Feedback as a vital tool for custom-tailored information literacy courses for doctoral students and beyond

Michaela Morysková, Ludmila Tichá, Tereza Bártová, and Eliška Neprašová
Czech Technical University in Prague
Courses for doctoral students

• **Information for R&D**
  • at the beginning of their research and work on their doctoral thesis
  • since 2010 face to face, 2015 e-learning

• 10 topics covering
  • searching for relevant resources for R&D
  • organizing information and using it properly, in ethical manner
  • scientific publishing and sharing knowledge and research results

• feedback for optimizing the content, teaching methods and study materials
  • discussion with the students
  • e-mail correspondence between the course participants and the lectors
  • the students’ course results (assignments, tests, home works)
  • students’ course evaluation
Poster intention

• to illustrate changes in the courses’ surroundings
• followed with practical implications within the course
  • new topics
  • changes in assignments
• followed with practical implications outside the course
  • arranging individual seminars for faculties
  • lectures provided by invited experts
  • new library services
  • new ways of communication with the students
• to determine the course position and influencing elements
• to demonstrate relations among these elements and the course
New technology causes changes in course content and teaching methods:

- expansion of citation generators and reference managers
- new searching ways
- new tools to access full-texts
- unique identifiers (DOI, ORCID)
- social networks for R&D
- LMS learning management systems
Czech Technical University in Prague, Central Library

knihovna@cvut.cz