CoLRiC

Council for Learning Resources in Colleges

IMPACT

2020 - 2021 Issue 3

INSIDE THIS ISSUE

The voice of Further Education and Sixth Form College Libraries and Learning Resource Services

EDITORIAL – HELEN SHERWOOD

The theme of this issue is 'teamwork'. What does this actually mean? A simple definition is 'the willingness of a group of people to work together to achieve a common aim'. Our contributors have provided us with several examples of this type of work and they all make interesting reading. There is an example of cross college working that has meant an award-winning project is still going strong, as well as the teamwork that has helped to capture students' experiences during lockdown. Our featured sponsor, IS Oxford, highlights the importance of college and supplier working together to provide the right support for customers.

I hope you are safely returning to some of the activities that you have missed and can feel a sense of 'normality' returning. If the process of returning to normality in your workplace is raising lots of questions please continue to share these with the rest of the CoLRiC Community. If you would like to share your end of year reflections in Impact, details for submitting an article can be found on the back page of this issue.

A WORD FROM OUR CHAIRS

Has it really been a year? I remember finishing work on that day back in March 2020, waving to the team and saying see you after Easter!! Oh, how we laugh about it now, our sheer naiveté! When the first lockdown message was written back in April 2020, little did we think we would still be in this situation a year later and coming out of a third lockdown. And what a year it has been...

Many of us have been shielding (including myself), working from home, home schooling and dealing with all the challenges that come with those things. Mental health has suffered; we have missed loved ones, memories, and celebrations, and some of us will have had to deal with the loss of a family member or friend. Hands up who really misses hugs! No-one has been untouched by what we have gone through this last year. We have been challenged in ways we did not expect and had to deal with situations that we could not have predicted.

As we emerge from lockdown, we should focus on what we have achieved over the last year. What positives have come out of this? If your Library/LRC has been open, you may have been a support hub for vulnerable students and you may have been helping with testing and logging COVID-19 test results. Our community has shown itself to be flexible, adaptable, and able to rise to any challenge that is thrown at us. The call for nominations for the 2021 CoLRiC Award for Innovative Practice has been launched and will give you the opportunity to showcase your exceptional practice.

Don't forget that CoLRiC is always here to help and support our members, particularly when times are tough.

Corinne Walker, Co-Chair, on behalf of the Executive Committee

COLRIC NEWS

Announcing the CoLRiC 2021 Awards

A key CoLRiC member benefit is the eligibility to nominate a team or individual for one of our prestigious awards. We're committed to celebrating innovation and ingenuity in the delivery of library and learning resource services and delighted to announce that the 2021 call for nominations is open.

CoLRiC Award for Innovative Practice (formerly known as the BPA)

Last year we announced the call for Best Practice Awards nominations shortly before we entered the Covid-19 lockdown. The circumstances we all found ourselves working in changed dramatically. These unprecedented circumstances impacted the quantity and type of nominations we received for our BPA. With these considerations in mind, the Executive Committee took the decision not to award a Best Practice Award last year. Instead, we celebrated the practice shared by Highly Commending Chichester, Isle of Wight, South Gloucestershire and Stroud, and St Francis Xavier Colleges.

Jeff Cooper Award for Inspirational Information Professional of the Year

The Jeff Cooper Award for Inspirational Information Professional of the Year is named in honour of CoLRiC's founder and is presented to an individual who has demonstrated a commitment to change lives and empower students. In September last year we were delighted to announce that the winner of the 2020 Jeff Cooper Award for Inspirational Information Professional of the Year was Benjamin Poore, Library and Study Skills Assistant, from Leyton Sixth Form College library. The judges felt that Ben was a 'committed, creative and innovative individual, who is making a really impressive contribution to library service delivery.'

We encourage as many of you as possible to nominate yourselves or other teams and individuals for these two 2021 awards. Many participating Colleges have expressed how beneficial the nomination process was for them.

'Gathering testimonials from academic staff was a really positive experience. It's great to reflect on what you've achieved, as - by necessity – we spend our days focused on the immediate moment. At a time when we feel quite vulnerable, it has given us a real uplift.'

Contact the Admin team for more information and a nomination form.

The CoLRiC Survey

When we launched the 2020 CoLRiC Survey early last year, little did we know how much circumstances were about to change with the pandemic. **Our Executive Committee member Helen Crowther explains why CoLRiC has decided not to publish a full report of the results:**

'There were significant issues with data collection. The first lockdown was announced after the survey had been launched. This meant that responses included both pre-and post-lockdown data which distorted the results. Obviously, student views, requirements and feedback during the lockdown were dramatically different from feedback collected before.

