The producers: rethinking roles to create an in-library production team

Emma Lawler
Library Service Coordinator
Macquarie University Library
emma.c.lawler@mq.edu.au
http://orcid.org/0000-0001-7307-7138

Abstract:
Staff at Macquarie University Library (MUL) have employed Project Based Learning (PBL) to facilitate multimedia skill development. This approach has created a team of people who are agile, enquiring, and creative. The paper suggests that by combining the application of a new set of media literacy skills with technology-enhanced project-based learning, library technicians and frontline service librarians are given the opportunity to work on projects that equip staff with highly transferrable skills and a new attitude to projects and work while providing quality online information literacy support online at point of need to MUL clients.
Context and opportunity

Macquarie University (MQU), established in 1964, is a large institution with one central library (MUL) that supports more than 2,700 staff and 38,000 students.

In 2013, a new Information Literacy (IL) Support and Development team was created within MUL. The purpose of creating this new team was to emphasise the value the Library places on IL skill development. Having a team dedicated solely to IL development, rather than having responsibility for IL Support spread across faculty and discipline groups, has enabled greater focus and ensured a more consistent approach. This team fosters and advocates a cohesive approach to IL support in the Library and across the University. The aim of this team is to create collaborative and meaningful working relationships with other Library teams, to break down silos (both internal and external to the Library), and to share knowledge and best practice.

The formation of this team was also in response to the demand from the University community for online training and support. The needs of the Library's clients were beginning to move from the more traditional guest lecture from a librarian to a preference for more dynamic video content. Further to this, the strategic direction for IL support was to provide anywhere, anytime access - assistance and guidance at point of need and in context via Moodle (MQU's Learning Management System).

One of MQU’s key priorities is to create and provide a culture of transformative learning in a research-enriched environment. To align with this goal, a key strategic priority for MUL is to provide its community with an inspiring learning experience. This paper particularly focuses on the elements of this strategy relevant to the IL Support and Development teams key project goals – to provide anywhere anytime access and the highly engaged support of learning and teaching.

A further push for MUL to trial creating video content was at the start of development of new Masters of Research program, when the Library was approached to provide support. MUL had the opportunity to work very closely with the convenor of a key research skills related unit who was very interested and willing to trial the use of video embedded at unit level in Moodle to provide research skills support for a new cohort.

The value of embedding IL or library materials in a Learning Management System (LMS) is strongly supported by the literature (Dewald & Shank 2003, Jackson 2007, York & Vance 2009). Having a library presence in an LMS environment has a two-fold goal: placing library resources directly into the space where students complete their coursework; and providing an opportunity for point-of-need instruction on the use of these resources (Bowen, 2012).

As the Library did not have the requisite skills or knowledge to create video at the time, an external production company were contracted to create video productions of existing IL content. Not only was outsourcing costly from a budget perspective, the team also quickly discovered that this partnership resulted in an inordinate amount of time and resources being spent on facilitating and clarifying the translation of complex content to video.
Noting this inefficient use of time, the IL team elected to take a new approach: to work with internal partners in the University to support and assist the team members to expand their repertoire of skills. This would have a dual benefit: allowing creative control and affording an opportunity to take a ‘DIY’ approach to developing content. Through the application of technology-enhanced project-based learning, a fledgling in-house production team began to develop. The ‘producers’ can now apply library-specific knowledge and skills to the design and creation of innovative products that are tailored to MUL’s context and clients’ needs. This production team learns on the job with each new assignment, taking advantage of opportunities to be trained by experts elsewhere on campus.

**Technology-enhanced project-based learning (PBL)**

Project-based learning, or PBL, can be defined as “relatively long-term, problem-focused, and meaningful units of instruction that integrate concepts from a number of disciplines or fields of study” (pp. 370, Blumenfeld et al, 1991). Usually applied to classroom teaching, elements of PBL can be applied to workplace learning, especially for a team or group of staff that is engaged predominantly with project work.

