluate our teaching following each live session, but please do forward any feedback on these sessions received via SETs and SEMs.

Information skills online resources	
Asynchronous sessions	All asynchronous sessions have been created using Xerte. They incorporate 'chunked' recordings of slides, interactivity, and recorded demonstrations of how to use key library resources where appropriate (e.g. NUsearch, specific subject databases) to facilitate learning.
Structure	Each asynchronous resource reflects the content and structure of the equivalent live session to facilitate continuity between synchronous and asynchronous learning for students engaging with both.
Embedded and aligned with coursework	The underlying principle of our suite is to ensure that information skills are applied directly to coursework. As such, all asynchronous resources can be embedded in specific modules and aligned with coursework deadlines to ensure availability is effectively timed for student needs. Links to each of our asynchronous resources can be found on pp.6-15. Please select and embed as many of our asynchronous resources as you wish to suit your students' needs.
Learning outcomes	Learning outcomes underpin each of our sessions – synchronous and asynchronous – and can be integrated within module specifications. Our learning outcomes have been written using both University, and the latest professional, guidelines ² . In the list of learning outcomes, B = Behaviours and C = Competencies.
Subject-specific	Subject-specific iterations are available across our range of asynchronous resources to ensure these reflect student needs across all Faculties.
On Course for Your Masters (NOOC)	To further support PGT students we will continue to deliver our NOOC 'On Course for your Masters' on Moodle throughout 2021/22. The 2021/22 module will go live at the start of term. Further details can be found on pp.16-17.
Subject guides	Our Faculty subject guides introduce students to key resources in their disciplines, including books and journals, subject databases, and specialist resources. Each subject guide also provides subject-specific literature searching help and support by linking to our asynchronous resources as appropriate.
Studying Effectively	Students can also access our information skills support via the Studying Effectively website, including finding resources , search skills , evaluating information , and managing references .
Ongoing review	We will review our online suite – live sessions and asynchronous resources – on an ongoing basis from the start of term and adapt these as necessary to ensure we are meeting both student and academic needs. Please do contact us at library-teaching@nottingham.ac.uk to discuss any further needs.
New ideas	If you identify any gaps in our information skills online suite, please do contact us at library-teaching@nottingham.ac.uk to discuss.

² ACRL, *Framework for Information Literacy for Higher Education*, <http://www.ala.org/acrl/standards/ilframework> [accessed 25/02/2015].

Information skills sessions for taught course students

The following pages provide an overview of each of our information skills sessions, including booking information, live online availability, and links to asynchronous resources as appropriate. Please select and embed links to any sessions/resources in your modules as appropriate to align with coursework requirements.

Session no.	1
Title	Undergraduates: Welcome to your University Libraries
Who	UG1
Booking information	Format: Asynchronous only Go to: Online booking system
Live online	When: Regularly throughout welcome week/s Subject: Generic to ensure applicability to all Faculties Duration: 30 minutes Go to: Online live events and training: Welcome to Libraries
Asynchronous equivalent	https://www.nottingham.ac.uk/toolkits/play_24043
Session overview	<p>Designed for induction week, this session welcomes new undergraduates to the University of Nottingham Libraries. Students will discover how the library and its resources underpin their University and personal journey - from accessing scholarly information to support their academic achievement to reading for pleasure to support their wellbeing. They will be introduced to the real-world global impact of research undertaken at the University and make the connection that academic staff are researchers as well as teachers who contribute to the ever-expanding knowledge bank held within the library.</p> <p>Students will be introduced to NUsearch, the Library's resource discovery tool, to help them get started finding and accessing information. Students will also hear from their peers about what the library has meant to them.</p>
Learning outcomes	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) see University libraries as friendly, comfortable and accessible places to build confidence in making use of library resources; • (B) appreciate how the library and its resources underpin learning throughout the academic journey; • (B) realise that knowledge can be contributed to, as well as used; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) locate and access material and facilities at UoN libraries; and • (C) identify and access sources of help.

