You have a PhD in physics, right? Developing students' information literacy skills, whatever the discipline

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I've been a librarian for a long time now, and the career path that I've taken has been led by chance and opportunity rather than having a defined plan. Just short of twenty years ago I intrepidly moved into a teaching and learning librarian role. For the person who chose her modules at university on whether the assessment included a presentation or not (not), this seemed a big risk to take.

This chapter will follow my journey, sharing the experiences of teaching information literacy at two universities in the north-west of England. While geographically they are less than three miles apart, the experiences have been as diverse as the institutions themselves. From a blended librarian learning developer role supporting students in allied health disciplines in a post-1992 institution, to a faculty librarian supporting STEM students in a glass-plate university (Beloff, 1970).

While my time at the post-1992 university threw many challenges, namely a number of restructures, it also gave me a breadth of opportunities, which included studying for a master's degree in academic practice. These opportunities have enabled me to develop my practice from a teacher-centric model to a social constructivist approach to teaching, employing active learning techniques to ensure students are engaged with their learning, to encourage them to learn by doing.

This chapter will be a reflective account of my beliefs and approaches to teaching in the two universities, both in the classroom and online. It will begin by sharing my own educational background which has influenced my approach to supporting student learning. It will explore the difficulties of teaching information literacy in 'one-shot' sessions in comparison to those embedded in the curriculum. Throughout it will focus on my collaborative approach to teaching, working within an academic team to develop workshops where academic and library skills support is contextualised by employing relevant and engaging examples and texts to help students apply good academic practice to their discipline.

Coming full-circle

My career in libraries started as a graduate trainee librarian at Manchester Metropolitan University, before going on to Library School where I graduated with a postgraduate diploma. Keen to get on and work I didn't complete the masters at the time, and this isn't something I've regretted. As the course came to an end I applied for librarian jobs across the country, on Fleet Street (the home of the British press), in universities and in public libraries, and I accepted the first job that I was offered, which was in Loughton, a small town in Essex. Moving back to Lancaster with a young family a few years later, a job came up at Lancaster University as a senior library assistant at an opportune time, and I moved back to academic libraries.

Around the time my youngest son started school, a position was advertised at St Martin's College which has since become part of the University of Cumbria. The role was in essence a subject librarian post, which included teaching. Looking back, this was the most rewarding career move. I discovered a love for teaching and supporting students' learning which has been at the centre of my own personal and professional development ever since, and I feel lucky to have been supported in taking up many of the opportunities that were either offered or sought out, to return to study and to become a lifelong learner, and achieve Senior Fellow of the Higher Education Academy, demonstrating my commitment to teaching and learning. And yes, I did get over that fear of standing up in front of a room of people and presenting.

When I took up the role at St Martin's, now the University of Cumbria, the college was well-regarded for teacher training and educating healthcare professionals. It was where I'd studied for my undergraduate degree.

I would say I was typical of many of the students who study at the University. While the term Widening Participation (WP) wasn't used until 1998, I would have identified as a WP student - the first in my family to go into higher education, from a low-participation neighbourhood and a lower socio-economic group. Currently, approximately 20% of students at Cumbria compared to 10.9% nationally are from low-participation neighbourhoods (University of Cumbria, 2020). The University delivers many vocational programmes, such as paramedic practice, counselling and nursing, and typically students have significant strengths in clinical and caring skills, excelling on placement, with the potential to become excellent

practitioners, but may not be as strong in the academic element of their programme.

As a student at St Martin's, academic skills support was not widely available. Arriving with a traditional A-level background, I had little experience of independent learning or the skills needed to study at undergraduate level. I didn't have family to go to for support, and support wasn't available through learning developers or librarians as it is now, so I drifted along with mediocre grades, never seeking out support to try to improve. Reflecting on this experience came the realisation of the gap in study skills support at that time. My children are fortunate (although they may not always agree) that many of their wider family have experienced university study, and they know they can approach the learning developer/ librarian in the family to look over draft essays, offering guidance in structure, academic sources and referencing. But for many students including myself, the transition to higher education study can be challenging and overwhelming.   Reflections on my own educational journey have instilled a core belief that universities should ensure that a supportive learning environment is in place for students to progress and achieve (Crosling, Heagney & Thomas, 2009) as being given offered a place without the necessary support is "not opportunity" (Tinto, 2008, p.46).

