



University of Nottingham Libraries, Learning Development Team
**Suite of Information Skills Sessions and Resources for
Taught Course Students 2023/24**

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Introduction

Dear Colleagues,

This document provides details of the 2023/24 Suite of Information Skills Sessions and Resources for Taught Course Students which will be delivered by the Libraries Learning Development 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 programmes to align directly with coursework requirements. To this end our suite comprises the following strands:

1. **Information skills for booking.** Please use our [online booking system](#) to request sessions. To ensure continued flexibility throughout 2023/24 our synchronous sessions can be requested for face to face or online (Teams) delivery.

The deadline for submitting **semester 1** requests is **Monday 14 August 2023**. This will allow time for us to create discipline-specific sessions according to individual requirements before teaching starts in early September. Please note we may be unable to schedule requests received after Monday 14 August for teaching in the autumn term, although we should be able to schedule requests submitted after this date for teaching in semester 2.

2. **Information skills bespoke sessions.** If the sessions detailed in our suite are not quite what you're looking for, please do get in touch with [Ruth Curtis](#) in the first instance to discuss creation of a bespoke session. We would be happy to work with you to create content that meets the specific information literacy needs of your students. Additionally, we work closely with our Academic Skills colleagues, also based in the Libraries Learning Development Team, if you are interested in creating a session which integrates both information literacy and academic skills.
3. **Information skills open programme.** To complement our sessions for booking, we will continue to offer our [open programme of live online sessions](#) during 2023/24. This will focus on core skills, including literature searching, navigating information on the web, critically evaluating information, searching for evidence for a systematic review, and using EndNote Online. Sessions will be offered on a rolling programme via Teams, which any student can join as needed. Please direct your students to our sessions by embedding the link to our open programme at key points in your modules.
4. **Information skills online resources.** Asynchronous equivalents for each of our live sessions are available to support follow-on or self-paced independent learning. These can be embedded as required within your modules to align with coursework requirements.

You will find **key messages on pp.3-6**, and **specific details of each session on pp.7-22**. Most live sessions and asynchronous resources are suitable for UG and PGT students. To further support PGT students the 2023/24 iteration of our NOOC 'On Course for your Masters' (see pp.23-24) will go live on Moodle in early September.

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

Senior Learning Development Librarian (Information Skills)

Learning Development Team

University of Nottingham Libraries

<https://www.nottingham.ac.uk/library/studying/infoskills.aspx>

Key messages: Information skills for booking

Information skills for booking	
Online booking system	Please use our online booking system to request sessions. The deadline for submitting semester 1 requests is Monday 14 August 2023 .
Session format	To ensure flexibility throughout 2023/24 our synchronous sessions can be requested for face to face or online (Teams) delivery. Asynchronous equivalents are also available to support follow-on or independent learning (see pp.7-25 for full details of all sessions).
Library welcomes	Online library inductions are being arranged directly with Faculties for 2023/24 welcome week. Final dates and links for students to join sessions will be circulated to Faculties during July. Our UG, PGT and PGR library welcomes are also available asynchronously.
Embedded	The underlying principle of our 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 ahead of hand-in dates.
Alignment with curriculum	Lining up the timing of our sessions ahead of 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 professional guidelines ¹ . In the list of learning outcomes, B = Behaviours and C = Competencies.
Digital competencies	Our sessions enable students to develop a range of digital competencies: <ul style="list-style-type: none"> • Level 1 (UG Semester 1), Level 2 (UG1 Semester 2), and Level 3 (UG2 to UG3) – see the Digital Student on Moodle • Level 4 (UG Final Year) – see the Digital Graduate, on Moodle from September 2023
Professional competencies	Each of our sessions enables students to develop the ‘Digital Capabilities’ professional competency.
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 detail specific resources you would want us to cover.
Scaffolding student learning	Most of our sessions are suitable for UGs and PGTs and are designed to scaffold student learning at key points as they progress in their academic development. As such, sessions aimed at UG1 have been kept to a minimum to ensure their first year has not been overloaded.