Technology-enhanced PBL is not a different form of PBL, but rather PBL in which technology plays a vital role in ensuring successful project-based experiences (Howard, 2002). Technology not only supports project implementation and outcomes by providing access, management, analysis and sharing of information (Riel & Fulton, 2001), but also serves as an important tool in the creation and output of the artefacts of a project (Howard, 2002). In the IL Support and Development team at MUL, this output consists of modular online content delivered via Moodle (MQU’s Learning Management System), consisting of video, infographic and other interactive material.

Kimber and Wyatt-Smith (2006), writing in the context of schooling and the development of students as designers, argue that the provision of technology as tools “should be matched by a vision for promoting quality learning… that includes but goes well beyond technological proficiency. The acuity of such a vision is sharpened through an appreciation of how technology, literacy and learning intersect” (p. 20, Kimber & Wyatt-Smith, 2006). Technology, while useful as a delivery mechanism for learning, can and should enhance learning as students apply and use technology in meaningful ways, to create content and construct meaning (Shewbridge & Berge, 2004).

By taking a constructivist approach to workplace learning - that knowledge is constructed rather than transmitted - technology-enhanced PBL is further augmented, ensuring professional development is using technology to create and construct meaning. “Technology is a tool to think and learn with” (emphasis in original, pp. iii, Jonassen, Peck, Wilson, 1999). Learning by doing, experimenting, and playing with tools and ideas, engages staff in meaningful and transformative learning.
Skill building in the learning economy

The economic environment in which academic libraries now function is usefully framed as operating within a learning economy. Lundvall and Johnson (1994) argue that a learning economy is characterised by the use of knowledge and information as a key resource, and learning as the most important process. Knowledge in the learning economy is fundamental to the development of economy and society.

“The learning economy concept signals that the most important trend shift is not the more intensive use of knowledge in economy but rather that knowledge becomes obsolete more rapidly than before, therefore, it is imperative that firms engage in organizational learning and that workers constantly attain new competences (pp. 685, Lundvall, Rasmussen & Lorenz, 2008).”

Libraries can recognise the economic imperative of meaningful professional development in the learning economy of the 21st century by equipping their staff with the opportunities to build skills on the job. The rate of technological and cultural change points to the need for a new generation of librarians. Missingham (2006) states that the characteristics of this new generation must build upon the fundamental role and services of libraries. There is no doubt that skill building has been, and always will be, a fundamental aspect of librarianship. When it comes to new skills and technology, libraries tend to have an outward focus: a focus on skills for their clients, tools for their clients, items for their clients. “The worldview of librarians has become so fixated on artefacts (books, CDs etc.) that they have a hard time separating their goals from the tools they use to achieve them” (pp. 15, Lankes, 2011). The power of technology and its application is essential to building the soft skills libraries need to succeed in rapidly changing environments (Bosque & Lampert, 2009). This focus is often lost in the day-to-day essential tasks of cataloguing and organisation, providing access, improving discovery tools, collection development, and reference.

Production skills are fast becoming an essential skill for economic life, a skill in which libraries are well placed to embrace and develop, allowing staff to “benefit from learning in ways that allow them to participate fully in public, community and economic life” (pp. 9, The New London Group, 2006). In the context of organisational learning, the benefit is twofold - enabling staff at all levels to play and experiment, and become agile and creative. This creates a cultural shift in staff attitude and motivation. This shift can also assist in creating an organisation that is flexible and ready to solve the problems arising in a constantly changing learning and technological environment.

Given the trend for academic libraries to provide services online, including research and information literacy skills, library staff have found themselves in the role of producer (Quinn, 2013; Shewbridge & Berge, 2004). These producers are increasingly taking on the tasks associated with the design, development and delivery of online video and interactive content. To enable library staff to develop proficiency in creating content in the learning economy, it is necessary to be open to developing and applying a new set of skills and competencies.
Jenkins (2009) has set out a range of competencies, or new media literacies, which are beneficial to meaningful participation in the new media landscape. These new media literacies comprise a set of competencies and social skills not only essential for school students, in Jenkins’ opinion, but also essential for participation and success in 21st century workplaces. With libraries always on the cusp of change, recognising these new media literacies as essential skills for library staff will allow libraries to be better equipped to deal with technological change. It is by embracing these competencies that libraries can begin to engage new participants in their industry. Using Jenkins’ (2009) new media literacies as a framework, following is a recommended set of literacies for library staff and examples of how they were applied at MUL.