Academic skills support is now widely available across higher education institutions, sometimes embedded into the programme, often stand-alone or 'bolt on' (Wingate, 2006). While at the University of Cumbria it is offered through a single team of library and academic advisers in a blended learning developer/ librarian role, at Lancaster University, learning development and information literacy support are on the whole separate and delivered through two teams under the operational area of academic services. In my own experience, students don't differentiate between academic skills and information fluency, how would they know that if they want to discuss academic reading and referencing that they would need to see both a learning developer and a librarian?   According to Howard (2012, p.75), "the separation of information literacy from other academic skills can be confusing for students who have to make their own links in the cycle of planning, structuring, finding information, using it effectively, managing their time, referencing and presenting their work". However, the blended role is still uncommon in UK higher education institutions, although it has been in existence since 2013 at the University of Cumbria. As my role moved from librarian to the blended role I found myself

experiencing impostor syndrome. I was supporting masters-level students, without a masters qualification myself.

About to finish a postgraduate certificate in academic practice at the university, I was supported in going on to study the additional modules to make up the MA. This allowed me to experience different pedagogical approaches, from modules that were purely online, some blended, other face-to-face, with varied assessment types. My experience of postgraduate study was very different from that of being an undergraduate - I had a desire to succeed and to prove to myself that I could do my best alongside a busy work and home life, a challenge that many students face. Completion of the MA gave me the confidence to support students studying at this level and I was able to use the experience to further develop my own teaching.

Post-92 vs. Plate Glass

The University of Cumbria was formed in 2007 bringing together a number of institutions from across North Lancashire and Cumbria, and with one-third of students studying part-time (Complete University Guide, 2020) and around half recognised as mature students (What Uni, 2019), provision of study skills at the university presents a range of challenges relating to ability, geography and the existing experience of students.

My role supported the disciplines of nursing and allied health, radiography and working with children and families, subject areas with generally good engagement with the library team to embed academic skills into the curriculum. Because many programmes were purely distance or blended learning, I was one of a small team involved in creating a suite of online study skills modules. These were initially developed to support students transitioning to university (Fraser, Shaw & Ruston, 2013) and later repurposed as curriculum tools for students moving into different levels of study. These have been seen to be beneficial both for students studying online and also for campus-based students to scaffold face-to-face learning and provide easily accessible material to return to at the point of need, and I will return to these later in the chapter.

Just over two years ago a faculty librarian role was advertised at Lancaster University supporting departments across science and technology, subject areas I had not worked with before. It's safe to say, these subjects are not where my strengths lie (I managed C in maths at GCSE), and an early encounter with a Physics lecturer made me laugh, as he presumed I had a

PhD in Physics and had turned my hand to librarianship. With a separate team of learning developers, I would be involved in teaching information literacy, including referencing and using reference management software but not the wider academic skills I had been involved in at the University of Cumbria. I still find the separation challenging, and I find myself discussing writing techniques when working with students, especially when they are working on their literature review.

Lancaster University attracts a different demographic of students to the University of Cumbria, with most courses requiring grades AAA or AAB at A-level (The Guardian, 2019). The differences between Lancaster and Cumbria are noticeable, as McLellan, Pettigrew & Sperlinger (2016, p.55) state, there are "particularly acute differences between different types of institutions, with disadvantaged groups disproportionately represented at non-elite, regional and post-92 universities". My initial reflections were that there was not as much support in place for students transitioning to higher education study or to develop their study skills once on the programme, and I wondered if there was an expectation that students arrived with the necessary skills, having achieved high grades at A-level or equivalent qualifications. It could be said that even if students do arrive with good skills to study at A-level (or equivalent), that they are unlikely to transfer these skills to new areas of learning on their own.

