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

CENTRAL LIBRARY CTU IN PRAGUE

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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
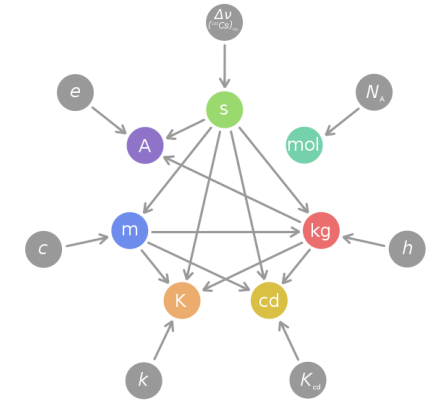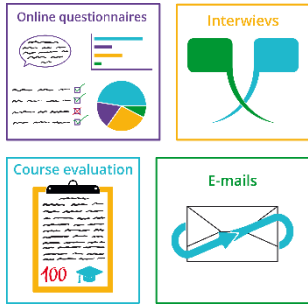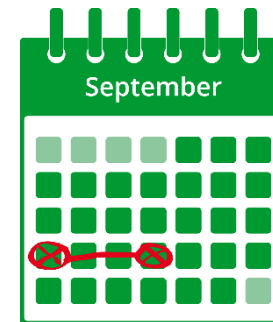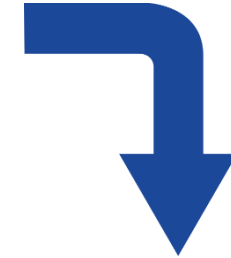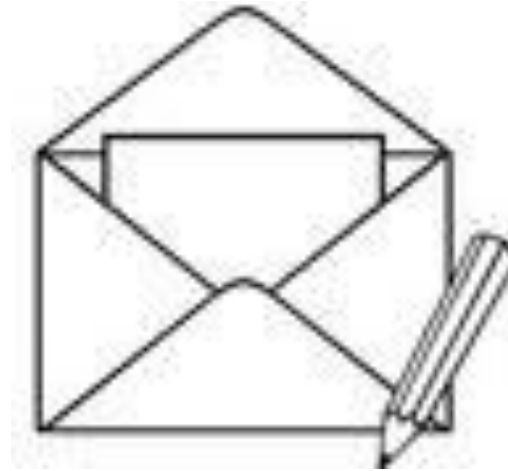
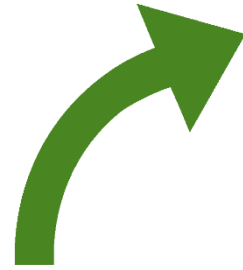feedback
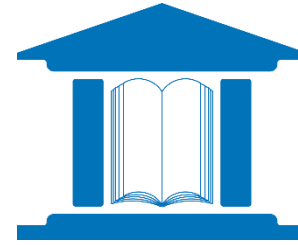
library

technology
and tools

university

editorial
board

events

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

Online questionnaires
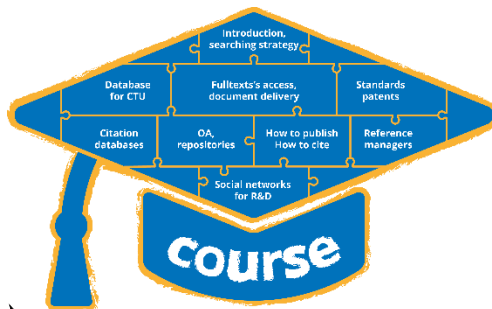
Interwievs

Course evaluation

E-mails

Introduction, searching strategy

Database for CTU

Fulltexts's access, document delivery

Standards patents

Citation databases

OA, repositories

How to publish How to cite

Reference managers

Social networks for R&D

course

September

ID

Feedback as a Vital Tool
for Custom-tailored Information Literacy Courses
for Doctoral Students and beyond

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Academic writing becomes a new and required topic to be added to the library activities since any university academic writing centre exists yet. Co-operation with the editorial office members, teaching librarians, and members of the faculty is expected. The project of developing an academic writing centre is in progress.

Library

Editorial office

University

course

- Introduction, searching strategy
- Database for CTU
- Fulltexts's access, document delivery
- Standards patents
- Citation databases
- OA, repositories
- How to publish How to cite
- Reference managers
- Social networks for R&D

Technology and tools

Activities beyond this course

Feedback

September

Online questionnaires

Interwievs

Course evaluation

E-mails

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This course is designed for students at the beginning of their PhD studies at the Czech Technical University. The Central Library has been running this course since 2010. We started with face-to-face classes at the beginning, in 2015 we simultaneously introduced an e-learning course. The course lasts 10 weeks (20 hours). Students have to work out 8 assignments and complete 8 tests. After successful completing, students receive printed and digital certificates. At some faculties, students receive credits for passing the course. This is an individual decision by the faculties.

