

University of Otago Library
Teaching and Learning Plan 2009 – 2012

Te Whare Pukapuka o te Whare Wānanga o Otāgo
Akorangi



Ko te kai rapu ko ia te kite



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Preface

With the massification of higher education, changes in scholarly communication, student engagement and information seeking behaviours the traditional teaching paradigm is struggling to meet students' needs (Barone 2003, van der Meer & Scott 2008). Tertiary learning support is developing towards more collaborative, networked and self directed learning, operating through maximising information and communication technologies (Tenofsky 2005, Wing 2006, Brophy 2007).

In consideration of this, and after consultation, the Library will primarily focus upon the University's strategic direction and realign its teaching and learning plan to;

- operate in a collaborative and consultative environment,
 - be equitable,
 - systemic,
 - and sustainable
- (Dewey 2004, Johnson 2004, Lindstrom 2006, Peacock 2006).

Strategic Direction

Goal 1 : A collaborative and consultative information skills programme

To foster an information skills programme that maximises collaboration and is built on consultation.

Objectives

- (a) Actively collaborate within and across all areas of the Library.
- (b) Actively collaborate with HEDC, ITS, Distance Learning and Graduate Research Services to maximise students' learning outcomes through supporting existing programmes and developing new blended initiatives.
- (c) Actively collaborate with academic staff to embed information skills into students' learning wherever there is the capacity.
- (d) Actively consult with student and academic bodies.

Goal 2 : An equitable information skills programme for ALL students

The delivery of information skills to be available to all students regardless of the mode of study, their location or their discipline, drawing on principles of universal design.

Objectives

- (a) Information skills resources to be available in a variety of formats suitable for face to face, remote and online delivery.
- (b) Information skills resources to accommodate differences in disciplines and levels of development.
- (c) Information skills resources to be available to all students.

Goal 3 : A systemic information skills programme

Information skills resources to be evidence based, and activities to be best practice.

Objectives

- (a) Align information skills activities with academic programme goals and course objectives and the University's Teaching and Learning plan.
- (b) Align information skills programme with ANZIL standards.
- (c) Identify and adopt evidence based best practices.
- (d) Develop an evaluative framework to meet key performance indicators and maximise learning outcomes.

Goal 4 : A sustainable information skills programme

To maintain an information skills programme to maximise the University's research programmes.

Objectives

- (a) Develop online information skills training across all levels, targeting academic programmes across all disciplines.
- (b) Maximise generic teaching to support undergraduate orientation and course assessment.
- (c) Strategically target embedding information skill development into research papers, honours and graduate studies programmes fostering a collaborative research culture.
- (d) Develop and maximise the use of re-useable customized online and face to face training resources that are stored within an open learning object repository.

References

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- Brophy, P. (2007) Communicating the library: librarians and faculty in dialogue. *Library Management*, 28, 515-523.
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Appendix 1

Teaching and Learning Strategic Alignment

The Library's teaching and learning programme 2009-2012 is aligned with the University's strategic direction at a number of levels. This is a list detailing the specific statements from official University documents.

The University of Otago Strategic Direction to 2012

- University of Otago strategic imperative 2; to achieve excellence in research informed teaching.
 - the University needs to favour teaching developments that involve a strong research teaching synergy;
 - innovative approaches will be used in the delivery of research-informed teaching;
 - the University will seek...a higher proportion of postgraduate students, especially research students;
 - there will be continued commitment to distance learning;
 - ongoing development of e-learning capabilities.

University of Otago Charter

- Approach to meeting the needs of learners.
 - Otago focuses on developing the attributes of all students in the following key areas: communication; **critical thinking**; cultural understanding; **ethics**; global perspective; in-depth knowledge; **information literacy**; interdisciplinary perspective; **lifelong learning**; **research**; **scholarship**; **self-motivation**; **team work**.
 - Otago is committed to achieve its learning aims through comprehensive learning support and information literacy services.

