



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wananga o Tāmaki Makaurau  
NEW ZEALAND

# **Akademski i informacijski pismenost u srži istraživačkog procesa:**

## **Rad sa predavacima, studentima i istraživačima na Novom Zelandu**

Neda Zdravkovic , Learning Services Librarian  
The University of Auckland, New Zealand

# Ova prezentacija...nije prezentacija!

## **30 minuta izlaganja:**

- Rad sa studentima doktorskih nauka
- Rad na projektima informacione pismenosti

## **30 minuta razgovora:**

- Vasa pitanja
- Moja pitanja za vas





# The University of Auckland – NO 1 in Australasia

- 8 faculties
- 40,784 students
- 30,477 Undergraduate
- 10,307 Postgraduate
- 2400 Doctoral candidates
- International students 13%
- 4,784 Staff



- European 41%
- Asian 35%
- Maori 6%
- Pacific Island 8%

**Da li vidite sebe u ulozi  
istraživaca? - Are you a  
researcher?**

**Are you a researcher?  
Da li vidite sebe u ulozi  
istrazivaca?**

Evidence & research-based library and  
information practice

# Primer: Istrazivanje potreba korisnika biblioteke

**Primili ste novac za novi nameštaj u biblioteci - u čitalackom odeljenju...**

**Koju vrstu nameštaja i koju boju ćete odabrati?**

**Imate 5 sekundi da odlucite!**

**Razlicite metode istraživanja...**

**Academic Integrity in Higher Education:  
an interactive scenario-based  
online course**

a) Using the work of others without explicit acknowledgement and referencing, that is, plagiarism. It includes: use of other people's data without acknowledgement; use of published or unpublished expressions and ideas from other people without adequate attribution; use of published or unpublished

b) Copying from  
c) Using course materials from an institution

d) Submitting work for one assessment

f) Submitting work for an assignment

g) Impersonating another person's performance

h) Cheating in an examination or examination conditions

i) Misrepresenting circumstances in examination conditions

j) Misrepresenting circumstances for course

The screenshot shows a university website with a navigation menu on the left and a main content area. The navigation menu includes sections for 'Module 1' through 'Module 5', 'Glossary', and 'All module tests'. The main content area is titled 'Using and acknowledging the work of others' and features a 'Welcome' message, a 'MODULE 1' section with sub-sections '1.1 Your graduate profile', '1.2 Your work', '1.3 Collaboration & help', '1.4 How to equip yourself', and '1.5 Losing integrity', and a 'Practice test' link. Below the main content, there are sections for 'MODULE 2' and 'All module tests'.

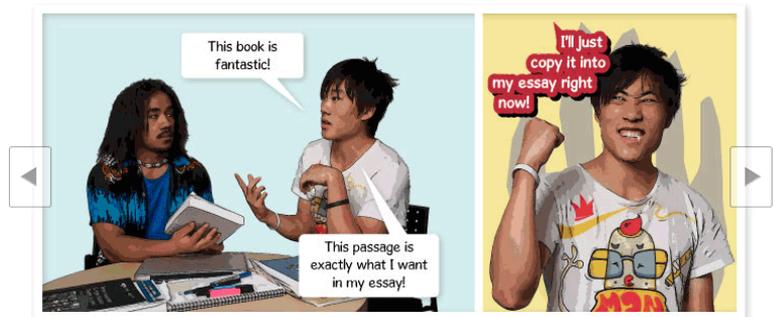
Introduction
<b>Module 1</b> Academic integrity at the University
<b>Module 2</b> Avoiding academic dishonesty
<b>Module 3</b> Using and acknowledging the work of others
<b>3.1 Quoting, paraphrasing and summarising</b>
3.2 Citing and referencing
3.3 Avoid plagiarism
<b>Module 4</b> Using copyrighted material correctly
<b>Module 5</b> Consequences of academic dishonesty at the University
<b>Tests (Cecil)</b> Study and research help UoA guidelines

### 3.1 Quoting, paraphrasing and summarising

Home » Module 3 » 3.1 Quoting, paraphrasing and summarising

**I**n your academic work at university, you will often explore a topic and build your own knowledge based on the ideas, information and inspiration provided by experts and researchers in a related field. **Quoting, paraphrasing and summarising** are three main ways of integrating others' ideas in your own academic work.