The library supports study and research providing the students and faculty with:
- new electronic resources and new information tools,
- research evaluation support,
- open access promotion and advocacy,
- courses and consultations,
- applying new trends in information literacy,
- co-operating with teachers.

The editorial office publishes peer-reviewed OA journals, and supports young authors providing them with:
- scientific publishing principles,
- Open Access publishing principles,
- features of predatory publishers and journals,
- courses in scientific writing and publishing,
- guide for authors,
- DOI for university publications,
- ORCID,
- consultations.

The university supports the library by:
- providing a legal frame,
- developing library – faculty co-operation,
- endorsing library educational activities.

New technology causes changes in course content and teaching methods:
- expansion of citation generators and reference management tools,
- new methods in searching,
- new tools to access full-texts,
- unique identifiers (DOI, ORCID),
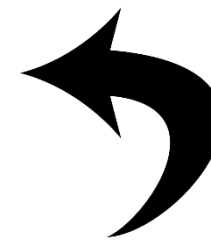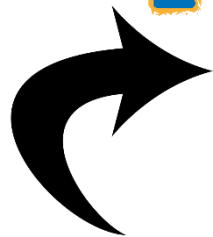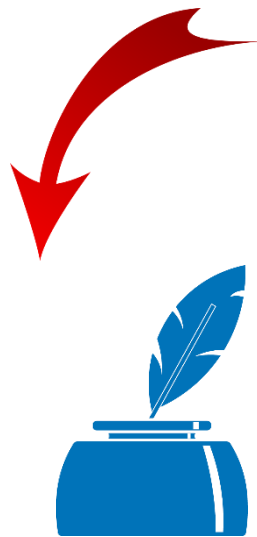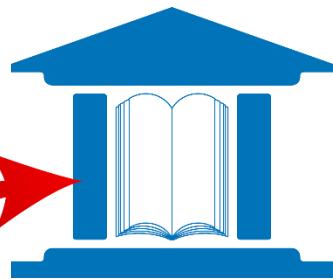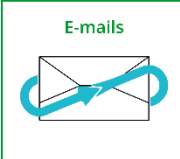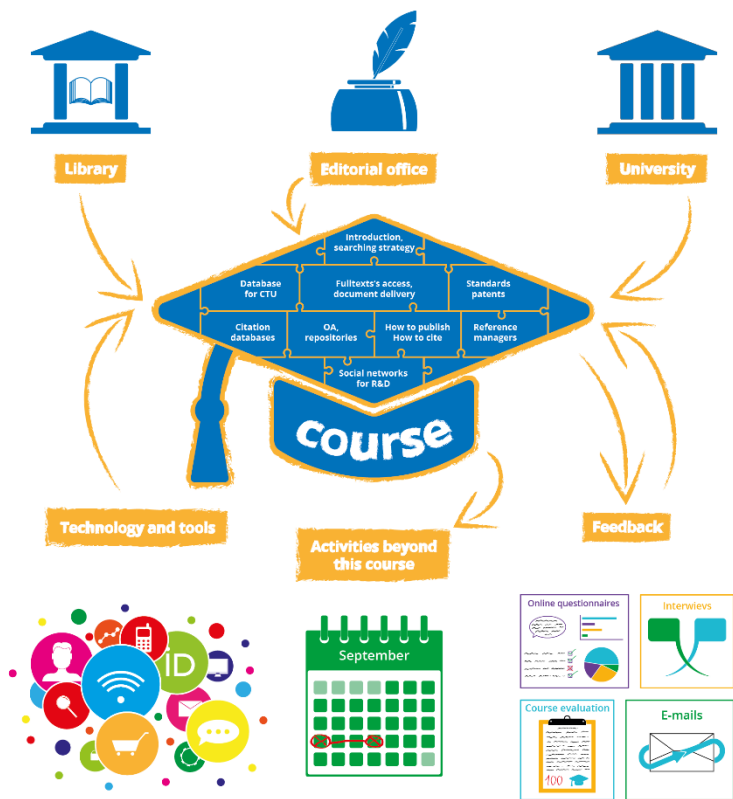- social networks for R&D,
- LMS learning management systems.

Activities beyond the course
Based on the feedback, the library organizes many workshops and seminars for the CTU:
- Patents and intellectual property protection
- Copyright issues and CC licence
- Software and internet law
- Scientific writing and publishing for international publishers
- How to cite workshops
- Mind maps workshops
- Consultations to searching, publishing, citing
- Online guide how to write theses

To get feedback from the participants of the course the library use different ways:
- Students' course evaluation through online questionnaires: the course content, study materials, lectors' interpretation, applicability of gained knowledge and skills, which topics were useless, topics to be added.
- Tests and assignments results: analysis of mistakes, misunderstandings, frequently made mistakes.
- E-mail communication: questions and answers during the course.
- Discussions with students: opinions, hindrances, requirements.
- Students' information literacy survey conducted at the national level in 2015.

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