**New media literacies for library staff**

**Play:** The capacity, opportunity and support to experiment on key projects as a form of problem solving e.g. applying creative thinking and storyboarding to the development of a resource

**Performance:** The ability to adopt alternative identities or personas to improvise and discover e.g. writing content with narrative and character elements, recording voice over

**Simulation:** The ability to interpret and construct dynamic models of real world processes e.g. Designing and creating content on how to use a discovery tool, construct a search

** Appropriation:** The ability to sample and remix media content e.g. reusing content across resources, finding and using creative commons content

**Multitasking:** The ability to work on multiple tasks and prioritise as needed, e.g. Working to deadlines on concurrent projects during peak periods

**Distributed cognition:** The ability to interact meaningfully with tools that expand mental capacities, e.g. Learning to use and apply new tools that change thinking and approach to content creation such as Captivate, VideoScribe and Prezi

**Collective intelligence:** The ability to combine knowledge and compare notes with others working toward a common goal e.g. Production meetings and creative brainstorms, where all ideas and perspectives are equal and valued

**Negotiation:** The ability to work with diverse communities, understanding and respecting alternate perspectives e.g. assisting colleagues from other teams, building and sustaining partnerships, responding positively to constructive criticism and alternate ideas

Although these competencies have been used at MUL for the development and creation of online and video content, these skills are generic enough to be applied to
any library that is working with new media and technology. “As a tool of constructivist learning, video production holds the potential for application in a limitless range of subjects” (pp. 38, Shewbridge & Berge, 2004). The competencies can also build the ever-important soft, intangible skills of communication, flexibility, initiative and collaboration (Bosque & Lampert, 2009).

Engaging meaningfully with the new set of competencies relies heavily on an initial investment of leadership time to provide structure and guidance. To achieve this set of competencies and engage staff in meaningful and transformative learning, this paper suggests combining the application of these new skills with a technology-enhanced project-based learning approach to professional development.

If knowledge is a key resource of the learning economy, building new media skills in staff is not only economically beneficial to personal long-term success, but is also essential to organisations’ ability to invest in and retain talented staff.

**Content development projects and opportunities**

The IL Support and Development team have had a number of project opportunities in which to apply PBL and new media literacies to projects that aligned with MUL’s strategic goals. In each of these projects, the team worked closely with MULs Research Librarians and Discipline Groups, the University’s Learning and Teaching Centre, Unit Convenors and teaching staff:

- Embedded support for in a Research Communications unit (MRES700) for a new Masters of Research Program
- Embedded support in a Research Methodologies unit (LAWS818) in a new Juris Doctor program
- The development of a generic online resource (called InfoWise) for undergraduate students focused on fundamental information literacy skills embedded as a pilot in a Methods of Social Research unit (SOC224) in Sociology

The Library and its faculty partners all agreed that information literacy and research skills are crucial to the success of MQU’s graduates, and that to truly engage students with these skills, this support must be embedded within the learning design of a unit.

For the post-graduate research skills support for MRES700 in the Masters of Research program, Library staff and the unit convenor worked together to determine that a video would be created for each of the following topics that were identified as a set of essential skills:

- Searching beyond Google
- Evaluating your search
- Acknowledging the words and ideas of others, and;
- Managing your references.
As Law has a specific set of research skills, and those enrolling in the new Juris Doctor program were new to law, Library staff and the unit convenor for LAWS818 identified the following areas for content development:

- Searching FirstPoint
- Finding the full text of a case
- Academic Integrity
- Research Skills for Law.