#### Niko saves Jian from the dangers of plagiarism...



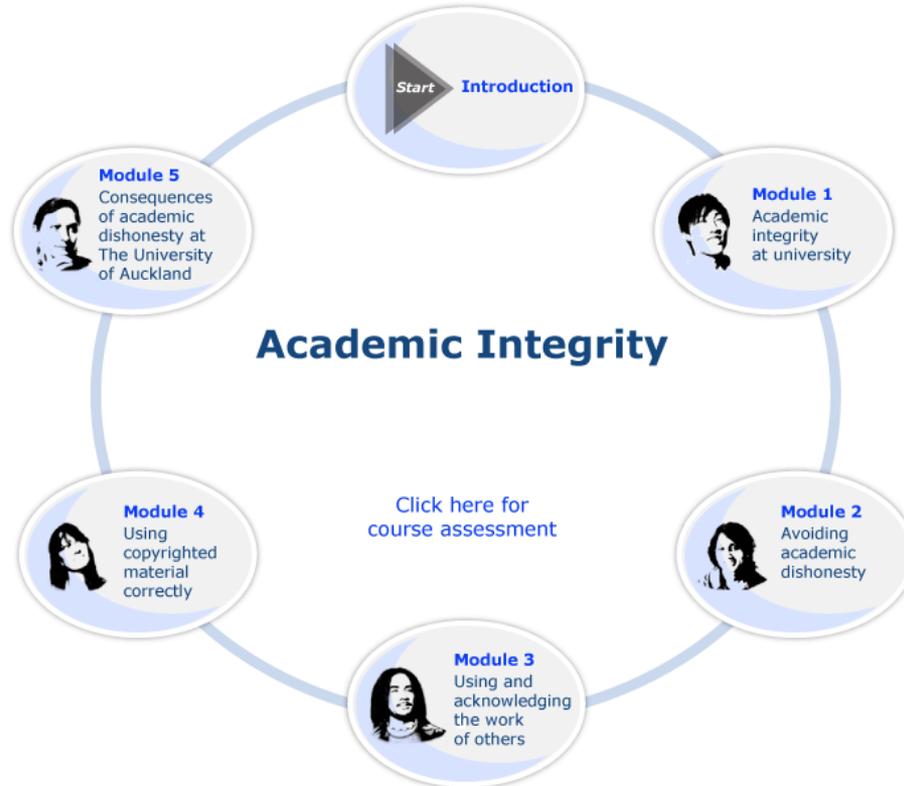
[Click here for the comic transcript](#)

 **Work through the exercises below to further your understanding**

- ▼ **Exercise 1: Why quote, paraphrase and summarise?**
- ▼ **Exercise 2: How to quote?**
- ▼ **Exercise 3: How to paraphrase?**
- ▼ **Exercise 4: How to summarise?**



All students starting a new programme at the university are required to complete the Academic Integrity course. For more information, go to [Academic Integrity-information for students](#).



FREE ONLINE COURSE

# Academic Integrity: Values, Skills, Action

This course will explore academic integrity and how you can demonstrate it in your work, study and research at university.