¹ ACRL, *Framework for Information Literacy for Higher Education*, <http://www.ala.org/acrl/standards/ilframework> [accessed 07/06/2023].

Synchronous – face to face sessions	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.
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 Teams on the date/time you specify and send you the link for your students to join the session.
Room booking confirmations	Our online booking system allows requests to be submitted prior to your receipt of room confirmations from Timetabling. Please note however, you will need to inform us that room confirmations have been received before we deliver our teaching.
Bespoke sessions	If you would like to discuss creation of a bespoke session, in preference to the options detailed in this suite, please contact Ruth Curtis in the first instance. We would be happy to work with you to create content that better meets the specific needs of your students.
Asynchronous resources	Asynchronous equivalents are available for each of our live teaching sessions to facilitate continuity of learning for students engaging with both, and to enable self-paced independent learning for students who miss or are unable to attend live sessions (see p.6 for further details) .
Evaluation	We use MS Forms to assess students' confidence gain and to evaluate our synchronous teaching and asynchronous support, but please do forward any feedback on our sessions or resources received via SETs and SEMs.
Teaching materials	In the event we are unable to schedule a requested synchronous session, we can provide the asynchronous equivalent for circulation to your students or offer you our teaching materials. These will include our teaching slides (.ppt), and any worksheets we have designed to support activities. Additionally, 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 with us at library-teaching@nottingham.ac.uk . You are also welcome to attend our sessions and to provide feedback.
PGRs	Our PGR sessions include a library welcome, researcher information skills and an introduction to EndNote Desktop. PGRs can book onto these sessions via Central Short Courses . Sessions will be delivered face to face or online (Teams) as appropriate (see p.25 for our PGR asynchronous equivalents) .
Co-ordinated requests	We kindly ask that a School/Department-level approach is taken when booking sessions if possible. This will facilitate the targeting of our sessions and resources at key points within curricula to maximise impact and reach.
Ongoing review	We will review our information skills sessions and resources on an ongoing basis 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 our suite, please do contact us at library-teaching@nottingham.ac.uk to discuss.

Key messages: Information skills open programme

Information skills open programme	
Purpose and format	Our open programme of live sessions is delivered online via Teams on a rolling schedule throughout term time and complements our sessions available for booking. It is available to all students across the university, regardless of where they are based, thus extending our reach, and offering flexibility and inclusivity.
Focus	Our open programme focuses on development of core information literacy skills and is aimed at first to final year UGs and PGTs (see pp.9-22 for details of sessions included in our open programme).
Frequency of sessions and curriculum alignment	We offer our open programme on a rolling schedule from teaching week 1 onwards enabling ongoing opportunities for student attendance at key points in their learning to match with coursework requirements.
Subject-specific	We deliver Faculty-specific iterations of sessions as appropriate throughout our open programme to ensure our teaching provision is applicable to students across the university. Equivalent asynchronous resources provide more detailed subject specificity wherever possible (see p.6 for further details).
Follow-up and self-paced independent learning	Asynchronous equivalents are available for each of our live teaching sessions to facilitate continuity of learning for students engaging with both, and to enable self-paced independent learning for students who miss or are unable to attend live sessions (see p.6 for further details).
Resource spotlights	Our resource spotlights are timetabled weekly within our open programme. Each spotlight focuses on a specific subject database to increase student awareness of digital resources available and confidence in using them effectively to find relevant information for coursework.
121 Literature searching support	Our Literature searching support service enables students to request an online 121 appointment with a Librarian. We will help students plan and structure a literature search, identify relevant subject databases, and use EndNote Online to manage their references. Please do promote this service to your students.
Accessing and promoting our open programme	Timings of our open programme sessions can be accessed via our Online live events and training web page, enabling students to easily view sessions available, and to attend any as required. Additionally, please do embed the link to our open programme in your modules and encourage students to attend any sessions.
Evaluation	We use MS Forms to assess students' confidence gain and to evaluate our teaching following each live session, but please do forward any feedback on these sessions received via SETs and SEMs.
New ideas	If you identify any gaps in our open programme, please do contact us at library-teaching@nottingham.ac.uk to discuss.