The InfoWise project arose from the realisation that the Unit Convenor for SOC224, a key sociology unit, was directing his students to a dated online resource originally created by the MUL in 2008. This provided the opportunity to redevelop generic and modular online resources that could be embedded in an LMS. MUL partnered with the Unit Convenor for SOC224 to develop resources in the following areas:

- **Find**
  - What are the parts of a citation (books, book chapters, journal articles)
  - Unit readings
  - Books
  - Journal Articles
  - DVD’s
  - My library account
- **Get Ready**
  - Understanding your assignment
  - Deciding what information you need
  - What is a journal and why do I have to know
  - Identifying key search words
- **Search**
  - Search for books and articles
  - When Google is not enough
  - Using databases to find journal articles
  - Managing what you find
  - Finding resources with Google
  - The CRAAP test (evaluating information)
- **Go Further**
  - Too many results (using AND)
  - Too few results (using ORm truncation, wildcards)
  - Off topic results

Rather than go into detail about how these areas were identified, the paper will focus on how PBL and the application of new media literacies enabled staff to successfully deliver this content while learning new skills.
Participation, Experimentation and Play

To engage and motivate staff in PBL, participation, experimentation and play are essential. As with all organisational change, implementation is difficult and time consuming, and initially requires clear structure and modelling from a manager or team leader (Kimber & Wyatt-Smith, 2006). The investment of this time in the initial stages is well worth the effort, as over time, staff will become more confident in using their own ideas and intuition when approaching problems and when creating and constructing new resources. By taking this approach, transferable learning experiences can and will occur. “Transferrable learning experiences occur in an environment characterized by meaningful activity, expert guidance and knowledge-building collaboration” pp. 347, Howard, 2002). The project in which staff are engaged must be meaningful and have real outcomes; be guided by an expert; and enable staff to learn from and build on knowledge as a team.

In the IL Support and Development team, technology was both the mechanism to create, and the mode to deliver, project outcomes. By using technology, the team members were able to engage in meaningful learning by inquiring, experimenting, designing, communicating, and collaborating. These are all characteristics of meaningful learning activities (Howland, Jonassen, Marra, 2012). This approach was gradual, and at the outset was basic and simple. The team leader began with a laptop, free video editing software, a headset microphone and Prezi (for the somewhat animated design). Gradually, as the team leader modelled a playful and experimental approach and the team members began to feel more comfortable, the skill level of staff, the sophistication of tools and software used and the quality of the content increased (Figure 1).

![Figure 1](image-url)
Over a period of twelve to eighteen months, while working on various IL content development projects, the team progressed through an ‘amateur’ stage and became increasingly ‘professional’ in the application of production techniques. At this amateur stage, MUL invested in better hardware (such as an SLR (single lens reflex) camera and RODE brand microphones); more sophisticated software (Camtasia); and increasingly sophisticated techniques, such as applying backing tracks to video, editing sound and storyboarding.

The professional, or ‘pro’, stage of development was characterised by closer learning relationships with educational designers on campus, who showed the team how to use sophisticated production equipment, including video cameras, lighting and multiple microphones.

Fortunately for MUL, MQU’s Learning and Teaching Centre staff not only allowed team members to use a kit, created by Centre staff, that included high quality microphones, portable lighting, a video camera and associated accessories, but also provided a range of hands-on workshops with staff that covered how to approach a film shoot. This involved each step in any production process including how to:

- use the equipment in the kit
- choose locations
- set up effective lighting
- set up quality audio capture
- storyboard and schedule a shoot
- develop interview questions
- select participants.

Team members were further supported by Learning and Teaching Centre staff in the use of editing software including Camtasia, Adobe Premier Pro and Adobe
Captivate. This access to colleagues in the MQU community to provide support was essential to the success of the PBL approach to staff development.

Producing video and multimedia content is very different from traditional process-driven library roles. To ensure the success of a participatory, experimental and playful approach, it is necessary to understand that this is a major learning curve for staff. The IL Support and Development team consists of five staff: the team leader, two frontline service librarians and two library technicians. Prior to joining the IL Support and Development team, these staff were engaged in frontline service roles in reference and circulation. The members of this group, while having varied technical skills and backgrounds, all required intense training and support to enable them to learn new skills to succeed in the new IL team: a daunting prospect for any staff member. By creating a playful and experimental environment, with outcomes linked to actual project deliverables, staff felt enabled to experiment and sometimes fail, a freedom that ultimately led to great success.