Join now – starts 3 Oct

 FREE online course

 Duration: 4 weeks

 1 hour pw

 Certificates available



CREATED BY



SHARE

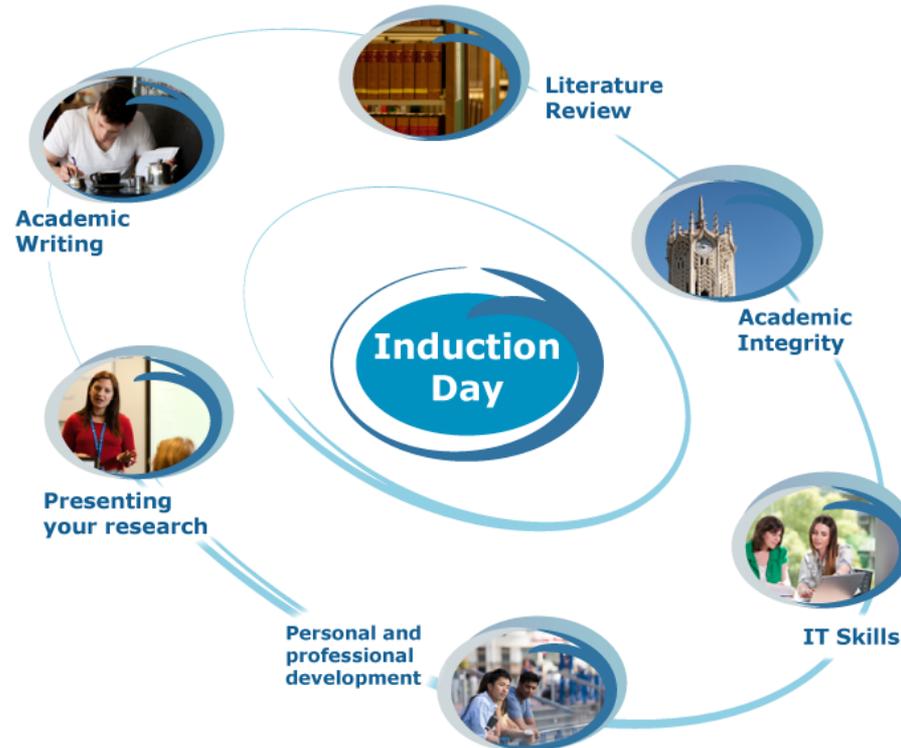
**Da li vidite sebe u ulozi  
istraživaca?**

# The Doctoral Skills Programme at University of Auckland Library & School of Graduate Studies

- **15** different workshop titles
- **180** sessions per year
- taught by **40** Subject Librarians
- attended by **2000** doctoral candidates

## Welcome to the Doctoral Skills Programme (DSP) Hub

From this site doctoral candidates can find information about the University of Auckland Doctoral Skills Programme (DSP) consisting of a compulsory Induction Day and different workshop strands.



[www.auckland.ac.nz/doctoral-hub](http://www.auckland.ac.nz/doctoral-hub)

[www.library.auckland.ac.nz/booking/doctoral](http://www.library.auckland.ac.nz/booking/doctoral)

# The Bright Idea:

Introduce Team Teaching Pedagogy in ALL academic & information literacy (Library) Doctoral Skills Programme workshops at University of Auckland.

**Did it work?**

**Dr John Hattie on findings of his  
research into application of  
different teaching pedagogies**

# **My research focus: How did it affect**

**a) Presenters (in their teaching)**

**b) Doctoral candidates (in their learning)**

What is really happening on the classroom floor and beyond?

**Time period: 2014 – 2015**

**Who: 20 Subject Librarians**

160 doctoral students who attended  
DSP workshops in this period



## Tapping into the core knowledge:

**Do we have enough understanding about learning, pedagogical and research support needs of doctoral candidates and researchers, in order to effectively support them in their journey towards independent scholarship?**

Methodology – mixed method approach

- 2 surveys (SurveyMonkey)
- 2 focus groups (n=5) – Sony audio, transcripts  
+notetaking

# The questions we asked – survey:

The reality...

<b>Doctoral candidates (160/37)</b>	<b>Library presenters (19/11)</b>
Was team teaching disruptive?	New to team teaching?
Did you feel freer to participate?	What was preferred practice for you?
Beneficial for your learning?	What is your preferred team teaching model?
Your preferred pedagogy/approach?	Support?
Your recommendations?	Your recommendations?

# The questions we asked – focus groups:

Doctoral candidates (5)	Library presenters/ subject librarians (5)
<p><b>Engagement:</b> <i>Do you find team-taught doctoral skills workshops engaging and interactive? If yes – in what way? If not – why not?</i></p>	<p><b>Effect on teaching practice/ development:</b> <i>Has the participation in team teaching within the Doctoral Programme and AIL workshops you have co-taught affected your approach to teaching practice?</i></p>
<p><b>Learning style:</b> <i>Do you prefer team taught workshops vs the ones presented by sole presenter and if so – why, and if not – why not?</i></p>	<p><b>Positives of team teaching practice:</b> <i>What were the positive elements (or events) of being part of a DSP AIL workshop teaching team?</i></p>
<p><b>Social situated learning:</b> <i>In which of these workshops did you feel better sense of collaboration among doctoral candidates (if any)?</i></p>	<p><b>Challenges of team teaching practice:</b> <i>Were there any challenges in being part of the DSP teaching team? If yes – what were they?</i></p>
<p><b>Learning preferences:</b> <i>Were there any elements of team taught DSP AIL workshops that made you feel unpleasant, preventing you to take part in activities and class discussions?</i></p>	<p><b>Support &amp; preparation:</b> <i>Selection of co-presenter, development of teaching skills, preferred teaching preparation support needed.</i></p>
<p><b>Preferred pedagogy:</b> <i>What kind of teaching approach would you prefer to experience in doctoral skills workshops in future?</i></p>	<p><b>Recommendations &amp; preferences?</b></p>