Session no.	2
Title	Getting Started Using Library Resources
Who	UG1
Booking information	<p>Format: Synchronous – face to face / Synchronous – online (Teams) / Asynchronous</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) / Computer teaching room / Asynchronous resource</p> <p>Duration: 1 hour</p> <p>Go to: Online booking system</p>
Live online	<p>When: Teaching week 1 onwards</p> <p>Subject: Generic to ensure applicability to all Faculties</p> <p>Duration: 1 hour</p> <p>Go to: Online live events and training: Information skills</p>
Asynchronous equivalent	https://www.nottingham.ac.uk/toolkits/play_24049
Session overview	<p>Aimed at first year undergraduates as they transition to university, this session focuses on using reading lists and NUsearch to find different types of academic information in print and digital formats, particularly books and journals. The scholarly purpose of journals will also be explored.</p> <p>Students will also be introduced to basic literature searching techniques, encouraging confidence to search independently beyond a given reading list to find information for first assignments.</p>
Learning outcomes	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; • (C) develop knowledge of when to use books and journals for different academic purposes; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) access module reading lists to identify information to support learning; • (C) identify, locate and access key UoN resources to find relevant information; and • (C) employ an effective search using appropriate terminology and database functionality to identify relevant literature on a given subject.

Session no.	3
Title	Navigating Information on the Web
Who	UG1 to UG Final Year and PGT
Booking information	Format: Asynchronous only Go to: Online booking system
Live online	Asynchronous only
Asynchronous resource	https://www.nottingham.ac.uk/toolkits/play_24455
Asynchronous resource overview	<p>This interactive online resource examines the perils of using web-based information indiscriminately in academic work. Students will discover how to use advanced search functionality on popular search engines to retrieve precise results; and how to apply fact-checking and critical evaluation techniques to information sourced on the web to assess authority and reliability.</p> <p>Students will also discover how the online landscape, including social media, facilitates the propagation of unreliable information including fake news, misinformation and disinformation, but also opens opportunities to connect and keep up to date with cutting edge research within their discipline.</p>
Learning outcomes	<p>Having worked through this online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) realise that sources of web-based information vary greatly in content, relevance and value; • (B) consider when the use of social media can be usefully employed for academic purposes; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) employ advanced search techniques to web search engines; • (C) employ verification and fact-checking techniques to determine veracity and authority of information found on the web, including scholarly information; and • (C) apply critical thinking and balanced judgement to the evaluation of information on the web.

Session no.	4
Title	Advancing your Literature Searching Skills
Who	UG2 to UG Final Year and PGT
Booking information	<p>Format: Synchronous – face to face / Synchronous – online (Teams) / Asynchronous</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) / Computer teaching room / Asynchronous resource</p> <p>Duration: 2 hours</p> <p>Go to: Online booking system</p>
Live online	<p>When: Teaching week 1 onwards</p> <p>Subject: Faculty-specific iterations</p> <p>Duration: 1 hour</p> <p>Go to: Online live events and training: Information skills</p>
Asynchronous equivalents	<p>Arts</p> <ul style="list-style-type: none"> Literature searching in Culture, Languages and Area Studies https://www.nottingham.ac.uk/toolkits/play_24435 Literature searching in English https://www.nottingham.ac.uk/toolkits/play_24440 Literature searching in Humanities https://www.nottingham.ac.uk/toolkits/play_24443 <p>Engineering</p> <ul style="list-style-type: none"> Literature searching in Engineering https://www.nottingham.ac.uk/toolkits/play_24419 <p>Medicine and Health Sciences</p> <ul style="list-style-type: none"> Literature searching in Health Sciences https://www.nottingham.ac.uk/toolkits/play_23514 Literature searching in Life Sciences https://www.nottingham.ac.uk/toolkits/play_24379 Literature searching in Medicine https://www.nottingham.ac.uk/toolkits/play_23732 Literature searching in Veterinary Medicine https://www.nottingham.ac.uk/toolkits/play_24380 <p>Science</p> <ul style="list-style-type: none"> Literature searching in Biosciences https://www.nottingham.ac.uk/toolkits/play_25881 Literature searching in Chemistry https://www.nottingham.ac.uk/toolkits/play_25882 Literature searching in Computer Science https://www.nottingham.ac.uk/toolkits/play_25884 Literature searching in Mathematical Sciences https://www.nottingham.ac.uk/toolkits/play_25883 Literature searching in Pharmacy https://www.nottingham.ac.uk/toolkits/play_25885 Literature searching in Physics and Astronomy https://www.nottingham.ac.uk/toolkits/play_25886 Literature searching in Psychology https://www.nottingham.ac.uk/toolkits/play_25827