Incorporating elements of play may sound abstract or even childish, but approaching projects in a playful and curious way provides the opportunity for staff to actually have fun with and enjoy their work. “Play… is a mode of active engagement, one that encourages experimentation and risk taking, one that views the process of problem solving as important as finding the answer” (pp. 40, Jenkins, 2009). In the context of teaching video production, Shewbridge & Berge (2004) detail the student experience, but the same principles can be applied to workplace training and development. “Production is hard work, but it’s fun, and students find the experience exhilarating and inspiring. Educators can harness this power and create imaginative learning opportunities” (pp. 39).

Methods and tools to enable structured play

To ensure the success of experimentation and play, it is essential to have a leader or manager to guide, support, give feedback and enable staff to achieve success. This leadership role can be individual or a partnership, but must create opportunities for learning, support and guide staff to make sure tasks are manageable, assess progress, diagnose problems, provide feedback and evaluate results (Blumenfeld et al, 1999). “As it is recognised that time and practice are required to elevate students’ performances… the immediate responsibility for nurturing the steady development of student-designers lies with the classroom teacher” (pp. 30, Kimber & Wyatt-Smith, 2006). As mentioned earlier, this task is laborious, but the results and benefits far outweigh the effort.

At MUL, a production-team approach was adopted, with weekly production meetings to share ideas and work through issues. Members of the team learned to be open to constructive criticism, and became increasingly collaborative and confident in their ideas and skills.

As the team was working on multiple projects with conflicting deadlines, aspects of the Scrum technique from Agile Project methodology were adopted. Scrum is deceptively simple, easy to understand and apply, and has only a few basic rules (Schwaber, 2004). The team used Scrum to map the key activities and aspects of
every project. Scrum sees a production or project broken into a series of discrete and manageable tasks. By visually mapping to stages of a project using a whiteboard and ‘Post-It’ notes, team members can take ownership of a task and track its progress.

Commonly applied to information technology, as seen in the HBO series Silicon Valley (2014), the board is made up of multiple vertical columns (Figure 3). The first column is the object, or project. The next column is called the ‘Ice Box’. This is where tasks wait to be taken on by a team member. The next column is ‘Emergency’. This is where prioritised tasks move. Tasks continue to move across the board into the In ‘Progress’, ‘Review’ and ‘Complete’ columns. As a visual mechanism, this works extremely well to track progress and keep on top of multiple projects.

**Look around you: ‘community as curriculum’**

"The mission of librarians is to improve society through facilitating knowledge creation in their communities" (pp. 15, Lankes, 2011).

Librarians are very good at sharing knowledge and facilitating knowledge creation. “The main asset of a library [is] the professional, or even better, the potential positive effect librarians can have on community” (pp. 15, Lankes, 2011). In regards to professional development, libraries need to be outward-focused and look for opportunities and the potential to harness the knowledge of all communities in which librarians find themselves. Community and knowledge building is a two-way relationship: you must give in order to receive.

Cormier (2010) believes that librarians need to harness the power of communities as valid repositories of knowledge: ‘community as curriculum’. He argues that “we need
to move toward a more practical, sustainable learning model that is less-based on market driven accreditation and more on the inevitable give and take that happens among people who engage in similar activities and share similar forms of literacy and worldviews” (pp 514). While MUL is fortunate to be operating in an academic environment with ready access to assistance, in practice any community could provide a curriculum for skill development. (As discussed earlier, MUL’s ‘community as curriculum’ came from an existing internal partnership with the University’s Learning and Teaching Centre and was essential to the ‘amateur’ and ‘pro’ production stages of the team’s skill development).