Key messages: Information skills online resources

Information skills online resources	
Asynchronous resources	All asynchronous resources 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, and to enable self-paced independent learning for students who miss or are unable to attend live sessions.
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 to ensure availability is effectively timed for student needs. Links to each of our asynchronous resources can be found on pp.7-25 . 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 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.
Evaluation	We use MS Forms to assess students’ confidence gain and experience following completion of our asynchronous resources, but please do forward any feedback on these sessions received via SETs and SEMs.
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 2022/23. The 2023/24 module will go live in early September (further details can be found on pp.23-24).
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 on an ongoing basis and adapt resources 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 08/06/2022].

Support for taught course students

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

Library welcomes

Our library inductions for UG and PGT students are arranged directly with Faculties, with most delivered online (Teams) during welcome week.

Undergraduates: Welcome to Your University Libraries

Title	Undergraduates: Welcome to Your University Libraries
Who	UG1
Booking information	Format: Synchronous – online (Teams) When: Welcome week. Dates arranged directly with Faculties. Links to join sessions are sent to contacts during July. Subject: Content tailored to each Faculty Duration: 30 minutes
Asynchronous resource	Undergraduates: Welcome to Your University Libraries
Session overview	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. 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.
Learning outcomes	Having attended the live session or worked through the asynchronous resource, students should be able to: <i>Knowledge and Understanding</i> <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; <i>Professional Practical Skills</i> <ul style="list-style-type: none">• (C) locate and access material and facilities at UoN libraries; and• (C) identify and access sources of help.

Masters Students: Welcome to Your University Libraries

Title	Masters Students: Welcome to Your University Libraries
Who	PGT
Booking information	<p>Format: Synchronous – online (Teams)</p> <p>When: Welcome week. Dates arranged directly with Faculties. Links to join sessions are sent to contacts during July.</p> <p>Subject: Content tailored to each Faculty</p> <p>Duration: 1 hour</p>
Asynchronous resource	Masters Students: Welcome to Your University Libraries
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 be introduced to NUsearch – the university’s resource discovery tool, a range of subject databases, and services enabling access to resources beyond the university to support their research, as well as the Library’s leisure reading collections to support their wellbeing.</p> <p>Students will also be directed to Moodle and encouraged to enrol on our Nottingham Open Online Course (NOOC) – ‘On Course for your Masters’. This will enable them to further develop their information skills in an online environment (see pp.23-24).</p>
Learning outcomes	<p>Having attended the live session or 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 explore 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.

Information skills sessions

The following sessions support student development of core information literacy skills. They can be requested for synchronous face to face or online delivery. Asynchronous equivalents are also available to support student independent learning.

Getting Started Using Library Resources

Title	Getting Started Using Library Resources
Who	UG1
Booking information	<p>Format: Synchronous – face to face Synchronous – online (Teams)</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) Computer teaching room</p> <p>Duration: 1 hour</p> <p>Request: Online booking system</p>
Live online open programme	<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 resource	Getting Started Using Library Resources
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 or worked through the asynchronous 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) find, access and manage 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 on NUsearch using appropriate terminology to identify relevant literature on a given subject.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 1 (UG1, Semester 1) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I can access digital library resources including books and journals at the University of Nottingham

	<ul style="list-style-type: none"> • I know how to access and use online reading lists as part of my course • I can access and use NUsearch to find relevant digital information to support my learning • I know how to recognise digital sources that are likely to contain reliable information • I am aware of how to locate different types of media resources available to me for my studies, including text-based materials, graphical materials, videos, animation and multimedia <p><i>Level 2 (UG1, Semester 2) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I consider the uses of different types of media in terms of the information they can provide to my course and I understand the different considerations that must be made in gaining information from these sources
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

