Many birds with one stone: A targeted learning session for first year medical imaging students

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Overview
1. Collaborative relationships?
2. Challenges
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4. Our Targeted Learning Session
5. Findings and Recommendations
6. Design your own!

2. Challenges

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| • Help seeking stigma  
• Inconsistent message to students about assignments  
• Low profile  
• Isolation from teaching staff | • Help seeking stigma  
• Underutilized resources & expertise | • Increased lecturer workload  
• Miss out on feedback & support from SLC & library | • Negative assessment experience  
• Grades do not reflect potential  
• Poor help seeking behavior  
• Mixed messages |

1. Collaborative relationships?

The first year medical imaging class

• 40 Students  
• High entry criteria  
• Mostly female  
• Mixed age  
• Integrated course – clinical 2 days, academic 3 days  
• Consider themselves self-reliant (rarely seek help outside of class)  
• Strong sense of help seeking stigma
The assignment

- First written assignment - self reflection.
- Required use of research to support self reflective process.

Pre-session activities

1. Library information access and evaluation sessions
2. SLC in-class tutorial session
3. Copies of assessment and marking criteria distributed to all
4. Planning meeting – all together (set date, confirmed attendance & resources, clarified assignment question etc.)
5. Set of prompting questions
6. Created evaluation form
7. Class teacher promoted the session in class
8. Attendance poll
9. Made station signs

Room layout

[Diagram of our original room layout]

Materials

- Teacher
- Assignment sheet
- Evaluation sheets
- SLC APA referencing guide
- Assignment sheet
- Learning skills handouts
- Library
- iPads
- Laptop

Running the session

5. Findings & Recommendations

MOST HELPFUL ASPECTS OF THE SESSION

- 81% Particular staff member or department
- 44% Particular skills they learned
- 44% Content
- 31% The setup of the session
- 6% Listen to others
**Student**
- Students achieved similar grades for this assignment to students from the previous year.
- All students attended the TLS passed the assessment.
- Students seemed relaxed and felt free to come and go as they pleased during this time.

**Faculty**
- The lecturer only received 3 enquiry emails leading up to the assignment in comparison with a typical number of 20 in previous years.

**SLC & Library**
- More students accessed learning centres support in this one session than in the entire year.
- Students were able to refine and build on information literacy skills. Also a second chance for those who missed the earlier workshops.

**Additional Benefits**
- Normalisation
- Staff enjoyed stronger partnership
- Other staff asked to participate
- Reduced number of repeat questions

**Recommendations**
- Clarify what can and cannot be done in session
- Increase number of learning centre staff
- Have content only session after TLS
- Ensure consistent advice on assignment requirements
- Ensure reliable WI-FI in the TLS room
- Re-organise room for more student choice and to allow for individual or group work

**Recommended room layout**

**6. Design your own!**

**Good partnership!**
References