**Rezultat: Dve različite perspektive/  
dva različita iskustva**



## Presenters

Team teaching pedagogy works well.

The **learning of the new “skill” is important** to DCs who attend AIL DSP workshops. The teaching pedagogy is strongly dependent on the nature of the content of each workshop.

Significance of providing **shared expertise**.

DCs require **individual attention** in AIL DSP workshops. Having rovers to provide individual attention to DCs in each session important.

## Doctoral candidates

The team teaching pedagogy is not effective in DSP AIL workshops if it doesn't accommodate **reflective, peer-learning environment** allowing the time and space for DCs, as adult learners, to reflect, share and exchange experiences and ask follow-up questions.

Yes, but....

Significance of provided shared and discipline-specific expertise.

**Strong need is for social interaction/ experience sharing and forming the ‘community of learners’– almost a priority.** - *In the skills –based workshops, I remember coming away and going: “Well I wish I could have had some time talking to the people around me, because they would have been able to put things in different ways that presenters did, that might have made a better sense to me. And I went out of my way to talk to the people beside me, and each time we’d make a little conversation like “How are you going with this and that, etc...?” I really like that, but it wasn’t encouraged.*

# So what?

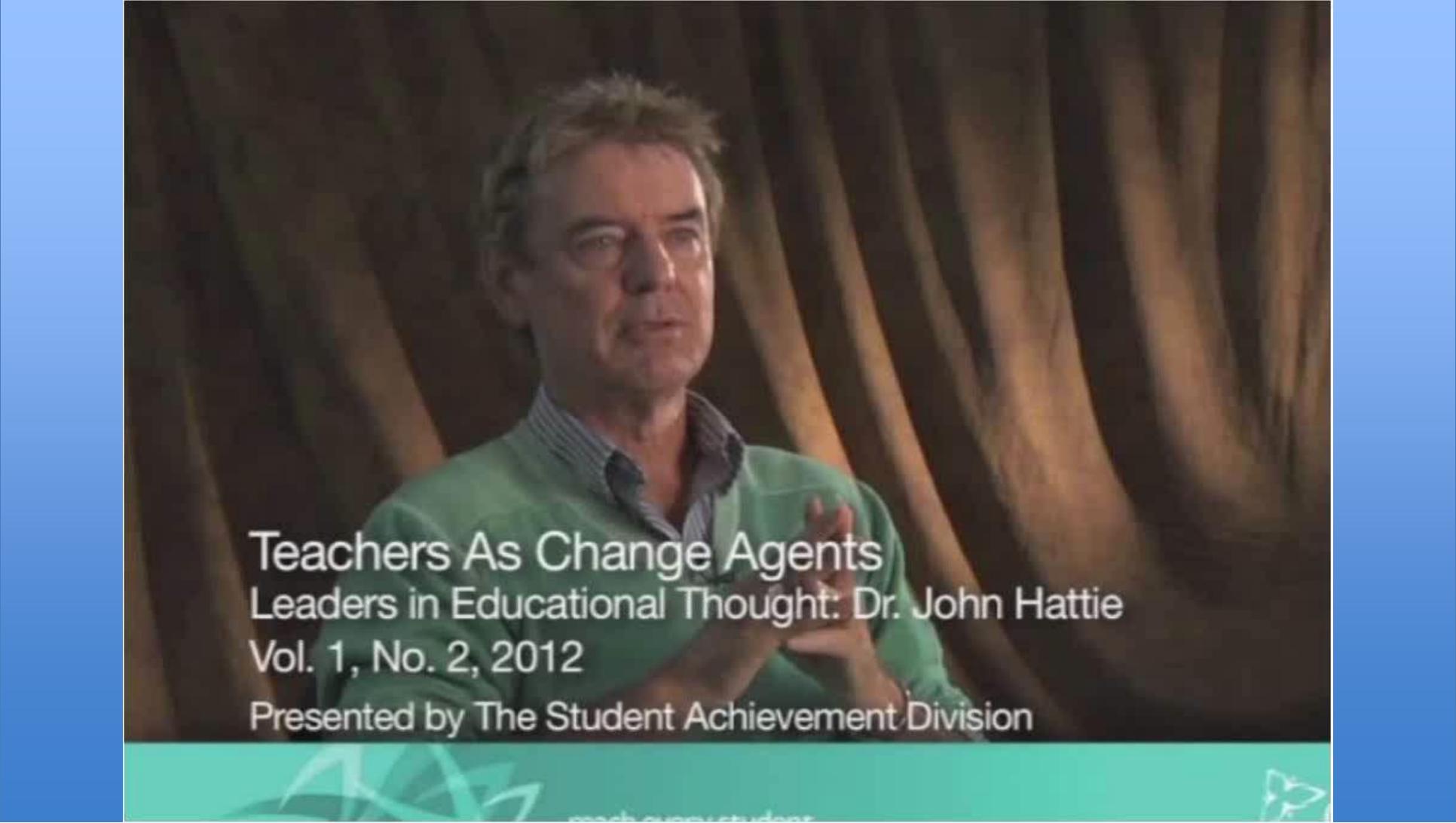
*“I am learning”* - Formation of two independent communities of learners:

1. DSP AIL presenters
2. Doctoral candidates

‘Communities of Practice’ model:

- doctoral candidates are **practitioners**

**Koja je uloga bibliotekara u  
danasnje vreme po vasem  
misljenju? Sta to znaci biti  
'bibliotekar'?**



Teachers As Change Agents  
Leaders in Educational Thought: Dr. John Hattie  
Vol. 1, No. 2, 2012  
Presented by The Student Achievement Division



# Pitanja za vas:

Koji su trendovi trenutno u zizi vasih profesionalnih interesovanja?

Koji projekti/novine u profesiji (u Srbiji) su ove godine od znacaja za vas?



# VASA PITANJA





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# Rad sa predavacima na fakultetu I studentima 'brucosima'





**KAKO izgraditi tim?**



# Make us an online “Library tutorial”

- Stage 1 Film, Television and Media Studies course
- 500+ students
- Assessment worth 10%
- Collaboration



**Margaret**



**Neal**



**Neda**



**Sarah**



**Hamish**

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**FTVMS lecturers**

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**Libraries and Learning Services staff**

# Collaboration



Tutor



Academic



Course  
Administrator



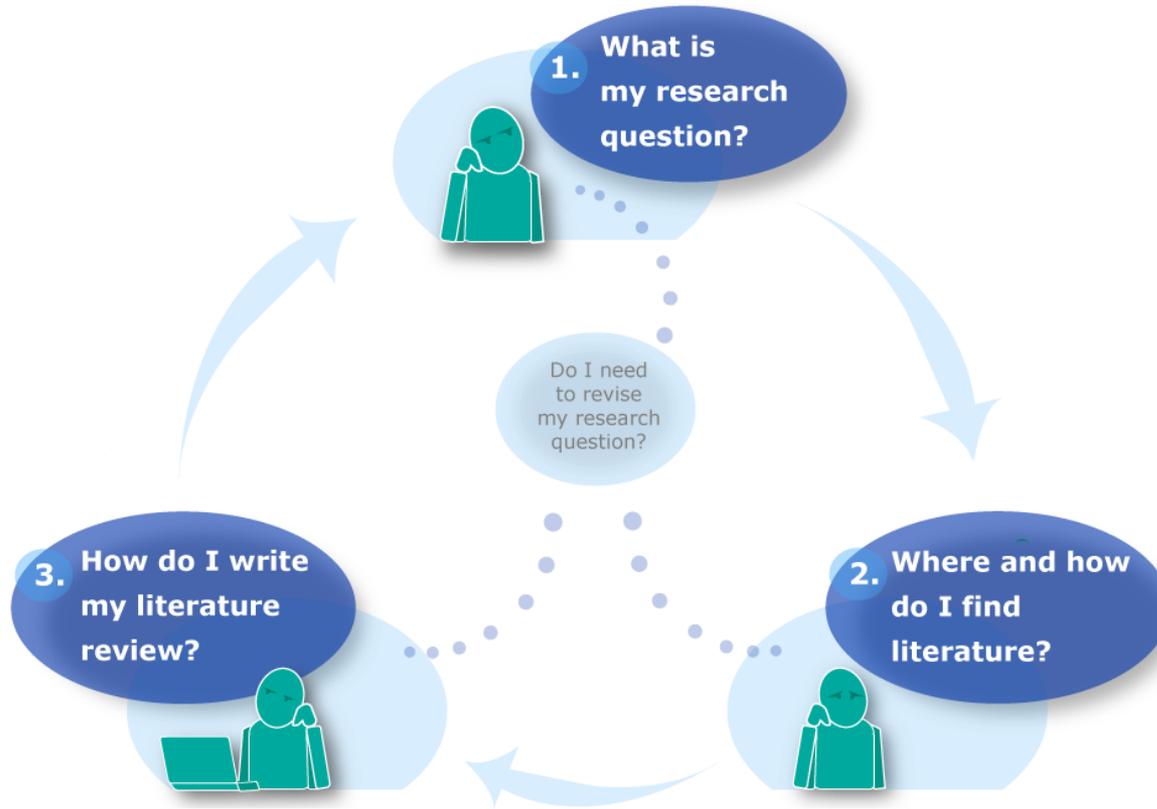
Librarians



Graphic  
Designer

# Curriculum analysis - mapping

Semester	Course Year 2	Course Year 3	Learning Outcomes	Assessment tasks & due dates	Gaps identified & potential intervention	A&IL integration - phase 1: Assignment -specific targeted Academic Skills Workshops- collaboration between tutor Brenda Allen, LLS, SLS & SL to integrate A&IL	Research Skills Development Framework <a href="http://www.adelaide.edu.au/rsd/framework">www.adelaide.edu.au/rsd/framework</a>	UoA Graduate Profile Attributes
<b>Sem 1</b>	<b>FTVMS 202</b> Hollywood and its others Lecturer: Xuelin Zhou Students enrolled: 66	<b>FTVMS 307</b> Hollywood and its others Lecturer: Xuelin Zhou Students enrolled: 48	<b>Year 2</b> <ul style="list-style-type: none"> <li>Understand the conceptual and theoretical elements of Film Studies</li> <li>Be more alert to the aesthetic elements that form the film language</li> <li>Be better informed about the evolution of Hollywood as industry and mass medium</li> <li>Be more aware of the world cinema's 'dialogues' with Hollywood</li> <li>Be more capable of evaluating, applying and presenting information</li> <li>Have the ability to structure, shape and synthesize information</li> </ul> <b>Year 3B</b> <ul style="list-style-type: none"> <li>Be more capable of using databases to support independent research on set topics</li> <li>Have the ability to apply information to develop a distinctive critical voice.