	<p>Social Sciences</p> <ul style="list-style-type: none"> • Literature searching in Business https://www.nottingham.ac.uk/toolkits/play_26556 • Literature searching in Economics https://www.nottingham.ac.uk/toolkits/play_26559 • Literature searching in Education https://www.nottingham.ac.uk/toolkits/play_26560 • Literature searching in Geography https://www.nottingham.ac.uk/toolkits/play_26562 • Literature searching in Law https://www.nottingham.ac.uk/toolkits/play_26601 • Literature searching in Politics and International Relations https://www.nottingham.ac.uk/toolkits/play_26672 • Literature searching in Sociology and Social Policy https://www.nottingham.ac.uk/toolkits/play_30693
<p>Session overview</p>	<p>This session focuses on advanced literature searching techniques for independent research, building on skills developed in previous years. Students will develop confidence in constructing increasingly complex search strategies and applying these effectively within NUsearch, subject databases, and Google/Google Scholar to ensure relevant results. They will have a greater awareness of literature searching as an ongoing and iterative process.</p> <p>Students are also guided to a wider range of resources enabling them to source their own information for extended reading required for projects and dissertations. Additionally, they will be introduced to services enabling access to resources beyond the University.</p>
<p>Learning outcomes</p>	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (B) appreciate that literature searching is an open-ended, iterative process in that search results need constant review; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) identify and apply appropriate terminology to a search; • (C) demonstrate improved proficiency and increased confidence in using advanced literature searching techniques across databases to ensure relevant information has been sourced; and <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) determine relevant services which enable access to resources beyond the University to further learning.

Session no.	5
Title	Searching for Evidence for a Systematic Review
Who	UG Dissertation and PGT
Booking information	<p>Format: Synchronous – face to face / Synchronous – online (Teams) / Asynchronous</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) / Computer teaching room / Asynchronous resource</p> <p>Duration: 2 hours</p> <p>Go to: Online booking system</p>
Live online	<p>When: Teaching week 1 onwards</p> <p>Subject: Medicine and Health Sciences / STEM</p> <p>Duration: 1 hour</p> <p>Go to: Online live events and training: Information skills</p>
Asynchronous equivalent	<p>https://www.nottingham.ac.uk/toolkits/play_24468</p> <p>Subject: Medicine and Health Sciences / STEM</p> <p>Note: <i>We are currently creating an asynchronous resource for social sciences</i></p>
Session overview	<p>Aimed at UG and PGT students undertaking a systematic review for projects or dissertations, this session will focus on further honing student skills and confidence of the literature searching process. It will also provide pointers for the study selection and critical appraisal stages of a systematic review.</p> <p>Students will build on their previous knowledge and experience of literature searching to develop a deeper awareness of how to structure and perform a focused, methodical and rigorous search required for a systematic review. Hand-searching and grey literature will also be included enabling students to conduct a thorough and wide-reaching search to find their evidence.</p>
Learning outcomes	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) identify the key stages in the search and study selection processes of a systematic review; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) use PICO, or equivalent approach, to structure a focused research question that is clear and well-defined; • (C) construct an effective search strategy using relevant author keywords / database subject headings and appropriate search functionality; • (C) conduct a rigorous and exhaustive search across appropriate resources, including subject databases, major journals and grey literature; • (C) keep track of the studies selected; and <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) locate critical appraisal tools on the web to help with evaluating the quality of studies selected.

