

Main theme/category and subthemes		What the participants said
How we see ourselves: libraries and teaching IL		
	We could do more teaching on IL	<p>"I don't think we do enough of it, and I want to offer more"</p> <p>"we don't spend enough time helping with critical thinking about resources"</p> <p>"we should offer more sessions about library resources"</p> <p>"I think that the sessions that we run are good, but we should run more"</p>
	We are good at it (or we do something right)	<p>"our support is very good for some students but I have answered 'somehow good' as not all students have the same experience"</p> <p>"I think we are doing very well in presenting students with a variety of materials"</p> <p>"I think that the sessions that we run are good, but we should run more"</p>
	What does not work for us at the moment	<p>"Library services are always there, but attracting interest is hard"</p> <p>"What doesn't work for me is the lecturing in big theatres where you can't connect with the students."</p>

	<p>How can we improve</p>	<p>run more sessions (one of the subcategories);</p> <p>"we need to start with ourselves and educating on new types of resources and students' perspective."</p> <p>"Advocacy in Course Committee meetings, tours, newsletter helps"</p> <p>"By going to classrooms."</p>
<p>Observations about students attitudes and experiences</p>		
	<p>These observations revolve around low engagement and attendance to our sessions and some students not getting their fair share of knowledge of our resources.</p> <p>Most of what my participants said here confirms the need of more Information Skills and Literacy teaching and improving ways we engage students with our services.</p>	<p>"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."</p> <p>"the sessions tend to have low attendance and attention."</p> <p>"Students only use it [library] when they need it. This is not necessarily a bad thing, but students miss out on the many resources."</p> <p>"Sadly, for most students there is little incentive to use the libraries especially in an age where information is at your fingertips."</p>
<p>How we run our sessions. What tools and methods we use or should use in teaching IL.</p>		

what we should or should not do to improve our teaching

offer more [sessions], 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.

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.

Show students how accessing a certain library resource helps them with their coursework.

Sometimes, sharing slides and library cataloge 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.

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.

it is a good idea to start with any browser search 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

	<p>what has been already tried and worked or did not worked</p>	<p>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.</p> <p>We offer all sorts of help one-to-one/ online/ offline and support</p> <p>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)</p> <p>having a colleague to keep an eye on the chat works very well.</p> <p>What doesn't work for me is the lecturing in big theatres where you can't connect with the students.</p>
<p>Working with other faculty colleagues.</p>		
	<p>There were only a few mentions of it in the questionnaire, but it is important to include it here. This is recurring theme in the literature on the topic of my research as well as in many of our team's conversations</p>	<p>Building closer links with the courses we support and working alongside our academic support colleagues.</p> <p>So being invited [to lecture or workshop] 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.</p> <p>I think having academics and librarians collaborate, integrate library literacy in the modules (and not just in inductions) [works well]</p>
<p>Other interesting observations relevant to my research</p>		

Thinks to think about, make note for focus group.
Themes that very relevant to our local situation in Wimbledon Library.

Plus they [OBL sessions] 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

But if we are to promote critical thinking in library resources, we need a students perspective.

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 talking about this aspect of work allows us to cooperate and learn from each other.