



Re-imagining our curriculum  
Consolidating the First Year Experience

Prototype Project Updates:

January 2016

<b>General Details</b>	
<b>Project Title</b>	<b>Library Learning: Digital Information Pack</b>
<b>Name of Main Applicant</b>	Sarah-Anne Kennedy
<b>Position Held</b>	Assistant Librarian
<b>College</b>	DIT Library Services
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<b>Names of any co-applicants (&amp; colleges they are based in):</b>	Allison Kavanagh, DIT Library Services Brian Gillespie, DIT Library Services
<b>Signed</b>	
<b>Date</b>	28/01/16
<b>TU4D Theme (Please tick)</b>	
<input checked="" type="checkbox"/> Induction/early orientation <input checked="" type="checkbox"/> First 5,6 or 7 weeks; <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Assessment and feedback; <input checked="" type="checkbox"/> Graduate Attributes <input checked="" type="checkbox"/> Students/ autonomous self-directed learners, <input checked="" type="checkbox"/> Learning spaces – virtual & physical <input type="checkbox"/> Alternative Curriculum models	
<b>Summary of Prototype project</b> (max 200 words)	<p>We have put together a digital library information pack called <i>Library Learning</i>, aimed at first year undergraduates to lend support as they enter their first year within DIT. The idea of the pack is to lend timely, tailored and subject oriented mailouts to students to assist their successful transition into first year. The pack is also intended as a support to the face-to-face information literacy sessions delivered to students by library staff and allows the opportunity for asynchronous learning.</p> <p>We are using the email marketing provider <i>Mailchimp</i>. Students will receive 10 mailouts in total which are delivered in line with the existing academic calendar so they tally with student and module timelines. This allows us to provide timely support to students when they need it and when they can better digest it. Mailouts are authored by library staff, using a strong branded identity, in collaboration with academic staff and student supports such as the Academic Writing Centre.</p>
<b>Project dates</b>	Full academic year beginning induction week.
<b>Main proposed original project outputs for the TU4D</b> (max 100 words)	<p><i>Library Learning</i> can be rolled out across the TU4D. We envisage a TU4D template pack that is customisable and tailored to individual course and student requirements and also to fit in with local Information Literacy programmes and supports.</p> <p><i>Library Learning:</i></p> <ul style="list-style-type: none"> <li>• Will support student transition throughout first year and the first 5, 6 and 7 weeks</li> <li>• Encourages student engagement with the library and Information Literacy sessions</li> <li>• Will ensure that the induction and orientation programme</li> </ul>

	<p>progresses alongside the student</p> <ul style="list-style-type: none"> <li>• Data will inform the TU4D on the level of student engagement with the library</li> <li>• Can be used to promote services and to support academic staff in the collaborative design and use of resources within the TU4D</li> </ul>
<p><b>Project outputs including any evaluation data</b> (max 300 words, data to be included in an appendix but can be summarised here)</p>	<p><i>Library Learning</i> fits into the following TU4D themes:</p> <ol style="list-style-type: none"> <li>1. Induction/early orientation</li> <li>2. First 5, 6 or 7 weeks</li> <li>3. Learning Spaces –virtual &amp; physical</li> <li>4. Graduate Attributes</li> <li>5. Students as autonomous self-directed learners</li> </ol> <p>A pilot project is currently underway. It includes two groups of first year students from the School of Business (BSc. in Marketing) and the School of Media (BA in Journalism and BA in Journalism with a Language).</p> <p>BSc in Marketing: 89 students  BA in Journalism: 38 students  BA in Journalism with a Language: 17 students</p> <p><b>Total Student Subscribers: 144</b></p> <p>Students have received four of the total ten scheduled mailouts (See appendix A for sample schedule). The following type of information has been delivered to the students (See Appendix B for data):</p> <ul style="list-style-type: none"> <li>• Welcome mailout and introduction to library staff</li> <li>• Introduction to library services incorporating links and embedded content</li> <li>• Exam and study skills tips and promotion of useful resources such as the <i>Life and Study Skills Collection</i></li> <li>• Assignment information and links to the Academic Writing Centre</li> <li>• Welcome back to semester 2 and reminder about library services</li> </ul> <p>Mailouts are personalised using individual student names and content is tailored to student timelines and disciplines so the student feels individually connected. We have collaborated with academic staff on content including information on in-house exam times, assignment deadlines and content. This has allowed the students to see how the library integrates into their academic work and the resources and support available to them.</p> <p>Our existing Information Literacy programme has been supported and students have been given the opportunity to engage in asynchronous online learning. Data has shown that a number of students have opened the mailouts multiple times. This indicates to us that Library Learning creates a virtual learning space for the student where they can digest information at a time and place that suits their information needs.</p>
<p><b>Lessons Learned</b> (max 200 words)</p>	<p>The biggest hurdle library staff have faced has been encouraging academic staff to collaborate with the library and engage with the project in an in-depth way.</p> <p>While authored by library staff and mainly library centred, mailout</p>