Session no.	6
Title	Critically Evaluating Information
Who	UG2 to UG Final Year and PGT
Booking information	<p>Format: Synchronous – face to face / Synchronous – online (Teams) / Asynchronous</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) / Computer teaching room / Asynchronous resource</p> <p>Duration: 1 hour</p> <p>Go to: Online booking system</p>
Live online	Asynchronous only
Asynchronous equivalents	<ul style="list-style-type: none"> • Critically evaluating information (STEM) https://www.nottingham.ac.uk/toolkits/play_24021 • Critically evaluating information (Arts & Social Sciences) https://www.nottingham.ac.uk/toolkits/play_26304
Session overview	<p>In this session students will discover how to think critically when they are reading and evaluating information found through literature searches, including papers found in published journals, and material sourced via the web.</p> <p>They will be encouraged to approach the selection of material with an attitude of informed scepticism and learn why it is important to critically evaluate information before using it in coursework. Students will be encouraged to consider a series of questions (who, where, when, why, how) to inform their judgement when assessing the quality and reliability of information.</p>
Learning outcomes	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) comprehend why critical evaluation is important in selecting information to support academic research; • (B) recognise that a given scholarly work may not be the only (or most) authoritative opinion and that differing viewpoints are central to academic debate; <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (B) approach published material with a sceptical stance, open mind, and awareness of biases, both personal and in the literature; and <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) employ critical skills to assess the authority, reliability and validity of published literature.

Session no.	7
Title	Managing your References Using EndNote Online
Who	UG2 to UG Final Year and PGT
Booking information	<p>Format: Synchronous – face to face / Asynchronous</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) / Computer teaching room / Asynchronous resource</p> <p>Duration: 1 hour</p> <p>Go to: Online booking system</p>
Live online	Asynchronous only
Asynchronous equivalent	https://www.nottingham.ac.uk/toolkits/play_24456
Session overview	This session introduces students to the benefits of using EndNote Online, a reference management software (RMS) tool. Students will discover how to store and manage references found through their literature searches and generate accurate and consistent in-text citations and reference lists / bibliographies within their academic writing. Open source options will also be reviewed for students to consider as alternatives to EndNote Online.
Learning outcomes	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise the value of using reference management software (RMS) to keep track of reading materials and to enable effective and consistent referencing; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) apply key functionality within EndNote Online to effectively save, organise and edit references and to access a range of referencing styles; • (C) produce accurate and consistent in-text citations and reference lists / bibliographies within academic writing by linking EndNote Online and Word; and <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (B) identify various open source RMS packages which could be explored / used as alternatives to EndNote.

Session no.	8
Title	Taking Information Skills into Professional Practice
Who	UG on placement / Final Year and PGT
Booking information	Format: Asynchronous only Subject: Midwifery, Nursing, Pharmacy Go to: Online booking system
Live online	Asynchronous only
Asynchronous resource	https://www.nottingham.ac.uk/toolkits/play_24384
Asynchronous resource overview	Aimed at final year UGs and PGTs studying Nursing, Midwifery and Pharmacy, this scenario-based online resource exposes students to a theoretical situation they may encounter in the workplace. In the context of a case-study, students will discover the information and critical appraisal skills they have developed as a student are transferable to professional practice as external resources are explored to find evidence. Methods of keeping up to date with new research and developments within their profession will also be introduced.
Learning outcomes	Having worked through this online resource, students should be able to: <i>Intellectual Skills</i> <ul style="list-style-type: none"> • (B) appreciate the importance of using appropriate information sources to address a potential workplace scenario which could be encountered in professional employment; <i>Professional Practical and Transferable Skills</i> <ul style="list-style-type: none"> • (C) apply information-seeking skills to identify, locate and access information sources relevant to a specific profession; • (C) employ critical evaluation skills to ensure information used to make decisions in the workplace is authoritative and reliable; and • (C) identify methods of keeping up to date with new and ongoing research and developments.

