

Initial theme - Library resources used in sessions

Transcript	Initial intrepetation	Categories
<p>"We've got lots of DVDs, small short films about London, about 15 minutes each, from the swinging 60s. So we could have, for an example, a type of session we could have like a 15 minute, let's watch this small film about the subject that we've picked, and then we'd have some items from the collection, maybe a book of London walks something, you know, just some fun things from the collection of all out on the table. "</p> <p>"So to have a session like that, then about London, they might be inspired then to go and walk the streets, to go into town, you know, go and look at something or, you know, come and borrow some of those books around the subject area."</p>	<p>Having different resources so the sessions are more interesting</p> <p>It looks like keeping screenings short, on fun subjects helps too to get students' interest picked</p> <p>Connected to something students can do later - relatable</p>	<p>Variety of resources should be used - print materials, AV materials, online resources</p> <p>Resources should be interesting and fun</p> <p>Keep sessions/activities short</p> <p>Resources need to be relevant to students (by theme, usefulness in everyday life and studies or students adding to content themselves)</p>
<p>"We've got this some videos like Fanny Cradock and all mad, you know, really old food cooks on television. We could have a little showing of, you know, 10 minutes of someone doing a recipe and we've got loads of books about the history of food, food photography, making the food for set design. We could even ask people if they wanted to bring a recipe to share, you know?"</p>	<p>Every kind of activity should not take to much time</p> <p>Variety of resources to choose from is important</p> <p>Involving students in creating content</p> <p>Showing how the theme relates to the subject of studies</p>	
<p>"And some weird like Victorian recipes. You know, the cookery books and all. All that sort of stuff. We've got stuff on BoB. We could watch one of those kitchen through time type."</p>	<p>Finding unusual content</p> <p>Use online resources too</p>	
<p>"And even if in one of these sessions (..) we'd be using the DVD with maybe using something from one of the databases or two of the databases."</p>	<p>Variety of resources - physical and online</p>	

Initial theme - Inclusivity of our sessions (and services)

Transcript	Initial intrepetation	Categories
<p>It was kind of designed and promoted towards making the acting and performance students feel part of the college and included</p> <p>we could maybe create a space that maybe if a student didn't like sort of unsure and didn't really want to share straight away that they could come and maybe be a bit passive at the beginning of the session, so maybe we could use films.</p>	<p>we value students belonging, want them to feel included</p> <p>we recognise that all students are different and may want to participate in the session differently</p> <p>we want to create a space that is suitable for variety of students</p>	<p>Tailoring teaching to different needs of the students. For example:</p> <ul style="list-style-type: none"> - students from various cultures, countries - students with different characters - students and staff with

<p>And then for this particular session, Librarian 2 was saying that a lot of the students from overseas won't have gone home, so they will be stuck in London. They won't be flying back to China or, you know, spending all that money just for a short time to go home. So to have a session like that, then about London, they might be inspired then to go and walk the streets, to go into town, you know, go and look at something or, you know, come and borrow some of those books around the subject area.</p>	<p>we recognise that we have students coming from overseas and we want to include their needs</p> <p>We want to inspire and interest the students in our resources by showing them how they can be used in everyday life too</p>	<p>disabilities (such as dislexia)</p> <p>Students wellbeing:</p> <ul style="list-style-type: none"> - allowing space for silence - creating relaxed atmosphere <p>designing teaching to inspire and encourage learning</p> <p>Students perspective taken into account</p> <ul style="list-style-type: none"> - session as a conversation - learning from each other - students as content creators <p>(by bringing things to sessions or asked about what they want to learn, talk about)</p> <p>making content relevant to different courses/subjects</p>
<p>And so having the watching bit first takes that anxiety of 'I've got to come with something' and I think it will make the conversation more natural afterwards, because people feel relaxed.</p>	<p>we care about students wellbeing and want to ease any anxiety they may have around academic research</p> <p>we want to do it by creating natural, relaxed atmosphere to allow the conversation to happen</p>	
<p>I thought of another idea because you were talking about inclusivity and it's sort of trying to pick topics, like the show and tell one could be anything you know, whatever anyone's working on. But if we pick themes or topics, then pick them so everybody can sort of come at it. So say like London, we all live in London. We're all here, the actual physical space of London.</p>	<p>we can be inclusive by choosing the right themes for the sessions - something that most of people could relate to</p> <p>Local geography can make everyone feel included</p>	
<p>As a student, you'd think "Ohh God, there's something about food in the library. They're gonna show a little film and then move to think a recipe." You know, so you want things that I think are gonna be fun. You gonna feel relaxed. You're gonna feel able to just come along and enjoy,</p>	<p>Food is another theme that can be used to create relaxed, enjoyable atmosphere</p> <p>we value our students wellbeing</p>	
<p>In terms of inclusivity, you could say to international students: you could bring (not that you have to) but you can bring examples of comedy from your culture that we don't know.</p>	<p>we recognise that we have international body of students and want to include their voices and culture in our teaching</p>	
<p>And we could even suggest if we could even ask them, could you, you know, any we could have like a book or something and you could write in any themes that you would like for the future. Not promising that we would do them, but just if you got a theme that you would like us to use.</p>	<p>we see value in including students' voices in content creation</p>	
<p>So then we might notice a certain theme coming up, you know, maybe more than one student might suggest something and that would give us an idea of "ohh wow. I never even thought that they might want something on Jane Austen</p>	<p>by including students' voices we allow for learning from each other and reduce student - teacher power imbalance</p>	