	<p>content has a more powerful message if directly linked to course content and student requirements with regards to assessment. First year students can often only tend to see the value of the information provided if it is directly linked to their individual assessments. With this in mind library staff were eager to engage academic staff as much as possible by getting information on assignment deadlines and content, reading lists, in-house exams etc.</p> <p>Library staff contacted both schools involved in the pilot project. The School of Marketing were positive and engaged from the start. Academic staff met with library staff to collaborate on content and timelines for the mailouts. They provided library staff with access to the relevant Webcourses module, slides content, and assessment dates.</p> <p>There was not the same level of engagement with the School of Media. A member of the library team briefed academic staff at a school meeting. Subsequently induction sessions were booked for October. While there has not been the same level of input with regards to assignment or course information there has been a high level of engagement with the mailouts from students.</p> <p>To ensure successful collaboration between library and academics a concentrated approach is needed to promote the information pack to the school with an emphasis on the importance of collaboration for the benefit of the students. Academic staff also need to be encouraged to take advantage of the support system available for students and engage with it as much as possible on behalf of the students.</p> <p>Promotion and marketing of <i>Library Learning</i> also needs to take place on all forms of social media, posters, and online to encourage all students to engage with the information pack.</p>
<p><b>Next stage</b>(max (max 200 words)</p>	<p><i>Mailchimp</i> provides us with quantitative data on student open rates and engagement. We will evaluate the project using these figures alongside the attendance figures we have for face-to-face sessions.</p> <p>The pilot project is still underway with another six mailouts scheduled to be sent throughout the second semester. In the next academic year we plan to roll out <i>Library Learning</i> to include all first year undergraduates from the College of Business, School of Law and School of Media. We also hope to include links to other support services such as the Maths Learning Centre.</p> <p>We plan to deliver a marketing campaign for <i>Library Learning</i> to include all academic staff and students through traditional face-to-face sessions and via social media platforms.</p> <p>The library hopes to be included in the broad framework of funding within the TU4D for the development and implementation of support services to ensure the successful transition of students into first year.</p>

## Appendix A: Mailout schedule example

	<b>Mailout Subject</b>	<b>Send date</b>
	<b>Semester 1:</b>	
1	Welcome/Introduction to the Library	Week 1
2	In house exam support/ reading list and assignment support	Week 5
3	Exam support	Week 11
	<b>Semester 2:</b>	
4	Welcome back after Christmas / exam support	Week 1
5*	Locating an article in a library database	Week 3
6*	Introduction to Library Databases: developing a search strategy	Week 4
7*	Plagiarism and Referencing	Week 7
8	Assignment Support	Week 9
9	Review Week Information/Promotion	Week 12
10	Exam Support	Week 13