Session no.	9
Title	Masters Students: Welcome to your University Libraries
Who	PGT
Booking information	Format: Asynchronous only Go to: Online booking system
Live online	When: Regularly throughout welcome week/s Subject: Generic to ensure applicability to all Faculties Duration: 1 hour Go to: Online live events and training: Welcome to Libraries
Asynchronous equivalent	https://www.nottingham.ac.uk/toolkits/play_24360
Session overview	<p>This session welcomes taught postgraduates to the University of Nottingham Libraries and provides them with essential information needed to get started using library resources. Students will discover more about academic expectations in the use of scholarly information at Masters level. They will also be introduced to NUsearch, the University's resource discovery tool, as well as a range of subscription databases, and services enabling access to resources beyond the University.</p> <p>Students will also be directed to Moodle and encouraged to enrol on our Nottingham Open Online Course (NOOC) – <i>On Course for your Masters</i>. This will enable them to further develop their information skills in an online environment (see pp.16-17).</p>
Learning outcomes	<p>Having attended the live session / worked through the online resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) see University libraries as friendly, comfortable and accessible places to enable exploration of library resources; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) access module reading lists to begin their resource discovery; • (C) identify, locate and access key UoN resources to find relevant information; <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) navigate off-campus access routes to a range of electronic resources; and • (C) determine relevant services which enable access to resources beyond the University to further learning.

Title	'On Course for Your Masters' NOOC (Nottingham Open Online Course)
Who	PGT
When	Launches in Week 1; available online all year
Format	Digital Learning in Moodle
Resource link	<i>Resource currently being updated. The 2021/22 module will go live at the start of term as in previous years.</i>
Duration	Variable depending on student needs. On average, approx. 15 hours
Resource overview	<p>Developed by University of Nottingham Libraries with academic consultants from all Faculties, On Course for Your Masters is designed to support transition to postgraduate study, particularly engagement with the scholarly resources needed for academic success, and preparation for what comes next whether it be employment or postgraduate research. The course comprises 8 units:</p> <ol style="list-style-type: none"> 1. Stepping Up a Level 2. Introducing Resource Discovery 3. Types of Information Resources 4. Planning your Search 5. Searching Databases 6. Critical Appraisal 7. Referencing 8. Stepping Out <p>Open to PGTs across all disciplines and campuses in the UK, China and Malaysia, as well as those studying at a distance from across the globe, the course is designed for students to follow at their own pace. They will interact with peers to share learning with ongoing support from Teaching and Learning Librarians.</p>
Learning outcomes	<p>By the end of the course, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) articulate academic expectations of Masters-level study, including engagement with scholarly resources; • (B) consolidate knowledge of different types of literature and when to use them for different academic purposes; • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; • (B) value the application of 'Critical Appraisal' to the selection of academic sources; • (B) recognise that a given scholarly work may not be the only (or most) authoritative opinion and that differing viewpoints are central to academic debate; • (B) identify the value of using reference management software (RMS) to keep track of reading materials and to enable effective and consistent referencing; • (B) articulate personal priorities in relation to gaining work experience, undertaking further study or moving into employment; <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (C) determine the scope of the question or task required to meet information needs; • (B) acknowledge that literature searching is an open-ended, iterative process in that search results need constant review; • (B) approach published material with a sceptical stance, open mind, and awareness of biases, both personal and in the literature;

	<p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) construct effective search strategies using appropriate terminology and database functionality to identify relevant literature on a given subject; • (C) give credit to the original ideas of others through proper attribution and citation; • (C) follow ethical and legal guidelines in gathering and using information; • (C) employ critical skills to assess the authority, reliability and validity of published literature; • (C) apply key functionality within an RMS package to effectively save, organise and edit references and to access a range of referencing styles; • (C) explore and assess potential employment or placement opportunities (sectors, areas of paid or voluntary work and employers) by utilising search skills and UoN resources; • (C) source appropriate information to guide career choices and decision making; <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) navigate off-campus access routes to a range of electronic resources; and • (C) identify where to go for further advice, support and information post-graduation.
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