Navigating Information on the Web

Title	Navigating Information on the Web
Who	UG1 to UG Final Year and PGT
Booking information	<p>Format: Synchronous – face to face Synchronous – online (Teams)</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) Computer teaching room</p> <p>Duration: 1 hour</p> <p>Request: Online booking system</p>
Live online open programme	<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 resource	Navigating Information on the Web
Session overview	<p>This session 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 relevant 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 attended the live session or worked through the asynchronous resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise the concept of digital literacy and apply its principles to online research; • (B) realise that sources of web-based information vary greatly in content, relevance and value; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) use web search engines effectively to complement NUsearch and other library resources; • (C) apply advanced search techniques to web searches to source relevant information; • (C) employ verification and fact-checking techniques to determine veracity and authority of information found on the web; and • (C) apply critical thinking and balanced judgement to the evaluation of information on the web.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 1 (UG1, Semester 1) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I know how to recognise digital sources that are likely to contain reliable information

	<p><i>Level 2 (UG1, Semester 2) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I can evaluate the relevance and reliability of digital information sources that I have located through search strategies <p><i>Level 3 (UG2 to UG3) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I can access social media as a source of information for my learning where this is appropriate
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

Advancing Your Literature Searching Skills

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)</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) Computer teaching room</p> <p>Duration: 2 hours</p> <p>Request: Online booking system</p>
Live online open programme	<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 resources: Arts	<ul style="list-style-type: none"> • Literature searching in Culture, Languages and Area Studies • Literature searching in English • Literature searching in Humanities
Asynchronous resources: Engineering	<ul style="list-style-type: none"> • Literature searching in Architecture and Built Environment • Literature searching in Chemical Engineering • Literature searching in Civil Engineering • Literature searching in Electrical and Electronic Engineering • Literature searching in Mechanical, Materials and Manufacturing Engineering
Asynchronous resources: Medicine and Health Sciences	<ul style="list-style-type: none"> • Literature searching in Health Sciences • Literature searching in Life Sciences • Literature searching in Medicine • Literature searching in Veterinary Medicine
Asynchronous resources: Science	<ul style="list-style-type: none"> • Literature searching in Biosciences • Literature searching in Chemistry • Literature searching in Computer Science • Literature searching in Mathematical Sciences • Literature searching in Pharmacy • Literature searching in Physics and Astronomy • Literature searching in Psychology
Asynchronous resources: Social Sciences	<ul style="list-style-type: none"> • Literature searching in Business • Literature searching in Economics • Literature searching in Education • Literature searching in Geography • Literature searching in Law • Literature searching in Politics and International Relations • Literature searching in Sociology and Social Policy

Session overview	<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 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 also be introduced to services enabling access to resources beyond the UoN libraries.</p>
Learning outcomes	<p>Having attended the live session or worked through the asynchronous resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) appreciate 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 appropriate terminology for your search; • (C) structure an effective search by applying a range of search techniques that can be used in database searches to find relevant information; • (C) identify, access and use a range of subject databases and other online resources within a discipline; 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.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 3 (UG2 to UG3) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I can identify appropriate subject databases and other digital resources within my discipline to search for relevant information • I can access appropriate subject databases within my discipline using relevant login requirements • I know how to search within subject-specific databases and other information repositories using a range of search techniques/functionality, and appropriate keywords/subject headings to source relevant results • I can set up search alerts and use notifications/RSS feed for when new information is available on a given topic • I can assess search results and recognise the different factors that might influence how these are ranked/weighted within a digital search and revise my search strategy as necessary
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