It is important to note that Cormier is not suggesting that ‘community as curriculum’ should replace formal models of learning. Rather, especially for professional development, learning takes place alongside (and after) formal education. There is a base amount of knowledge required to join a particular community; in the library context; this comes from formal training. In communities, learning is unstructured and rhizomatic: “Knowledge is a rhizome, a snapshot of interconnected ties in constant flux that is evaluated by its success in context” (pp 514). It is the collaborative nature of ‘community as curriculum’, applying new skills and seeing success in context, that is the most exciting part of applying this approach to professional development. “…knowledge production becomes a participatory process based in communities with members trying to solve problems, tap into existing trends or simply exploring by helping someone else” (pp. 515, Cormier, 2010).

There are also opportunities to engage in a ‘connected learning’ approach to further education by sharing the knowledge and expertise that has been acquired with other libraries. Connected Learning “…advocates for broadened access to learning that is socially embedded, interest-driven, and oriented toward educational, economic or political opportunity” (emphasis in original, Mizuko et al, 2013).

Outcomes for staff

The IL Support and Development team is made up of library technicians and frontline service librarians, both roles not generally given the opportunity to work on projects and build new media skills. This team of staff has grown into a highly collaborative, tight knit group of people who respect and trust each other - a truly collaborative team. This did not come quickly or naturally, and it was not easy, but the application of technology-enhanced project-based learning is the reason the team continues to be successful.

The team members' perspectives on their own learning are that:

- they now understand the true nature of projects as fluid and prone to change
- the technical skills they had the opportunity to learn were honed and crystallised by their application to real projects, and;
- working across teams with multiple colleagues has given them a better understanding of modern academic libraries.

“When students have opportunities to solve problems, budget, schedule, analyze, research, plan, imagine and communicate their ideas to others, they are building real world skills... the experiences learned and the skills
developed will make them much more than better filmmakers, they will become better thinkers, better communicators, and better problem solvers” (emphasis added, Theodosakis, 2005).

The IL Support and Development team is modelling an agile approach to projects and members are keen to try new approaches. The team has recently begun to embrace gamification, in collaboration with faculty staff, with a view to further enhancing both team learning and client experience. The IL Support and Development team continues to share knowledge with colleagues across MUL, and seeks to build further skills in all aspects of online multimedia.

**Conclusion**

The application of technology-enhanced PBL, with a playful and experimental culture, has developed agile and flexible staff. Agile and flexible staff are essential to an agile and flexible organisation. Through this experience, the MUL IL team has demonstrated that the use of Project Based Learning and a modified leadership style can motivate knowledge workers to be experimental and embrace new technologies. The application of PBL to the IL Support and Development team's approach to work has been so successful that it has now become business-as-usual in the team's approach to projects and work.

Using a process of continual improvement, staff will evaluate the effectiveness and success of MUL's multimedia content, while continuing to explore media production techniques. The IL Support and Development team will continue to manage and develop a suite of virtual tools to communicate and share IL material with staff. It is also planned to build expertise in creating interactive e-learning objects, using software such as Adobe Captivate. Evaluation will also extend to the use of PBL as a mechanism for delivering engaging staff development opportunities.

Over the past 2 years, the IL Support and Development team has been focusing on the content creation stage of the Library's suite of information literacy tools. Following the pilot with SOC224, InfoWise has been released as a stand-alone library unit in which clients are able to self enrol and use at anytime. While content creation will never be complete as the team works toward continuous improvement of the Library's online resources, with the need for constant improvement and the addition of new content, the IL Support and Development team is now moving on to the next stage. Focusing on close partnerships with teaching staff, the team will “pass the baton” to the Research Librarians who will be continuing to work with academics to embed these tools in units within Moodle. In this way, the team will become agents of change in the Library as members share what has been learned, and the cultural change experienced, with colleagues.

Project Based Learning gave the MUL IL leadership a vehicle to motivate staff and to provide a meaningful development activity, of benefit to both the broader MUL organisation and the individuals involved. As knowledge is a key resource of the learning economy, building new media skills in staff is not only economically beneficial to personal long-term success, but is essential to organisations’ ability to invest in, and therefore retain, talented staff. Meaningful development in both specific
technological skills and transferable soft skills enables staff members to demonstrate their value.