</li> </ul>	<b>Year 2</b> Tutorial participation 10% Assignment 1 Short essay 20% <a href="#">Friday April 4</a> Assignment 2 Long essay 30% <a href="#">Friday 23 May 2014</a> Final Examination- 40% (different exam questions for each paper) <b>Year 3</b> Class Presentation & Tutorial participation 10% (10%) Assignment 1: Research essay 20% <a href="#">Friday April 4</a> Assignment 2: Research essay 30% <a href="#">Friday 23 May 2014</a> Final Examination- 40% (different exam questions for each paper)	Analysis of the assignment topic/ theme, understanding terminology and disciplinary discourse (film language) and obtaining background (general knowledge) information about the key concepts introduced in the topic/task. - Formulating thesis statement - Finding additional assignment literature via Articles & more, Scholar and MFT databases - Essay structure and building own arguments - Referencing using MLA refstyle	Collaboration between faculty, MFT Academic Skills Coordinator (ASC) Brenda Allen, LLS, SLS & SL to design and co-present the integrated Assignment 2 supporting workshop (7 to 10 days prior to due date). This will involve: 1. Preliminary meeting with ASC and course lecturer to discuss students' learning needs and the integration of the A&IL within the workshop structure/content and any further possibilities/ Assignment 2 targeted actions. 2. Collaboration with ASC to integrate A&IL into the targeted Assignment 2 workshop; 3. Creation of any required supporting (Assignment 2 integrated) resources and materials; 4. The workshop to be offered and promoted to students as integrated part of their coursework. 5. The workshop to be co-taught between ASC, SLS Academic Advisor and/or Subject Librarian.	A. Students embark on inquiry and so determine a need for knowledge/ understanding B. Students find/generate needed information/data using appropriate methodology C. Students organise information collected or generated E. Students synthesise, analyse and apply new knowledge	2.1. A capacity for critical, conceptual and reflective thinking. 2.5. An ability to recognise when information is needed and a capacity to locate, evaluate and use this information effectively. 2.7. An ability to access, identify, organise and communicate knowledge effectively in both written and spoken English and/or M&ori. 2.9. An ability to make appropriate use of advanced information and communication technologies.
<b>Sem 1</b>	<b>FTVMS 210</b> RACE, INDIGENITY AND THE MEDIA Lecturer: Sue Abel Enrollments: 26	<b>FTVMS 325</b> RACE, INDIGENITY AND THE MEDIA Lecturer: Sue Abel Enrollments: 31	Students who have completed the course are expected to: <ul style="list-style-type: none"> <li>Develop an understanding of different theories of racism and Whiteness Studies.</li> <li>Develop an introductory understanding of postcolonialism.</li> <li>Be able to evaluate these theories, and to apply them to media texts.</li> <li>Develop an understanding of obstacles in the way of indigenous media texts.</li> <li>Be better informed about the role that indigenous media plays, or is possible of playing.</li> <li>Have the ability to apply information to develop a distinctive critical voice.