There were lots of good news stories we extracted from the survey data, and we will publish a brief executive summary for the membership. There was a wealth of compliments students made about their library and learning resource services. They valued the support, the sense of order, discipline, and availability of quiet, purposeful environments that library staff had created. Praise for outreach, involvement with course teams and leadership, and a significant contribution to e-learning, was universal.'

The CoLRiC Executive committee has decided that a 2021 survey will be postponed for now, as it would be premature to launch one during such an unstable time when staff are working hard to resume normal services in response to the relaxation of the lockdown. We'll keep you posted on any developments and look forward to your support with any future CoLRiC consultations and surveys. Meanwhile, Helen has shared some of the results and stories from the 2020 survey in this issue of Impact.

CoLRiC website

The CoLRiC web project team is still working towards launching a new website. It will highlight key CoLRiC resources and services, emphasising the important role CoLRiC plays in supporting the FE/Sixth Form College community, championing quality across the sector and supporting organisations in evidencing the impact and value that our members bring to teaching and learning support and the student experience. We will keep you informed and updated throughout this project via our regular member email bulletins. The new website will be a work in progress, and we will be asking you all for feedback to help us develop the resource over time.

Peer Accreditation Scheme (PAS)

CoLRiC's Peer Accreditation Scheme (PAS gives Further Education and Sixth Form Colleges the opportunity to start a supportive and rigorous assessment of Library and Learning Resource Services against a set of specific criteria.

The Scheme engages the entire organisation, raising the visibility of Library and Learning Resource Services to senior College management, evidencing return on investment and helping to show the value and impact of the service in support of the wider teaching and learning agenda.

PAS offers many benefits. The Scheme:

- ❖ Provides a stringent evaluation of the service within the context of the resources at its disposal.
- ❖ Assesses how effectively and consistently an organisation supports the development of its Library and Learning Resources Service.
- ❖ Identifies gaps in service provision, offering impartial professional advice on opportunities for service enhancements from senior library and information management professionals from across the UK.
- ❖ Confers a recognised and prestigious quality mark that can be showcased in quality assurance inspections, including Ofsted visits.

PAS is organised into four sections for assessment: vis**ion, leadership, management** and **collaboration in teaching and learning**. The Scheme embraces the holistic role that a Library and Learning Resources Service should play in the wider organisation. A key element of the assessment will be to determine the intent, implementation and impact of services on deciding academic success and a positive learner experience.

For full details of the Scheme please contact the Admin team.

CoLRiC community - staying connected

A key membership benefit of CoLRiC is access to our private discussion forum, hosted by JiscMail.

Registration with JiscMail is free and employees at any member College can join using their work email address.

It's a great place to ask a question, elicit feedback on a topic, initiate a research project, share a document or simply sound off about any issues that are concerning you. The forum underpins the CoLRiC community and is often cited as a key source of support for library and learning resource services professionals across the FE and Sixth Form College sector.

The topics on our members only discussion forum are a fascinating snapshot into the everyday, the strategic and the problem solving …. and include:

❖ Call for advice on the creation of a Discovery service.
❖ Storage solutions for teaching / class videos.
❖ A request for click and collect case studies.
❖ How to hire a hand-held scanner for stocktaking duties.
❖ Supporting film and media students through remote learning.
❖ Assistive technologies.
❖ Journal databases.

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JISCM@il

COLRIC 2020 SURVEY: EXECUTIVE SUMMARY

In February 2020 CoLRiC launched a new annual survey for members. It replaced our previous performance indicator survey and was designed to inform operational and strategic planning and reflect considerable change across the Further Education and Sixth Form College sector. It comprised two questionnaires - one for staff and one for students. However, the COVID-19 pandemic intervened…

CoLRiC Executive Committee member Helen Crowther (Library Manager, Blackpool Sixth Form College) reflects on the impact of the subsequent lockdown on the survey results. 'There were significant issues with data collection. The first lockdown was announced after the survey had been launched. This meant that responses included both pre-and post-lockdown data which distorted the results. Obviously, student views, requirements and feedback during the lockdown were dramatically different from feedback collected before.'

Regardless, some interesting broad-based themes arose from the survey. 'There were lots of good news stories we extracted from the survey data; a wealth of compliments students made about their library and learning resource services. They very much value learning resources and services and the support of library staff. There was also universal praise for outreach activities, collaboration with curriculum teams and college leadership, alongside our significant contribution to e-learning.'

Here are the highlights:

'I honestly think the best part of my college experience has been the library because of the lovely staff members and wealth of resources.'

'The library is amazing, and I love working here.'

82% of the students who responded rated library services highly. They particularly valued the provision of quiet learning and study spaces and the warm welcome they received from library staff. There were also many positive comments about the diversity and wealth of books and resources.

It will come as no surprise to CoLRiC colleagues that there were comments about resourcing and infrastructure deficiencies, most notably a demand for more study spaces and flexible access to additional IT facilities. In essence, the more PCs and laptops, the better.