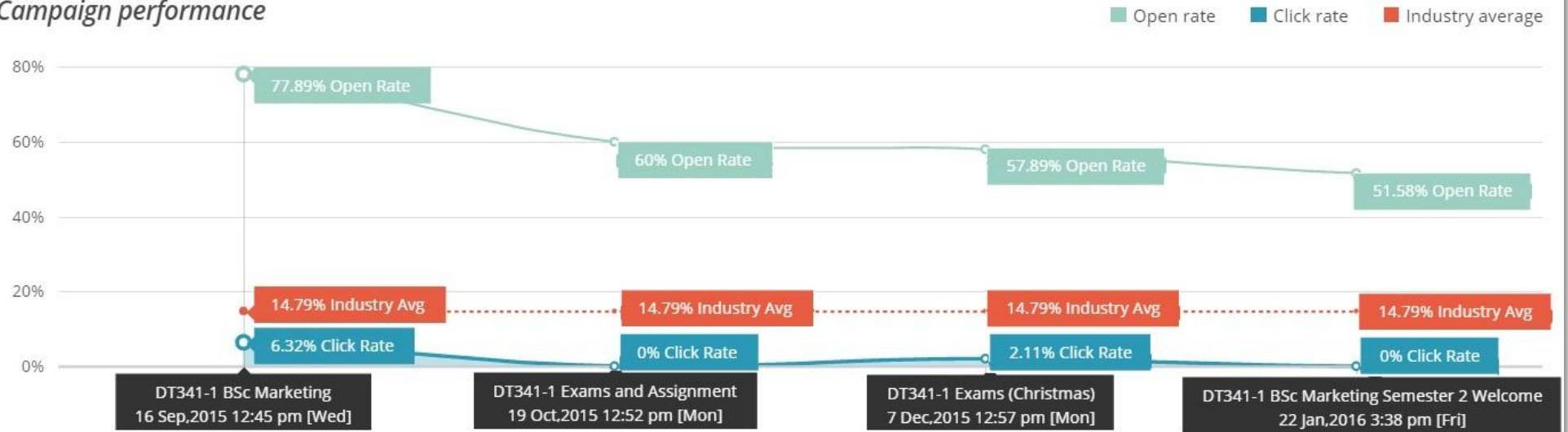
\*embedded sessions. Incorporated into Marketing Plan assignment. Librarians correct Information Literacy component of assignment in collaboration with academic staff.

**Appendix B -Mailchimp Data:**  
**DT341/1 BSc. in Marketing 89 students**

Campaign Overview to Date:

4 Mailouts in total - September 2015 to January 2016

*Campaign performance*



83.8% of students viewed mailouts on desktop computer

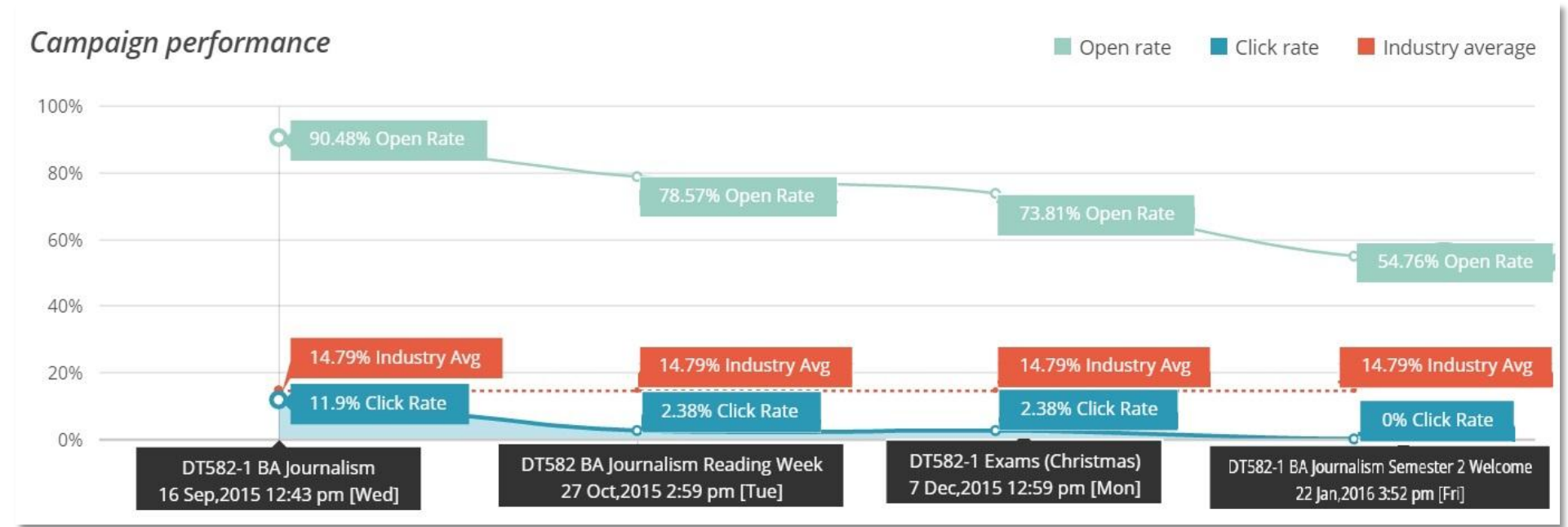
16.3% of students viewed mailouts via mobile