Searching for Evidence for a Systematic Review

Title	Searching for Evidence for a Systematic Review
Who	UG Dissertation and PGT
Booking information	<p>Format: Synchronous – face to face Synchronous – online (Teams)</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) Computer teaching room</p> <p>Duration: 2 hours</p> <p>Request: Online booking system</p>
Live online open programme	<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 resource	Searching for Evidence for a Systematic Review
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. Current awareness services 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 or worked through the asynchronous 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) 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.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 3 (UG2 to UG3) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I can identify appropriate subject databases and other digital resources within my discipline to search for relevant information

	<ul style="list-style-type: none"> • I can access appropriate subject databases within my discipline using relevant login requirements • I know how to search within subject-specific databases and other information repositories using a range of search techniques/functionality, and appropriate keywords/subject headings to source relevant results • I can set up search alerts and use notifications/RSS feed for when new information is available on a given topic • I can assess search results and recognise the different factors that might influence how these are ranked/weighted within a digital search and revise my search strategy as necessary
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

Critically Evaluating Information

Title	Critically Evaluating Information
Who	UG2 to UG Final Year and PGT
Booking information	<p>Format: Synchronous – face to face Synchronous – online (Teams)</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) Computer teaching room</p> <p>Duration: 1 hour</p> <p>Request: Online booking system</p>
Live online open programme	<p>When: Teaching week 1 onwards</p> <p>Subject: Arts, Social Sciences and STEM iterations</p> <p>Duration: 1 hour</p> <p>Go to: Online live events and training: Information skills</p>
Asynchronous resource	<ul style="list-style-type: none"> • Critically evaluating information (Arts) • Critically evaluating information (Social Sciences) • Critically evaluating information (STEM)
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 or worked through the asynchronous resource, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise why critically evaluating all information you read is important for your academic work; • (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.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 2 (UG1, Semester 2) (Digital Student: Information, Media and Data Literacy)</i></p> <ul style="list-style-type: none"> • I can evaluate the relevance and reliability of digital information sources that I have located through search strategies <p><i>Level 3 (UG2 to UG3) (Digital Student: Information, Media and Data Literacy)</i></p>

	<ul style="list-style-type: none"> • I know the strengths and weaknesses of information derived from digital sources as compared with non digital sources • I can compare and contrast the relevance and reliability of several digital sources that cover the same academic topic • I can approach digital material with a sceptical stance, open mind, and awareness of biases, both personal and in the digital source
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

Managing Your References Using EndNote Online

Title	Managing Your References Using EndNote Online
Who	UG2 to UG Final Year and PGT
Booking information	<p>Format: Synchronous – face to face Synchronous – online (Teams)</p> <p>When: Teaching week 1 onwards</p> <p>Where: Teaching room (BYOD) Computer teaching room</p> <p>Duration: 1 hour</p> <p>Request: Online booking system</p>
Live online open programme	<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 resource	Managing Your References Using EndNote Online
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 or worked through the asynchronous 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 your 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.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 2 (UG1 Semester 2) (Digital Student: Digital Production and Proficiency)</i></p> <ul style="list-style-type: none"> • I am aware of referencing software and the benefits of using them <p><i>Level 3 (UG2 to UG3) (Digital Student: Digital Production and Proficiency)</i></p> <ul style="list-style-type: none"> • I can use key functionality within reference management software programmes to save, organise and edit my references • I can use functionality in reference management software to access a range of referencing styles

	<ul style="list-style-type: none"> • I can use reference management software to produce accurate and consistent in-text citations and reference lists / bibliographies in a specific style within my academic writing • I can link a reference management system with Microsoft Word
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

Asynchronous only resources

The following asynchronous resources support student independent learning.

