‘Innovation and the student experience’ Discussion paper proposal form

30 minute session including questions / discussion

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Theme:	Employabilty
Title of Paper:	Innovation through collaboration: the embedding of business undergraduate research skills for the digital age

Abstract:

Problem statement/rationale, including reference to key literature:

This paper discusses the value of long term collaboration between academics and librarians in engaging students in the development of research skills, a required graduate attribute for the digital age with its "information-centric workplace" (Ali and Katz, 2010, p1).

Deep concern about student use of poor information sources prompted the module leader of two international business second year modules to review the need to support students in the development of their research skills. A literature review confirmed that information literacy (incorporating research skills) is often observed as being deficient in higher education, “Business faculty observed students with poor discernment of quality information sources, a limited understanding of the ways to validate sources, limited knowledge or experience in conducting effective and efficient information searches.” (McInnes Bowers et al. 2009, p.112). The review also confirmed the growing importance of information literacy to employers (Lombardo and Miree, 2003; De Saulles, 2007; Cheuk, 2008; Ali and Katz, 2010; Sokoloff, J. 2012).

The value of academic and librarian collaboration in teaching information literacy also

emerged, (Tucci, 2011; Masiss, 2012) with Shumaker stating, “Embedded librarianship involves the delivery of highly customized and highly valued information and knowledge services to a customer group with well-defined need,” (2010, p11). The module leader therefore approached the business librarian for guidance and support, and a vibrant and robust collaboration was started.

Research design and methods of data collection and analysis or method inquiry:

The paper discusses the value added of a collaborative approach to the modules' learning teaching and assessment strategies, and the effectiveness of incorporating innovative reflective and action learning initiatives in a jointly delivered lecture setting and follow-up formative reflective assessment tasks.

A student survey and analysis of student report bibliographies were implemented to help assess the impact of the initiatives on student research skills.

Main findings:

The collaborative approach added value to the module LTA strategy and resulted in student skills progression and better understanding of the importance of research skills not only at university but also in the workplace, as evidenced by student feedback e.g." These skills should help me not only in other modules at university, but they can also be used collectively in the working world as well".

Discussion of implications:

Lessons learned and best practice guidelines for effective and sustained cross-university collaboration are discussed. Plans for future collaborative work with a group of international students are discussed.

List of key references/resources:

References

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Shumaker, D. (2010). A wide range of approaches. *Information Outlook*. 14(1), 10-11.

Sokoloff, J. (2012) Information literacy in the workplace: employer expectations. *Journal of Business and Finance Librarianship,* 17 (1), 1-17.

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Word Count Max 500 (excluding references):	478

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