It will be interesting to reflect on the impact of the pandemic on the student experience. Lockdown measures have impacted on student study and learning behaviour and raised their expectations of remote access to high quality and relevant digital resources and services. It is likely that a 'bring your own device' culture will influence the configuration of learning spaces and IT provision in the future if it has not done so already.

Staff responses to the survey focused on the library and learning resource service contribution to curriculum development and integration and collaboration with College management and leadership teams.

Only 50% of service heads were members of College leadership teams; a role crucial to ensure service relevance and visibility across the organisation but also to ensure adequate resource allocation and to influence at a strategic policy level. Future CoLRiC surveys will monitor this issue and explore the variability in library and learning resource service representation at a senior College level.

Reassuringly, many staff commented on the diverse range of services contributing to the wider learning agenda: library, information and digital literacy, research, referencing and study skills. This correlates with the overwhelmingly positive student experience responses.

The ratio of qualified versus non-qualified library staff varies across organisations. Future CoLRiC surveys will also explore this issue, and the impact it may have on service delivery and quality. Similarly, library and learning resource service collaboration and contribution to faculty and curriculum development varies across organisations.

- ❖ 64% of respondents were required to publish a Self-Assessment Report (SAR), a key tool to ensure accountability and integration with College strategy.
- ❖ 55% of respondents were involved in faculty meetings.
- ❖ 36% were involved in curriculum development.

Budgets continue to be a significant concern:

> ❖ 53% of respondents reported a decrease in their budgets.
> ❖ 44% reported a steady state, which is, in essence, a reduction when you consider information resource inflation.
> ❖ Only 3% reported a budgetary uplift.

Future CoLRiC research will explore the handling strategies for resource and service delivery within this financial context, the impact on collection development and management policies; but also explore if the lack of representation at a senior leadership level may impact on resource allocation.

When it comes to collaboration with external partners, 64% of respondents indicated that they collaborated extensively with external stakeholders and organisations, including public libraries and partner schools. It will be interesting to monitor this over time as the development of innovative shared services may be the way forward for library services in this challenging time of austerity.

These general survey outcomes present an overall landscape of flexible, adaptable, highly valued services delivering a diverse portfolio of resources and support despite budgetary and staffing challenges. The outcomes will help inform future CoLRiC research and membership surveys. We are particularly keen to explore in more depth how CoLRiC members engage the entire organisation, how you raise your visibility with senior college management, evidence return on investment and demonstrate the value and impact of your services in support of the wider teaching and learning agenda.

The CoLRiC Executive committee has decided that a 2021 survey will be postponed for now, as it would be premature to launch one during such an unstable time when staff are working hard to resume normal services in response to the relaxation of this third lockdown. We will keep you posted on any developments and look forward to your support with any future CoLRiC consultations and surveys.
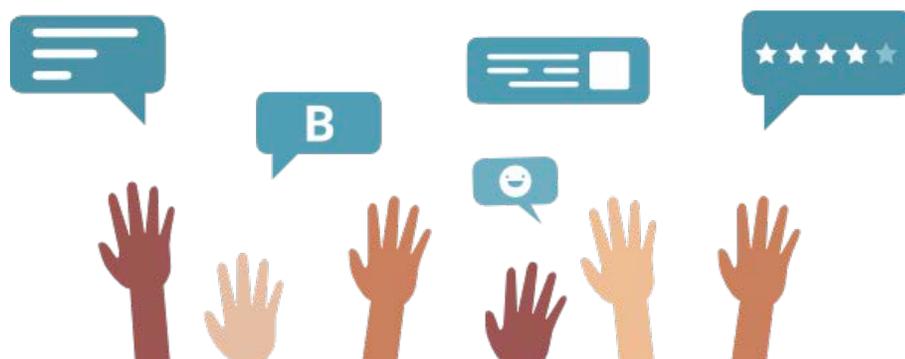
CoLRiC COMMUNITY - IN DEFENCE OF THE 'LISTICLE'- Chris Smith, Director, IS Oxford.

These days we are swamped by opinion modelled as data. One of the most popular statistical formats we love to hate is the 'Top 10/20' listing, or as they have become known, 'listicles'. The term seems to lie somewhere between list and article. Lists of just about anything we can imagine and some we can't, are ranked for us in ascending order. Some are more fanciful than others. The 'Top Ten Big Cats' falls at the first hurdle, because the author was unaware

that, technically speaking, a Cheetah isn't a big cat and nor is a Puma. Apparently, the distinction is because neither of those species roars or retracts their claws: no, I didn't know either. Recently I read a 'Top Ten Best Binoculars Review' (sad, I know) and found no mention of the Austrian and German big-hitters, widely regarded as the best optics makers in the world, in the all-American list. So, what to make of such rankings?