University of Otago Profile 2008 - 2010

- Statement of Objectives.
 - Objective 1: to enhance the University's standing as a premier research institution.
 - Objective 2: to recognise, support and achieve excellence in teaching.
 - Objective 3: to develop in students' skills, attributes and knowledge to enhance their capacity to make a positive contribution to society and their employment prospects.
 - Objective 6: to preserve and enhance the unique qualities of the Otago campus lifestyle and Otago learning experience.
 - Objective 13: to develop lifelong learning skills and foster intellectual independence in students.
 - Objective 14: to maintain and strengthen commitment to equal educational opportunities.
 - Objective 23: to maintain systems for institutional quality improvement.

University of Otago Teaching and Learning plan 2005-2010

- Goals and objective of the teaching and learning plan.
 - Objective 2: To foster intellectual independence in students.
 - Strategy 2a: develop learning environments which encourage intellectual independence.
 - Strategy 2c: to ensure students are equipped with the necessary skills to be intellectually independent.
 - Objective 3: To develop the lifelong learning skills of students.
 - Strategy 3a: Ensure students have the basic learning skills for study at tertiary level.
 - Strategy 3b: Encourage the use of appropriate resources which support lifelong learning.
 - Strategy 3e: Empower students to own their learning.
 - Objective 4: To promote, encourage and support excellence in teaching.
 - Strategy 4a: Encourage academic staff to recognise the importance of the objectives relation to intellectual independence and lifelong learning skills.

- Objective 8: To develop in students skills, attributes and knowledge which enhance their employment prospects and their capacity to make a positive contribution to society.
 - Strategy 8a: Ensure that graduate profiles and the curricula of programmes and papers address the development of relevant skills and attributes along with disciplinary and interdisciplinary knowledge.
 - Strategy 8b: provide a safe environment for students which allows relevant generic skills and attributes to be acquired and practised.

- Objective 9: To recognise the rights and responsibilities of students as participants in their own educational experience.
 - Strategy 9b: plan courses and programmes which respond to the diversity of learning strategies of the student while challenging them to expand their perceptions of learning.
 - Strategy 9d: Encourage the development of a culture where all interactions between teachers and students are marked by and expectation of shared commitment to learning and by optimism for success in the chosen field of study.

University of Otago Library Strategic Business Plan 2008-2012

- Objective 2.3 Library teaching and learning
 - To provide facilities and services which enable the independent discovery and use of information.

References

University of Otago Strategic Direction to 2012

http://www.otago.ac.nz/about/official_documents.html#strategicdirection

The University Charter

http://www.otago.ac.nz/about/official_documents.html#charter

University of Otago Profile: Statement of Objectives 2008-2010

http://www.otago.ac.nz/about/official_documents.html#profile

The Teaching and Learning Plan 2005-2010

http://www.otago.ac.nz/about/official_documents.html#tlp

University of Otago Library Strategic Business Plan 2008-2012

https://csi.wiki.otago.ac.nz/images/7/71/Library_2008-2012_Strategic_Business_Plan_Working_Copy.pdf

Appendix 2

Teaching and learning planning template

This template can act as a tool to demonstrate / communicate our activities and how these are aligned to the Teaching and learning programme.

Core papers	Students	Current status	Targeted outcome	Actions needed	Other comments	Goal
<i>Paper code</i>	<i>Number of students</i>	<i>What we are doing now</i>	<i>Where we would like to get to</i>	<i>What needs to happen to get there and who is involved</i>	<i>Issues involved, resources required</i>	<i>Teaching and learning programme goals that relate to targeted outcomes</i>

Appendix 3

Teaching and learning session plan

This learning plan can assist to align library activities with course objectives, facilitate communication with academic staff, and provide a reflective and evaluative record.

Library session learning plan

Academic staff name:

Department:

Phone:

Email:

Course name/code: Attach course outline and student assignment.

Number of students:

Number of groups:

Preferred date/s & time/s:

Duration:

Preferred format:

Preferred venue:

Pedagogical approach:

Subject focus:

**Learning outcomes:
specific resources
students will learn about
or skills they will
develop.**

How Achieved?
(to be completed
collaboratively)

How well?
to be completed
collaboratively)

Debrief / Reflection notes:

Objectives	Learning activities	Information skills	Best practice and resources	Assessment