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## Evidence based practice leads to closer teaching collaboration between librarians and researchers

Jandér, Katarina; Hultman Özek, Yvonne

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LUND UNIVERSITY

PO Box 117  
221 00 Lund  
+46 46-222 00 00

# Structured Template for Presentation of EBLIP5

## Posters/Papers

Informative Title <sup>1</sup>	Evidence based practice leads to closer teaching collaboration between librarians and researchers.	
Full Title	Evidence based practice to enhance collaborative working: Bridging the gap between researchers and librarians as teachers using the concept of constructive alignment as a common framework in a postgraduate course.	
Focused Question	S <sup>2</sup>	Faculty of Medicine at Lund University, Sweden.
	P <sup>3</sup>	Multidisciplinary teaching team of different professionals, i.e. researchers, librarians
	I <sup>4</sup>	A case study: the adaption of an evidence based approach and practice to successfully design and develop a one week postgraduate course “Scientific Communication”.
	C <sup>5</sup>	
	E <sup>6</sup>	Evaluation methods included summative course evaluation with focus on student’s learning in relation to the intended learning outcomes. Reflective practice and use of the method “critical friend”, and adaption of learning and teaching theories and the concept “constructive alignment” as a common framework.

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<sup>1</sup> Short title that gives the “bottom line” main results of your study in a single sentence (e.g. “Young university researchers use Google heavily but have little contact with the Library)

<sup>2</sup> SETTING – Where was the Research conducted? (E.g. Swedish University Library)

<sup>3</sup> PERSPECTIVE – What was the main Perspective adopted? e.g. Professionals, Users, Managers, Commissioners, Service Providers etcetera (e.g. Young University Researchers)

<sup>4</sup> INTERVENTION – What was actually done/delivered/provided/investigated? (e.g. Use of Google)

<sup>5</sup> COMPARISON – What were the alternatives to the Intervention or Method Used? (e.g. Use of the Library)

<sup>6</sup> EVALUATION – How were the Outcomes/Impact/Effects Measured? (e.g. Frequency of Use; Proficiency of Use etcetera)

<b>OBJECTIVE<sup>7</sup></b>	<p>The objective of this paper is to discuss the experience of working evidence based in developing a compulsory postgraduate one-week course “Scientific Communication”, organized by the Library and ICT unit of the Faculty of Medicine upon assignment of the Postgraduate Education Committee of the Faculty of Medicine.</p> <p>The intention of the course, launched in 2007, was to create a coherent picture of scientific communication in theory and practice, thus avoiding the course to become a series of independent lectures and hands-on training.</p>
<b>METHODS</b>	<p>Most teachers in the teaching team have undergone an advanced course in Teaching and Learning in Higher Education at the Faculty of Medicine Centre for Teaching and Learning. The learning theories presented in the course, with emphasize on Biggs’ concept of constructive alignment, formed a starting point for pedagogical discussions and further development. Constructive alignment is a method used in course design for planning teaching and learning activities and assessment tasks that are coherent with the intended learning outcomes. We worked strategically with this course development module as an intellectual and methodical baseline. Two exam reports from the advanced course in Teaching and Learning in Higher Education written by two of the librarians formed the basis for reflection, action and discussion.</p> <p>In order to enhance collaborative work and improve the course, we continually used the method of group based self reflection in the teaching team. A final course evaluation is used to get feedback on the students’ own perception of</p>

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<sup>7</sup> For guidance see [http://research.mlanet.org/structured\\_abstract.html](http://research.mlanet.org/structured_abstract.html)

	<p>their learning and the overall “constructive alignment” in the course. Educational developers are consulted regularly. Recently the model of critical friends was introduced and used by some of the teaching team members to stimulate professional development and peer teaching. Critical Friends are peers or colleagues who ask probing questions and offer helpful critique.</p>
<b>RESULTS</b>	<p>Bridging the gap between researchers and librarians as teachers using the pedagogical method of constructive alignment as a common framework has proven very fruitful, both in establishing a common language regarding pedagogical issues and improving the quality of the course. Self reflection in the teaching team and course evaluation has resulted in altering the aimed learning outcomes, assessment strategies, and the design of the evaluation form. The method of working with a critical friend has facilitated a common understanding of the course.</p>
<b>CONCLUSION</b>	<p>Evidence based practice is essential for innovative processes. The evidence based approach and practice has led to closer partnerships and teaching collaboration between librarians and researchers. Teaching librarians in any field need to work in close collaboration with faculty and educational consultants. Collaborative work is essential in delivering improved services and courses.</p>

<b>IMPLICATIONS FOR CURRENT PRACTITIONERS</b>	<ul style="list-style-type: none"> <li>○ Health services / teaching librarians' education and continued learning within higher education models, praxis and theories are needed.</li> <li>○ Importance of close collaboration with professionals and educational consultants outside of the library unit in developing courses.</li> <li>○ Changing patterns of course design and teaching support need to be considered.</li> </ul>		
<b>IMPLICATIONS FOR FUTURE RESEARCHERS</b>	<ul style="list-style-type: none"> <li>○ The short - and long term - effect of collaboration with professionals and educational consultants outside of the library unit in developing courses/learning support might become important to look at more extensively in future research.</li> </ul>		
<b>REFERENCES</b>	<p>Biggs, J. (2003). <i>Teaching for quality learning at university : what the student does</i>. (2nd Ed.). London: the Society for Research into Higher Education</p> <p>Dahlgren, L.O., et al. (2006). To be and to have a critical friend in medical teaching. <i>Medical education</i>. 40: 72-78</p> <p>Handal, G. (1999). Kritiske venner. Bruk av interkollegial kritik innen universiteten. (Rapport nr 9). Linköping: Nylng, Linköpings universitet</p>		
<b>RELATED PUBLICATIONS</b>			
First Author Surname	Jandér	First Author First Names	Katarina
Job Title	Librarian		
Full Institutional Affiliation/Address	Medical Faculty Library and ICT unit Lund University CRC, Entrance 72 UMAS,		

	SE-205 02 Malmö, Sweden		
Email Address	katarina.jander@med.lu.se		
Telephone	+4604391503	Fax	
Other Authors	Author 2 Yvonne Hultman Özek	Author 3	Author 4
Institutional Affiliation(s)	Medical Faculty Library and ICT unit		
Email Addresses	yvonne.hultman_ozek@med.lu.se		