



# University Library

# Learning & Teaching Principles

## 1. Overview

The Learning & Teaching Principles have been developed to align Library learning and teaching activities with the strategic direction of the University, in particular to support the pillar of 'Contributing to a 21<sup>st</sup> century education for a growing community of learners'.

The development and implementation of principles will ensure a consistent approach to decision making, design and facilitation of learning and teaching activity across the Library.

## 2. Principles

Principle	Student experience
Relevance	Students will be taught transferrable information, media and data literacy skills that are relevant both to study and employability, in a manner that recognises the changing information landscape.
Collaboration	Students will benefit from the library partnering with appropriate collaborators in content development and will actively contribute to the creation of their own learning material.
Flexibility	Students will experience a mix of blended and online learning, discover content effortlessly and be able to self-direct their learning, using content in a personalised, just-in-time and proactive manner.
Accessibility	Students will have equitable access to information, media and data skills content.
Innovation	Students will experience creative, high quality learning opportunities, driven by advances in technology and new modes of delivery.
Evaluation	Students will access content that is high quality, developed using evidence based practice and is constantly evaluated and evolved.

### 3. Background to the Project

In order to develop the Learning & Teaching Principles, the following strategic documents have been considered:

- Beyond the Library of the Future, University Library Strategic Plan 2019-2021
- Future Making: UofA Strategic Plan 2019-2021
- Draft Pillar Plan: a 21<sup>st</sup> century education for a growing community of learners
- Digital Capabilities Framework (aligned with)
- 2018 Student Digital Experience Survey recommendations
- Future Directions for Learning, Teaching & Assessment. A Discussion Paper, 25 October 2018
- Strategy for Learning & Teaching Assessment 2016-2018
- Trends in learning and teaching (as identified by ProVC (L&T)

### 4. Supporting strategies

The strategies below will enable the Library to effectively implement the Principles. Relevant staff and teams, particularly the Academic Liaison team, will work together to identify what these strategies look like in practice.

Principle	Strategies	
<b>Student experience</b>	To aid in the development of student <i>information, media and data skills</i> , the library will:  <b>Relevance</b> Students will be taught transferrable information, media and data literacy skills that are relevant both to study and employability, in a manner that recognises the changing information landscape.	Develop scaffolded content to ensure that the knowledge provided is the appropriate level of skill development (Year One, Years 2-4, postgraduate). Recognise and adapt to the changing information landscape, acknowledging that the library is often not the students' first point of call, and adapt appropriately. Work with key stakeholders to develop discipline specific content that reflects specific needs. Strive to have content fully integrated into curriculum with summative assessment. Ensure content focuses on transferrable skills, enabling student success in their studies and in the workplace.
<b>Collaboration</b> Students will benefit from the library partnering with appropriate collaborators in content development and will actively contribute to the creation of their own learning material.	Ensure teaching activities align with the University strategic direction. Partner with students, academic staff, researchers, CaRST, the LEI team and other appropriate stakeholders to develop course content and learning objects. Develop a repository of learning objects to ensure shared use and reduced workload. Liaise closely with student support services to increase student awareness of academic support.	

<p><b>Flexibility</b></p> <p>Students will experience a mix of blended and online learning, discover content effortlessly and be able to self-direct their learning, using content in a personalised, just-in-time and proactive manner.</p>	<p>Develop modular and flexible online content that is able to be integrated into various courses in the learning management system at point of need.</p> <p>Develop online pathways to content that encourage just in time learning, self-directed and personalisation of content use.</p> <p>Develop content that is appropriate across all modes of delivery.</p> <p>Develop content that can be re-used and re-purposed wherever possible.</p>
<p><b>Accessibility</b></p> <p>Students will have equitable access to information, media and data skills content.</p>	<p>Promote equity by ensuring all students have access to information literacy skills training.</p> <p>Distribute content in a way that allows students to access content in their own time.</p> <p>Expand the reach of information skills training to as many students as possible.</p> <p>Develop born digital content for any course created from 2019 onwards.</p>
<p><b>Innovation</b></p> <p>Students will experience creative, high quality learning opportunities, driven by advances in technology and new modes of delivery.</p>	<p>Keep abreast of and experiment with new pedagogies, tools and technologies.</p> <p>Foster a culture of innovation, providing staff with an opportunity to share and develop new ideas.</p> <p>Seek out and attend educational opportunities to maintain current knowledge in the teaching space.</p> <p>Upskill staff in appropriate areas, enabling them to develop high quality learning objects.</p>
<p><b>Evaluation</b></p> <p>Students will access content that is high quality, developed using evidence based practice and is constantly evaluated and evolved.</p>	<p>Develop and implement a review schedule of all content.</p> <p>Create content using pedagogical best practices.</p> <p>Use learning analytics to better understand the use of content by students to inform evidence based decision making.</p> <p>Develop relationships with academic staff and students, with the view to collecting qualitative feedback.</p> <p>Engage in a peer review process throughout content development.</p>

## Contact Us

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