Taking Information Skills into Professional Practice

Title	Taking Information Skills Into Professional Practice
Who	UG on placement, UG Final Year and PGT
Format	Asynchronous only (see links below)
Subject	Subject: Healthcare (Midwifery, Nursing, Pharmacy) and generic iterations
Asynchronous resources	<ul style="list-style-type: none"> • Taking information skills into professional practice (Healthcare) • Taking information skills into professional practice (Generic)
Resource overview	<p>Healthcare resource (aimed at midwifery, nursing and pharmacy students)</p> <p>This scenario-based online resource is aimed at students on healthcare courses, including midwifery, nursing and pharmacy, and exposes them to theoretical situations they may encounter in the workplace. Students will discover the information and critical appraisal skills they have developed at university are transferable to professional practice, as external resources are explored to find reliable evidence. Methods of keeping up to date with new research and developments within their profession will also be introduced.</p> <p>Generic resource (aimed at students across all faculties)</p> <p>This online resource demonstrates how the information skills students have developed through their degree programme can be used in the workplace. It considers the importance of these skills to professional life - whether it be in gathering information, interacting with information (and other people) on the internet, or maintaining current awareness.</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) identify professional frameworks which guide and support the use of information and digital literacies in professional practice; • (B) recognise that information skills are transferable from university in supporting academic development, to employment in supporting professional practice; <p><i>Intellectual Skills</i></p> <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; <p><i>Professional Practical and Transferable Skills</i></p> <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; • (C) identify methods of keeping up to date with new and ongoing research; and • (C) identify freely available sources of help to ensure effective use of reliable evidence-based sources of information.
Digital competencies	<p>This session supports development of the following digital competencies:</p> <p><i>Level 4 (UG Final Year) (Digital Graduate: Information, Media and Data Literacy)</i></p>

	<ul style="list-style-type: none"> • I know multiple approaches for finding digital information that might be relevant in a professional context • I can apply methods of keeping up-to-date with new and ongoing research and developments in my professional context • I can review, analyse and evaluate the validity and relevance of written digital information for a professional context • I can review, analyse and evaluate the validity and relevance of other forms digital media, such as audio and video, for a professional context
Professional competencies	<p>This session supports development of the following professional competency:</p> <ul style="list-style-type: none"> • Digital capabilities

On Course for Your Masters NOOC (Nottingham Open Online Course)

Title	'On Course for Your Masters' NOOC (Nottingham Open Online Course)
Who	PGT
When	Launches in early September; available online all year
Format	Digital Learning in Moodle
Resource link	Resource currently being updated. The 2023/24 module will go live in early September.
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 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 Information Skills Learning Development 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;

	<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; <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 a reference management software (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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Support for postgraduate researchers

Title	Welcome to the Library for New Postgraduate Researchers
Who	PGR
Synchronous session	<p>Format: Face to face Online (Teams)</p> <p>Subject: Generic</p> <p>When: Scheduled early semester 1</p> <p>Where: Teaching room Computer teaching room Teams</p> <p>Duration: 1 hour</p> <p>Students can book a place via: Central Short Courses</p>
Asynchronous resource	Welcome to the Library for New Postgraduate Researchers
Title	Researcher Information Skills
Who	PGR
Synchronous session	<p>Format: Face to face Online (Teams)</p> <p>Subject: Faculty-specific iterations</p> <p>When: Scheduled during academic year</p> <p>Where: Computer teaching room Teams</p> <p>Duration: 2 hours</p> <p>Students can book a place via: Central Short Courses</p>
Asynchronous resources	<ul style="list-style-type: none"> • Researcher information skills (Arts) • Researcher information skills (Engineering) • Researcher information skills (Medicine and Health Sciences) • Researcher information skills (Science) • Researcher information skills (Social Sciences)
Title	Introduction to EndNote for Researchers
Who	PGR
Synchronous session	<p>Format: Face to face</p> <p>Subject: Generic</p> <p>When: Scheduled during academic year</p> <p>Where: Computer teaching room</p> <p>Duration: 2 hours</p> <p>Students can book a place via: Central Short Courses</p>
Asynchronous resource	Introduction to EndNote for Researchers