</li> </ul>	<b>Assessment FTVMS 210:</b> Essay (1500 words) 30% - <a href="#">due 2 April</a> Test 1 20% <a href="#">Blog (1000 words) 20% - due 4 June</a> Test 2 20%  <b>Assessment FTVMS 325:</b> Essay (2000 words) 30% - <a href="#">due 3 April</a> Oral Presentation 20% <a href="#">Blog (1500 words) 20% - due 4 June</a> <a href="http://ftvms210-325.blogspot.co.nz">http://ftvms210-325.blogspot.co.nz</a> Test (in tutorial Week 12) 20% Tutorial Participation 10% SOME HELPFUL INFORMATION You can write this essay without referring to any other material than that in your Course Reader and lecture notes.	Sarah already offers optional course-related workshop for FTVMS325 covering citation index database. Note: Course does not require students to do any independent research. Searching for further readings optional. However, lecturer provides most readings in this quite small area. Use of citation index database required for presentation assignment.  - Understanding the assignment topic/ theme, understanding terminology and disciplinary discourse (film language, e.g. "Cinematic mediations", eurocentrism, etc) and obtaining background (general knowledge) information about the	1. Preliminary meeting with the MFT Academic Skills Coordinator (ASC) and course lecturer to discuss students' learning needs and the integration of the A&IL within the tutorial and any further possibilities/assignment targeted actions. 2. Collaboration with ASC to integrate A&IL into essay assignments (both Year 2 and Year 3) as well as design and deliver the targeted workshop; 3. Creation of any required supporting resources and materials; 5. The workshop to be co-taught between ASC, SLS Academic Advisor and/or Subject Librarian.	A. Students embark on inquiry and so determine a need for knowledge/ understanding B. Students find/generate needed information/data using appropriate methodology C. Students critically evaluate information/data and the process to find/generate this information/data E. Students synthesise, analyse and apply new knowledge.	2.1. A capacity for critical, conceptual and reflective thinking. 2.4. Intellectual integrity, respect for truth and for the ethics of research and scholarly activity. 2.5. An ability to recognise when information is needed and a capacity to locate, evaluate and use this information effectively. 2.7. An ability to access, identify, organise and communicate knowledge effectively in both written and spoken English and/or M&ori. 2.9. An ability to make appropriate use of advanced information and communication technologies.



This online activity will guide you through the process of formulating a research question, finding, selecting and evaluating relevant literature, and finally writing your literature review. It is expected that you'll have most of the required work for the Literature Review Assignment 1 done by the time you complete all three modules.



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