<p>(...) and actually we could look at video games from the point of view of all the different courses. And like what that means? And world building. Yeah, it would be costume design, could be scenery. Also the characters act. It's a voice over and stuff like that. Yep, yeah, you've got a performance. Definitely. So actually that that might be a way to get them in.</p>	<p>we want the students to feel included by making our teaching relevant to their courses</p> <p>video games as theme for our session - great example of bringing our acting and performance making students together</p>	
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Initial theme - Sessions - teaching methods and session's themes

Transcript	Initial interpretation	Categories
<p>So we were thinking maybe it could be more: bring something which inspires you, and if it inspires you to make a costume or set design or a sketch, then you know you can tell us about this poem or this piece of work, or this writing and why and what inspired you. It doesn't have to be about performance, but it can still be about performance, because that is still half of our student body.</p>	<p>very relevant comment to our local situation - show and tell session can bring both Schools together</p> <p>Interesting idea to use resources brought by the students - making the session about them and including their voices</p>	<p>Sessions types: OBL, show-and-tell, film screenings, performance, spoken word, learning by playing</p> <p>Session themes: relatable such as London (local geography), food, comedy, poetry, video games</p> <p>Critical pedagogy perspective: both staff and students bringing things to show and tell; involving students in content creation</p> <p>Making sessions more accessible: making them fun, use familiar themes or information source formats, start with easier, more general subjects</p> <p>Taking local situation into account: our teaching space and think how it can be used. (Different use of the open space on the ground floor and different of the enclosed room with the big screen)</p>
<p>We, you know, were thinking about maybe for this activities week doing something on London for example</p>	<p>great idea of the them for an event/session</p>	
<p>Or a show and tell sort of thing like we'll show you something from of our collection. You bring something for you. You know, that could be one of the sessions.</p>	<p>show and tell session idea - both students and us bringing what inspires us</p>	
<p>"and we'll sneak in the learning while they're not looking." "maybe using something from one of the databases or two of the databases. You know that that they will be sneaked in, you know, they won't even know."</p>	<p>Session that is on 'fun' subject but it allows for more 'serious' learning.</p> <p>Learning by playing - knowledge of academic resources sneaked in</p>	
<p>There's still a space that students can come and we could have a performance one, but let's warm them up first. Let's say that they're not frightened about coming, you know, if we have stuff about London, poetry, food.</p>	<p>different levels of what we introduce to student in the sessions</p> <p>Use of familiar, less scary themes to get to know the students. Allow them to ease into academic research</p>	
<p>Yeah, we start very general and then we can kind of maybe get more specific later on</p>	<p>Good technique - can relate to use of more broad themes first or use of more general searches, use of familiar browsers first</p>	
<p>It's also like introducing to something that we can do later upstairs in our room with doing an on-line resources session, showing different kinds of resources, the ones that they can use in everyday [life] but also in their practical research but maybe academic resources as well, not maybe, definitely academic resources, the ones that we subscribe to (...)</p>	<p>Same idea as above.</p> <p>Another great idea of having a series of sessions - one that can be built upon in the next one</p>	