The move to Lancaster initially felt like a step backwards in terms of embedding information literacy into the curriculum. Teaching offices asked for stand-alone sessions usually at the start of the academic year, to large cohorts of students in lecture theatres. However, I realise now that this was not a Lancaster issue per se, but related to the discipline. Now a regular attendee at the University Science and Technology Librarians Group I realise that engagement within these subject areas is notoriously difficult. I have made small steps in some departments, and giant leaps in just one, using the 'servant leader' style that I have adopted (Greenleaf, 1970) to get to know academic staff through committees and various networks, and seek out library champions. Experiences at the University of Cumbria have implicitly informed and influenced my approaches at Lancaster, giving me the confidence to try different practices to both engage staff and engage students, which I will discuss further.

An evolving teaching style

So far I have introduced you to the two roles, and it seems like the appropriate time to introduce my pedagogical approach to teaching

information literacy and broader academic skills. Reflecting on the early days at St Martin's my teaching method followed the transmission model (Loesch, 2017), with very little interaction between the teacher and student. I was new to teaching, in my memories of education there was a teacher at the front of the classroom and I passively took in information, and I hadn't yet started to explore pedagogical approaches to teaching information literacy. Research by Streatfield, Allen and Wilson (2010) shows that face-to-face teaching by library staff is frequently behaviourist in approach with the librarian as teacher, who presents and demonstrates to the class, I wonder how much this has changed in the ten years since the article was published? As I started to study theory and approaches to teaching and learning I was able to reflect on this model, with the realisation that it does not effectively encourage students to develop their critical thinking and lifelong learning skills. Rather than teaching specific skills, for example, how to use a library database, I wanted the focus to be on teaching transferable skills using more collaborative learning activities, following Biggs constructive alignment theory (1996). It was at this point I really began to focus on learning outcomes and aligning learning activities so that students could construct meaning from what they learnt. How many times have you been at a workshop and wondered what the activity has to do with your learning? I wanted activities to be meaningful to students, and favoured small group activities where students did not feel exposed, could try things out in a safe space and learn from others previous experiences - the way I learned best when studying at masters level. Working as part of a supportive team I felt safe in discussing, planning and trying out different methods to encourage active learning, presenting myself as a facilitator in the students' learning, and moving away from the didactic method.

However, maintaining this approach could be difficult when, at the time, many departments would schedule 'one-shot' or 'bolt-on' sessions at the start of the course, usually for one hour, where the librarian would be invited to show students the library resources available and how to access them, leaving little time to build active learning into the session. This was often the approach taken with campus-based students and, in addition, many distance and blended learning programmes would hold an induction day on campus at the start of their programme of study. During this day students would be timetabled for a two-hour library session which included getting logged on to the university network and an introduction to library resources. In preparation for writing this chapter I looked back at the assessed portfolio for the masters, where I reflected that:

Students who are able to attend an induction have often taken on so much information by the time I see them. I then show them all of the library's e-resources in a short period of time. At this point in their learning, a lot of what I am showing them is not relevant or timely. They are not involved actively in their learning, and I employ a demonstration method to ensure that they are shown all the resources during the session. They may be able to perform the task, but there is no meaning behind it, so it could be seen as surface learning.

It was at this point in the role that I really started to challenge myself and the approach I had previously taken. I wondered how many students had taken in what I had shown them, particularly as the session often came even before the introduction to the programme, so there was no context. I wanted students in my sessions to gain the confidence to try things out, collaborate and share ideas with their peers, to develop transferable academic skills which would support them over the duration of their programme, and beyond. I needed to rethink my pedagogical approach, to ensure that even where time was limited, students engaged with the subject area using active learning techniques.

While the transmission model may be acceptable if the outcome is to get students to recall information or follow a series of steps, a constructivist approach would be the more effective method to ensure true meaning and understanding of the activity. This is a notable area of debate within broader study skills research, with bolt-on support compared to the embedded approach (Bennet, Dunne and Carre, 2000; Wingate, 2006) and much of the literature in favour of the embedded approach whereby learning is developed through subject teaching. With one-shot sessions, which tended to be just an overview of resources, there is not enough support for students' to be able to develop deep learning.