<b>DT341</b>	<b>Mailout 1: Welcome to the Library</b>	<b>Mailout 2: in-house Exams and Assignment/Reading Week</b>	<b>Mailout 3: Exams (Christmas)</b>	<b>Mailout 4: Welcome to Semester 2</b>
Student Opens	74	57	55	49
Total Opens	106	72	93	71

## DT582/1 BA Journalism 38 Students

Campaign Overview to Date:

4 Mailouts in total –September 2015 to January 2016



92.5% of students viewed mailouts on desktop computer

7.5% of students viewed mailouts via mobile

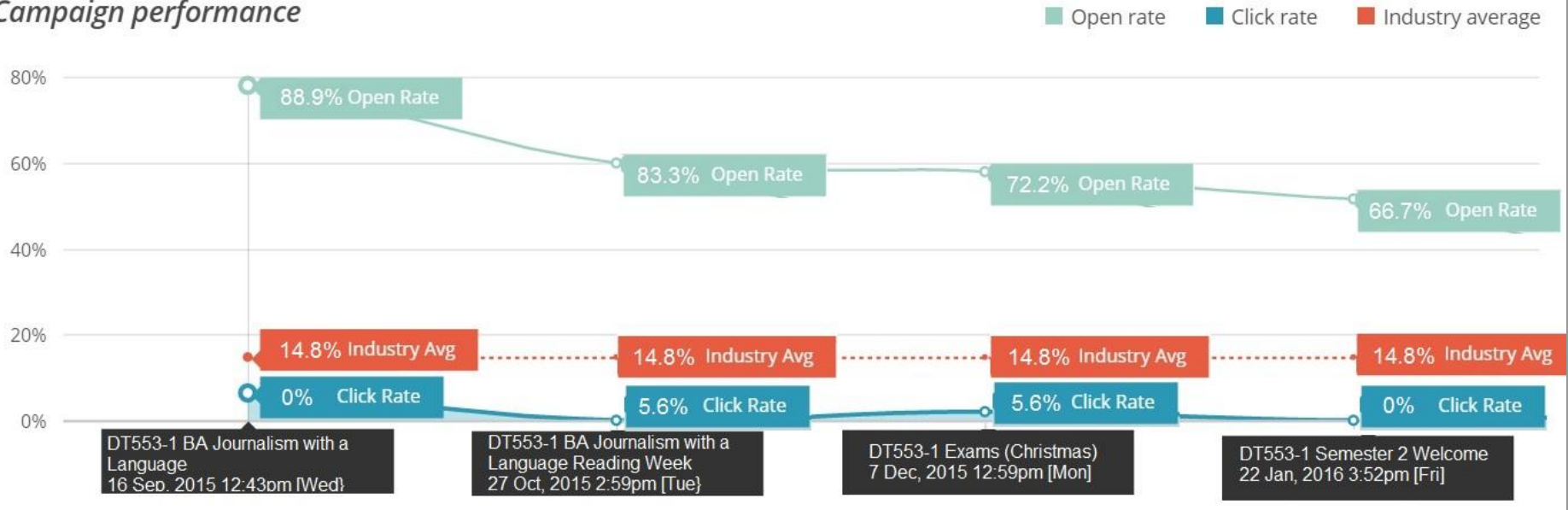
DT582 BA Journalism	Mailout 1: Welcome to the Library	Mailout 2: Reading Week	Mailout 3: Exams (Christmas)	Mailout 4: Welcome to Semester 2
Student Opens	38	33	31	23
Total Opens	66	43	93	71

## DT553/1 BA Journalism with a Language 17 students

Campaign Overview to Date:

4 Mailouts in total –September 2015 to January 2016

### Campaign performance



64.7% of students viewed mailouts on desktop computer

35.3% of students viewed mailouts via mobile

DT553 BA Journalism with a Language	Mailout 1: Welcome to the Library	Mailout 2: Reading Week	Mailout 3: Exams (Christmas)	Mailout 4: Welcome to Semester 2
Student Opens	16	15	13	12
Total Opens	26	26	24	23





# Library Learning

Your Info Pack For Academic Success