

ID	How you would rate our support for students in their critical thinking about library resources?	Please can you expand on the above answer?	How do you think we could improve our support for students learning about library resources? Please can you elaborate on this. Do you have any tips for the sessions? Anything that you think works ...	Please can you provide any further comments on the subject of this questionnaire?
1	Somehow good	I don't think we do enough of it, and I want to offer more, particularly around getting students to be critical in their judgements or all information resources.	Get students to think , ask them questions make them answer. do this at the start of the session so they are engaged. we should offer more sessions about library resources.	I think that the sessions that we run are good, but we should run more. the problem of engagement with academic staff is always an issue, not just about getting time to talk to students but what they want us to talk to students about - sometimes they are more likely to ask us for eg. a session a database or how to find certain subjects, than understanding that we can help students develop their critical thinking. maybe that is something about how we "market" ourselves.
2	Somehow good	I feel that our support is very good for some students but I have answered 'somehow good' as not all students have the same experience. For example sometimes when a 2nd or 3rd year student has booked a 1-2-1 session to help with dissertation research, you find out that they have little knowledge of the library resources that are available to them.	Building closer links with the courses we support and working alongside our academic support colleagues. I feel the students engage more fully when we time the sessions well. So being invited to say a few words or show a relevant resource at a briefing or the start of a new project that requires research works well. Taking part in writing-cafes and other events that academic support colleagues run, so that students can see the link between writing and research in action. I also feel that a varied programme of interesting library drop-in sessions would be beneficial to students. Some of the sessions could be object based (OBL) using material from our special collections, or material/items brought in by students to start a discussion on a chosen topic. I feel sessions that invite discussion work better and are more interesting to students than just being talked at. Plus they are more fun to deliver.	Now that the building work at Wimbledon has finished and we have the physical space to run sessions, I feel that the research subject of this questionnaire is very timely
3	Somehow good	Its hard to tell. I don't deliver information literacy, but from what I've gathered, the sessions tend to have low attendance and attention. I've participated in the delivery of Contextual Theoretical Studies module library session at LCC (2017/8). I witnessed students learn critical thinking from understanding the types of information on a topic (newspaper articles, books, art books). They learned about assessing the information source (who is behind this newspaper, what is the authors intent). This was really effective. One of the reasons was because the session was part of a module that was assessed.	By going to classrooms. Library services are always there, but attracting interest is hard. Students only use it when they need it. This is not necessarily a bad thing, but students miss out on the many resources. I think having academics and librarians collaborate, integrate library literacy in the modules (and not just in inductions). Show students how accessing a certain library resource helps them with their coursework.	Sadly, for most students there is little incentive to use the libraries especially in an age where information is at your fingertips. UAL has the unique position of being an arts focused institution which has unique resources. Advocacy in Course Committee meetings, tours, newsletter helps. But if we are to promote critical thinking in library resources, we need a students perspective.

4	Very good	We offer all sorts of help one-to-one/ online/ offline and support them in finding library resources related to their research.	It could be useful if we put up some small videos on library resources on Moodle page, a subject guide. I guess online chat is a very useful tool while taking place online session and I think that's a good option to engage students, having a colleague to keep an eye on the chat works very well. Sometimes, sharing slides and library catalogue don't work well, and too much information in a session seems not ideal for students so focusing on a specific area is a better way to make the session more useful.	
5	Somehow good	I think we are doing very well in presenting students with a variety of materials (books, e-books, academic journals, online resources such as databases and special collections), however, we don't spend enough time helping with critical thinking about resources.	I believe that we need to start with ourselves and educating on new types of resources and students's perspective. I think it would be a great idea to run a session for students specifically about evaluation of the library and other kinds of materials - both in print and available online. In my experience, it is a good idea to start with any browser searches and then go deeper into our databases. If we use the keywords from students' research subject they are currently working on, we can make them engage in the session more. Using Padlets and other tools that can show a live interactions helps too. What doesn't work for me is the lecturing in big theatres where you can't connect with the students. It is good for a short intro to our services, but not necessarily for any session on Information Literacy.	I think it is a very relevant survey to find out how we can improve our teaching. Librarianship is more and more about teaching alongside providing access to the resources. I think designing new kinds of sessions and trying out new methods could result in better relationships with the faculty and better chances in embedding library sessions into students' timetables. I think talking about this aspect of work allows us to cooperate and learn from each other.