In 2006 an information fluency framework was developed at St Martin's, recognising the need to embed information literacy teaching and learning into the curriculum. This provided a framework across levels of study for scaffolding students' academic and information literacy skills, with partnership between the library and academic departments seen as key. The new framework gave us the opportunity to discuss with academics how and when to embed delivery across the programme, to plan when the sessions would be most timely and tie in with different assessment types. While this took some time to embed, where departments saw value in this approach it enabled us to work as part of the module team to discuss the type and timing of assessments and develop lectures and workshops which

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were timely and would scaffold learning. One example of this was the interdisciplinary health module 'Working Together', which took place in the students' first term at university. As students needed to hit the ground running, it was important to scaffold their academic skills throughout this first term, taking a flipped approach whereby they worked through the online study skills module, Head Start, and then built on this foundation through lectures and workshops on information skills, referencing and academic writing, before being asked to reflect on their learning in their first formative assessment. Self-reflection is a key skill across the nursing undergraduate curriculum, and many struggle with reflective writing. I saw the importance of introducing these skills early in the programme using reflective writing frameworks such as Rolfe *et al.* (2001) or Gibbs (1988) to enable them to structure their writing, discussing exemplars of reflective writing to guide them. I will refer to exemplars again later in the chapter, but I believe their use, alongside group and teacher-led discussion can cement expectations of assessment. Further support through drop-in sessions were offered before a summative assessment was submitted, taking a feed-forward approach (Carless, 2006; Wimhurst & Manning, 2013). Crisp (2012) identifies that formative feedback encourages student learning, as they can engage with the feedback, self-assess their skills and identify where they need to improve. We had moved from a ninety minute induction session to blended delivery of the academic skills essential to succeed on a challenging full-time programme. Reflecting back on an earlier comment, many of the students studying on vocational health courses were there to learn how to be a good nurse or social worker, but didn't necessarily arrive with the knowledge of the academic skills needed for university study. This is where the support of learning developers and librarians is key, so students are not set to fail. I often referred to essay writing as jumping through a hoop to get the career that they wanted in one-to-one appointments.

The challenge of being a STEM librarian

In many STEM subjects assessment is generally practical rather than text-based, which may be the reason that there seems little time in the curriculum to embed information literacy, and why it's not seen as a priority.   Moving into the role at Lancaster it would have been easy to revert back to the transmission model of teaching, especially in those areas where I deliver a 'one shot' session in welcome week. In some disciplines there is no alternative but to offer a demonstration of resources, with the

hour I once got with students at St Martin's often reduced to twenty minutes for programmes at Lancaster.

The benefits of working at a larger university are that there are a number of staff networks, and I make an effort to attend these, both to share my own experiences and also to hear from others on their use of active learning techniques, especially those who teach large cohorts in lecture theatres. Involvement in the active learning network and inclusive learning network has given me the opportunity to make connections with learning technologists, teaching fellows and academics. Where time allows, I now dedicate time in lectures for students to discuss a topic with the person next to them, and use online tools appropriate to the session, for example, polling software such as Turning Point to check students' understanding and give them immediate feedback, or padlet to provide opportunities for answering open-ended questions. Often at the start of sessions with postgraduate students I ask them to share their library fears, and while in a small face-to-face workshop I can collect post-it notes, with a larger group padlet offers anonymity for those hesitant to put their name to their worry. I have found that these tools provide a way of increasing students' willingness to participate, allow for students to get something wrong without the fear of humiliation and gives everyone a voice where there may be more dominant students in the room (Wood & Shirazi, 2020). In addition, they can be used to gauge understanding and provide opportunities to return to a concept which has perhaps not been fully understood.

Attending formal and informal meetings with academic staff has given me the opportunity to discover 'library champions' which has led to involvement in curriculum planning and review. One particular success story is with the school of computing and communication, where regular meetings with the director of undergraduate teaching led to the programme team wanting to embed more support for writing and information literacy directly into modules at appropriate times, to better incorporate communicating, writing and presenting from the beginning of the degree through to the end. These skills are now scaffolded across specific modules in the first and second year, in preparation for the third and fourth year final written projects. I have continued to find that learning developers have more clout than librarians in these situations, and I work very closely with the learning developer for STEM to get my foot in the door.