So many times when they asked and you said actually we got databases about this and you showed them from very specific targeted reason. It's like: "My God, that's amazing. I didn't know you had this"	We can be specific too - it works better when students ask specific question; have a specific problem to solve	<p>Big screen</p> <p>Timings of the sessions - introduction to online resources in the first year; more advanced sessions as a follow up to more relaxed ones</p> <p>Extending our offer and improving promotion</p>
And then if we lose the opportunity to get in and actually show them [online library resources] to students in the first year, then they reached their second year when they don't know about it and quite possibly they reached a third year and don't know about it.	Importance of introducing students to our library online resources as soon as possible, so they do not loose out	
"I think the main thing I think for them is to make it fun, because that's how they're gonna come, you know, that's why they'll come back then, because if it's, you know, an hour they come along and they think, wow, good. Yeah, we just popped in and saw this bit of a film and then we had a really interesting conversation together"	Idea of making sessions fun, interesting Importance of conversation, of communication between students and staff	
you could have it on stuff like comedy. What is comedy? You could show some clips and if you can get people to talk.	Comedy as theme for sessions	
maybe we could do video games [theme],	Video games as theme for sessions	
to promote the sessions more and doing more [of them] now when we have the space.	We need to promote our teaching we should offer more sessions	
you're doing this at an ideal time because this is the time now we've got the space and these are the sessions that we've all sort of been dreaming of being able to do. It's amazing that you're doing the PGcert and this is what you're focusing on.	Local situation at Wimbledon - we finally have the space to invite the students to Great time to be talking about teaching and working on sessions in our team	

Initial theme - Students - what is their experience, their knowledge about resources

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We could make a clip on BoB with particular interesting snippets. I just think that wouldn't be a scary thing to go to.	Academic research and libraries can be scary, unfamiliar Students may prefer shorter forms of information that they will be familiar with. Films for example - then introduction of other resources	<p>Students unfamiliar with the wide variety resources that are available to them</p> <p>Online resources underused</p>
academic resources, the ones that we subscribe to and they are so like underused in my opinion.	Library online resources underused	
that is something that came out of my research as well, the lack of knowledge about or lack of awareness about all those electronic resources and partly it's to do with [the fact that] we mentioned them [databases] in induction because we kind of want them to know about them, but we don't show them that we don't know, overwhelm them.	Research and our experience show that many students are unfamiliar with our resources	Library can be scary and unfamiliar

Initial theme - Librarians and faculty

Transcript	Initial interpretation	Categories
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<p>Ultimately, what we can do is kind of restricted by what academics ask us for and, well, we can do these kind of sessions. But if academics don't know the full range of what we can do and what we can offer, then the students aren't going to ask us.</p>	<p>What we can do sometimes can be restricted by other members of faculty and our relationships with them</p>	<p>Teaching IL can be positively or negatively impacted on by the faculty</p> <p>We can and should do things to have good relationship with other academics - to promote our offer</p>
<p>It depends on their experience, how they interact with the library. I think when they were a student that had strongly interacted with the library and got value out of the library so that's what continues with them in their professional life. When they become an AL or whatever, then they will impart that on to the students. How important it is for them to come in, but if they've had a bad experience (...) [have] never really connected with the library, had a bad experience. And so it's not gonna funnel the students towards us.</p>	<p>Attitude towards library from the academics can influence how students interact with us</p>	
<p>Yeah, it's very difficult.(...) it comes up in everything we do. Yes, we can have the best will in the world ... Librarian 1: And you can try.</p>	<p>We should try improving the situation</p>	
<p>I'm thinking, maybe in the next course committees we have something that we all say like, you know, sneak something in to promote the sessions more</p>	<p>We should use Course committees to promote our offer; highlight IL sessions and variety of resources</p>	