PBL, combined with the application of new media literacies, will also enable library staff (especially those engaged with learning, teaching and training) to consider how they might leverage the application of new media literacies to instructional activities in the classroom.

For those in academic libraries, experiences at work are being reshaped every day, with a need for flexibility, new ways of thinking and new skills. While the shift to a more client-centred approach is in progress, staff have continued to solidify the notion that librarians are teachers rather than trainers and, working in partnership with Learning and Teaching experts and academic teaching staff, are focusing on how learning happens. This will allow staff to apply the principles of educational design to the Library’s IL products to ensure the content created is pedagogically sound.

Fostering a new generation of Librarians who have learned to (and are supported to) be curious, courageous and clever will enable libraries to adapt to the constantly changing technological environment in which libraries will always find themselves.
References


Schwaber, K. 2004, Agile project management with Scrum, Microsoft Press.


Silicon Valley SO1E05 scrum scene 2014, video, Boris van Woerkom, 8 May, viewed 30 July 2015, <https://www.youtube.com/watch?v=oyVksFviJVE>


The producers: rethinking roles to create an in-Library production team

VALA2016 CONCURRENT SESSION 7: Rethink IT
Wednesday 10 February 2016, 10:50 - 11:20
Persistent URL: http://www.vala.org.au/vala2016-proceedings/vala2016-session-7-lawler (/vala2016-proceedings/vala2016-session-7-lawler)

Emma Lawler
Macquarie University, NSW

Please tag your comments, tweets, and blog posts about this session:
#vala16 #s16

Read the paper, view the video of the presentation on the VALA2016 GigTV channel and view the presentation slides here:

- [VALA2016-Session-7-Lawler-Paper (347 KB)](/direct-download/vala2016-proceedings/vala2016-papers/589-vala2016-...
Abstract

Staff at Macquarie University Library (MUL) have employed Project Based Learning (PBL) to facilitate multimedia skill development. This approach has created a team of people who are agile, enquiring, and creative. The paper suggests that by combining the application of a new set of media literacy skills with technology enhanced project-based learning, library technicians and frontline service librarians are given the opportunity to work on projects that equip staff with highly transferrable skills and a new attitude to projects and work while providing quality online information literacy support online at point of need to MUL clients.

This work is licensed under a Creative Commons Attribution-NonCommercial License (http://creativecommons.org/licenses/by-nc/4.0/).

macquarie university (component/tags/tag/47-macquarie-university)
collaboration (component/tags/tag/941-collaboration)
emma lawler (component/tags/tag/1155-emma-lawler)
information legacy (component/tags/tag/1156-information-legacy)
media literacies (component/tags/tag/1157-media-literacies)
scholarly literacy (component/tags/tag/1158-scholarly-literacy)
pbl (component/tags/tag/1159-pbl)
- Keynote Speakers (/keynote-speakers2016)
- Conference App (/vala2016-app)
- General Information (/general-information2016)
- Sponsorship and Exhibition (/sande2016)
  - Sponsors (/sande2016/vala2016-sponsors)
  - Exhibitors (/sande2016/exhibitors2016)
  - Exhibition Floorplan (/sande2016/exhibition-floorplan2016)
  - Exhibition Opportunities (/sande2016/exhibition-opportunities2016)
  - Sponsorship Opportunities (/sande2016/sponsorship-opportunities2016)
- Call for Abstracts (/vala2016cfa)
  - VALA2016 Strands (/vala2016cfa/vala2016strands)
  - Abstract Preparation (/vala2016cfa/vala2016-preparation)
- Reviewing (/vala2016-reviewing)

VALA2016 Conference Office

For all enquiries contact:

VALA2016 Conference Office

119 Buckhurst Street
South Melbourne VIC 3205 Australia
T +61 3 9645 6311 F +61 3 9645 6322
E vala@wsm.com.au (mailto:vala@wsm.com.au)

VALA TV

Green Carpet Stage interviews with Corin Haines