To date, the most successful workshops within STEM programmes have been the dissertation writing workshops for Masters and MSci students, which are co-delivered and co-taught with the learning developer, an academic from the department and myself as librarian. Attendance at faculty committees gives the opportunity to review external examiner reports, some of which have commented that the skills needed to write a dissertation or extended project are often poor, and working in partnership with the learning developer for the faculty has seen us take a collaborative approach to embedding these workshops across six programmes. The workshop is based around past student exemplars, and in the session students discuss the exemplars with peers, understand why they are good examples, clarify marker expectations and develop critical awareness of the difference between the examples and their own writing (Carter, Salamonson, Ramjan and Halcomb, 2018; Sadler, 2002). The important factor here is the focus on co-delivery, otherwise there is a risk of "neglecting the integral relationship between writing and knowledge construction in academic disciplines" (Somerville & Creme, 2005, p.18). Feedback from the sessions is consistent that the students want more time discussing the exemplars, even in a 3-hour session, as it helps them to make sense of the task at hand.

Head Start and the development of online study skills modules

So far I have focused predominantly on face-to-face teaching, however, asynchronous online teaching was a substantial part of my role at the University of Cumbria, with many students studying at a distance or on blended learning programmes.

In 2012 Head Start was launched, a pre-induction online course for students transitioning to undergraduate study, and I was initially involved in an iteration of Head Start, Preparing for postgraduate study, for students about to begin a masters-level programme. Academic preparedness can be a significant factor in improving retention, as many students find adapting to a different level of study and the independent study skills required to be successful in higher education challenging. Research by Salisbury and Karasmanis (2011) found that students often do not possess the information literacy or referencing skills that universities expect, and by offering pre-entry support we were able to help students develop the skills to succeed on their course. Asynchronous opportunities, such as Head Start, have been seen to facilitate deep learning, offer more flexible learning opportunities and provide instant feedback (Wingate & Dreiss,

2009).   In addition, students can also benefit from them whilst studying, revisiting content at the point of need.

Preparing for postgraduate study covered the areas of information literacy, academic writing, critical writing, reflective writing and referencing: the skills needed to become critically reflective practitioners. Individual tutorials were planned using Biggs constructive alignment theory (1996) and we spent time setting intended learning outcomes, designing learning activities and exploring methods of assessment and feedback. We decided from the outset that we didn't want the tutorials to be heavily text based, with electronic page turning. We had previously shared skills material in the VLE, and we wanted to move away from students simply reading on screen. We used a variety of media, including video and audio, in addition to text-based instruction, and included interactive exercises to encourage the students to be active learners in their tasks, with opportunities for feedback. Activities were developed to test understanding, with the student being able to compare their own results with annotated examples, encouraging active learning and interaction rather than passive learning (Biggs & Tang, 2003).

The online module was originally developed around Salmon's Five Stage Model (2005), which followed a structured, constructivist approach to elearning involving support and development opportunities at each stage of the programme, scaffolding the students' learning and building up their expertise, fostering an online community of learners (Stacey, Smith & Barty, 2004). Reflecting on the first iteration of the M-level course, which was with a cohort of Army officers, I can see it really did embrace Salmon's model. With recent experiences of teaching online due to the COVID-19 pandemic I have returned to Salmon, and also discovered the Community of Inquiry Framework (Garrison, Anderson and Archer, 2000). In both frameworks, social presence is a key element, and the first iteration focused on the element of presence - both in terms of developing a community of learners, and also in feeling supported by teaching and support staff, getting to know each other through online discussions and activities. It gave participants the opportunity to be involved in social constructivism, working with their peers to develop ideas and make meanings through the interactions with each other, encouraging social learning and achieving beyond what they would learn through online materials on their own.

Unfortunately, as the course was repurposed for other masters' programmes at the University of Cumbria, learning advisors we were not

able to be involved in the discussion board element due to constraints on staff time, and while they were used for a short while by some programmes, they are no longer an element of the course - students can get in touch about the course via email, but there is no element of community building.

As I went on to prepare for my own masters dissertation I chose to focus on the use of Head Start, and whether it was successful in preparing students for study at postgraduate level. The results of my research have remained in view as I have gone on to plan asynchronous teaching (and, to some extent, face-to-face). Student feedback showed that it should be timely, delivered at relevant points in the academic year, for example, at transition points; course specific - tailored to meet the needs of specific groups of students; presented in short and digestible chunks; incorporate a variety of formats, for example,screen capture, videos and podcasts, and be in a continuous cycle of evaluation and development.

The Skills@Cumbria team nominated for the THELMA outstanding library team (2016)

In 2014 the growing suite of Head Start tutorials were moved onto the Blackboard Open Education platform, and the University's first Massive Open Online Courses (MOOCs) were launched. A year later the team were awarded the Vice Chancellor's Award for Excellence for the contribution made to a teaching team for the MOOCs, and it played a part

in the Library being nominated for the Times Higher Education Leadership & Management Awards (THELMA) outstanding library team in 2016.

At Lancaster, we were in the early stages of planning a series of online tutorials within the Academic Services team as the COVID-19 pandemic hit. These are now a key focus for the coming year for learning developers and faculty librarians with teaching at Lancaster being predominantly online during the Michaelmas term and perhaps beyond.

COVID-19 and the pivot to online teaching

With the move to online teaching in the final term of 2019/ 2020, and uncertainty about teaching face-to-face in 2020/2021, the pivot to online teaching is foremost in my mind as I write this chapter. What is clear is that the move to online teaching may change the way we approach and teach study skills going forward, and one of the positives that has come out of this situation is the confidence it has given me to develop teaching practices and support student learning online. Time planning, creating asynchronous content and developing and running synchronous sessions has, and continues to be extensive (and exhausting). However, I believe this puts me in a better place going forward into the busy Michaelmas term.

With the first dissertation writing workshop timetabled for day one of the summer term, we had the Easter vacation to decide how to run the session online. At the time, I was convinced that synchronous should be the default model, twelve weeks later my views have changed - I'll return to this later.

We spent many hours on Microsoft Teams planning the session, and were in no doubt that this would go ahead as 2 x 1-hour synchronous workshops using Teams. Over the past couple of years we have developed these sessions, and they now take a flipped classroom approach (Crouch & Mazur, 2001) where we share two past dissertations with the students in advance of the session. We wanted to emulate the parts of the face-to-face session that worked well, particularly the small group discussions where students could discuss sections of the exemplars. We were right to focus on this, as student feedback from these and subsequent workshops, co-delivered throughout the term, have shown that this is the most important element of the workshop. This again makes me reflect on Salmon's Five Stage Model and the Community of Inquiry Model, where social presence

is as important as cognitive or teaching presence. Students said that they needed that social element of learning, the chance to discuss both with peers and with staff, rather than to sit at a screen and listen to a lecture. Reflecting on these comments, for the final workshops we allowed more time for peer discussion. What was also clear was that we couldn't include all the content previously covered in a three-hour face-to-face session, so we needed to decide which sections of the dissertation we wanted the students to focus on. Ultimately, this was the decision of the module leader, who reflected on the standard of past dissertations and which sections were weakest. Rather than ask the students to read 2 complete dissertations before the session, we decided to focus their efforts by asking them to read particular sections, with clear questions to reflect on. In addition, we asked that they look at their 3rd year project and reflect on the background section and how it could be improved. We then discussed these sections at length in the synchronous session.

Reflecting on these workshops we found that students were less likely to ask questions using the chat function in Teams, or using their microphone, but there was lots of conversation going on when they went into their breakout groups, and each group was asked to nominated one person to give feedback to the whole group, which worked well. We recognised, both through the workshop and from our own experiences of joining live events in Teams or Zoom, that asking a question or posting a comment in chat can feel quite exposing - there is currently no way to ask anonymously. For subsequent iterations of the workshop we used tools such as padlet within the session, which offers the opportunity for anonymous comments and feedback. One of the most difficult elements of a synchronous workshop can be the student/ teacher interaction, particularly with a larger group, and it's worth remembering when asking a question or for comments it can take a few minutes to compose a considered response.

I mentioned how my views had changed on synchronous versus asynchronous over the past term, and this is part due to being aware of the challenges that students can face attending a synchronous session, due to technology, lack of equipment, shared study space, caring responsibilities and also anxiety. While students have responded to surveys saying they appreciate live sessions as an anchor point, to be able to check in with academics and ask questions, they value the freedom that asynchronous teaching allows. I've also been privy to attending a 'How to teach online' module, which exemplified online teaching. The challenge is now being able to put the learning into practice, and discussions with departmental

staff about embedding study skills into the curriculum seems even more important as we move into another term of online learning, where we expect many of our students will not arrive in Lancaster until later in term, and using the digital library is an essential skill.

Final reflections

As the chapter draws to an end, I will summarise the four overarching values that weave through my teaching practice: collaboration, inclusivity, emancipatory practice and community.

The first is collaboration. Building and sustaining relationships with academic and professional services staff has resulted in collaborative working practices, working in partnership, as an academic team, involved in curriculum review and planning and workshop design. Ultimately this enables and ensures that academic skills are embedded into the curriculum. Having worked at the University of Cumbria for eleven years I hadn't realised how much I relied on the relationships that had developed, and I realised quite quickly that to be successful in this role I needed to start again. Committees, formal and informal meetings were a great way of finding library champions, as well as making myself useful, and drawing on and sharing previous experiences. Within library and learning development teams, working collaboratively to develop learning activities and resources is a good way to build confidence, try out ideas, and be able to laugh when something just doesn't work out. This is what I value most from my time at the University of Cumbria, and I often still run ideas with my colleagues there.

The second value is that of emancipatory practice, so rather than looking at a deficit in individual students, we look at the social context to understand why some students succeed and others face challenges because of their cultural capital. There can often be an assumption that students arrive with the skills needed to study at both undergraduate and postgraduate level, especially in universities with high entry grades. Often there are gaps in academic skills support depending on the institution, and it could be said that at post-92 institutions, where disadvantaged groups are disproportionately represented, such as the University of Cumbria, there is more embedded teaching and individual guidance in place. Reflecting on my own background, I see the importance of supporting students to understand academic culture, the reasons why things are done in a certain way, and develop the skills they need to succeed at university whilst all the time respecting their own authority. The other side to this is working with

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academics so that they are transparent in what their expectations are, so it is not a mystery to their students.

The third value is inclusivity - making higher education inclusive. All students are entitled to a learning experience which respects diverse backgrounds and cultures, creates a supportive environment for all learners and enables them to achieve their full potential. That can be through emancipatory practice and collaboration, but ultimately it is essential that there is an institutional commitment to, and management of inclusive learning and teaching rather than to focus on specific groups of students or dimensions of diversity. While I am aware that this does not come across as strongly in this chapter, it is at the heart of my teaching and supporting learning. From setting up a peer-mentoring scheme for students on the autism spectrum (English, 2018), to arranging a university-wide seminar on trans awareness, my teaching and inclusive practice go hand-in-hand.

The final value apparent throughout is that of community. Community has been key to the development of my own library pedagogies, and manifests through being actively involved in internal staff networks and external communities of practice. At Lancaster I feel lucky to be able to draw on the experiences of others at a wide range of networks: active learning, inclusive learning, and senior fellows, to name but a few. As we went into lockdown, a regular sharing practice event was formed between the faculty librarians and learning developers to discuss our experiences and approaches to online learning. We touch on technology, pedagogy and also support each other's wellbeing in these challenging times. Ultimately, I never stop enjoying learning - attending conferences and sharing practice events - I always return excited, wanting to try something new out, sharing my enthusiasm with colleagues. I hope some of that has come through as you've read this chapter.

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