Of course, some top-ranking lists are genuinely helpful, particularly where they do much of the investigative legwork for us. They are part of a wider field that behaviour specialists and marketeers call 'heuristics', which are, essentially, aids to shortening the decision-making process. Painstaking research, where applied, can help us identify trends, requirements and pitfalls, that resonate or jar with our gradually forming sense of what we need. They can also distinguish between quantitative and qualitative success to give us a truer picture, by testing levels of satisfaction, as well as numerical superiority.
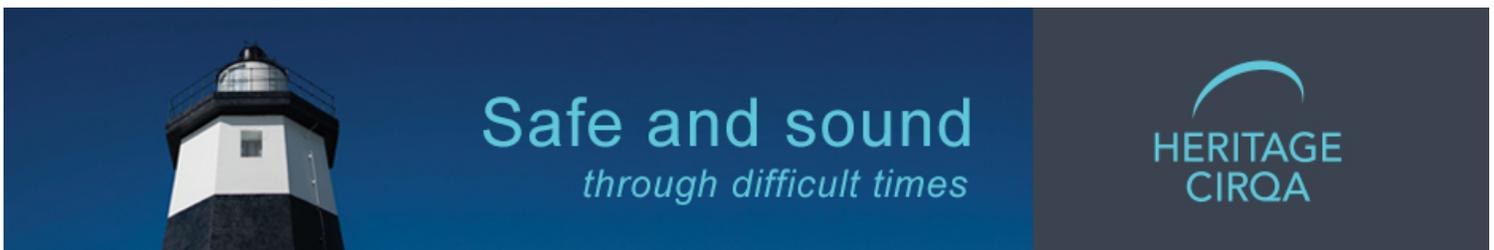
The NICDEX Top Twenty Colleges of FE rankings were published in FE Week in 2019 (presumably the pandemic put paid to the 2020 rankings). Now given that we are not particularly practiced at basking in our own glory and generally prefer to just get on with serving our customers with as little fuss as possible, we didn't notice the significance of the list initially. Eventually we cottoned on to the fact that of the top twenty colleges in that list, nineteen of them – including all the top ten – use our Heritage Cirqa system in their libraries!

Clearly, such an overwhelming ratio is gratifying, but we also know of many other college librarians using our system and providing a great service to their users who, through no fault of their own, didn't feature in this airy list. What it does show though, if we might indulge a modest sense of satisfaction, is that of all the diverse libraries in which Heritage Cirqa is used, it probably fits the requirements of the FE college librarian and their users best of all.
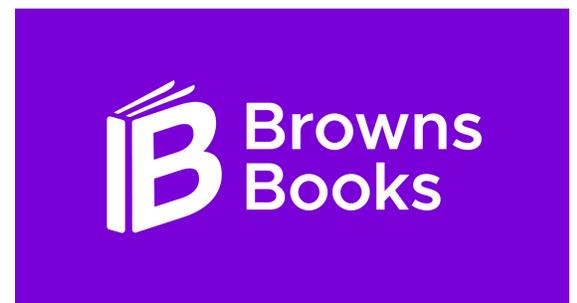
So, with all proper reservation and caution noted, we'd like to raise a toast to the phenomenon that is the listicle; may it continue to distract us from real life.

Safe and sound through difficult times — HERITAGE CIRQA

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## CoLRiC COMMUNITY - SPOTLIGHT ON - Rebecca Knights, Shipley College.

How did you become Library/Learning Resource Centre Manager at Shipley College?

I have worked with some wonderful people over the years and really cannot express how much I value the encouragement many of them gave me. Upon reflection now I marvel at how those experiences and 'risks-taken' have diverged...

I started out in Public Libraries as a Library Assistant in 1996. After a few years in Adult Lending and the (long-gone but heavenly) Music Library in Wolverhampton Central Library, I enjoyed various paraprofessional roles including IT and training, finance and administration, and eventually served as Senior Librarian for the Home Library Service.

In 2012 I changed city and sector and started at my first further education Learning Resource Centre. I hadn't had a great relationship with education myself, so wasn't sure what to expect, but soon recognised the valuable role that further education plays in society. The college I worked at developed an exciting Information Literacy programme, so I was keen to get involved in supporting students to upskill academically, and especially to support those transitioning from FE to HE. I completed the Award in Education & Training shortly after, and really enjoyed going into classes to deliver learning activities with students.

However, following the announcement of another restructure, I felt that I was no longer aligned with the strategy of the department, so decided to look for new opportunities. I successfully applied for a Librarian post in a university in New Zealand and was literally packing my bags ready to fly there as the first lockdown struck. There was a tiny glimmer of hope that the travel restrictions would be lifted, and that I could complete the work visa process, but a few months into the pandemic it was clear that it wasn't going to be.
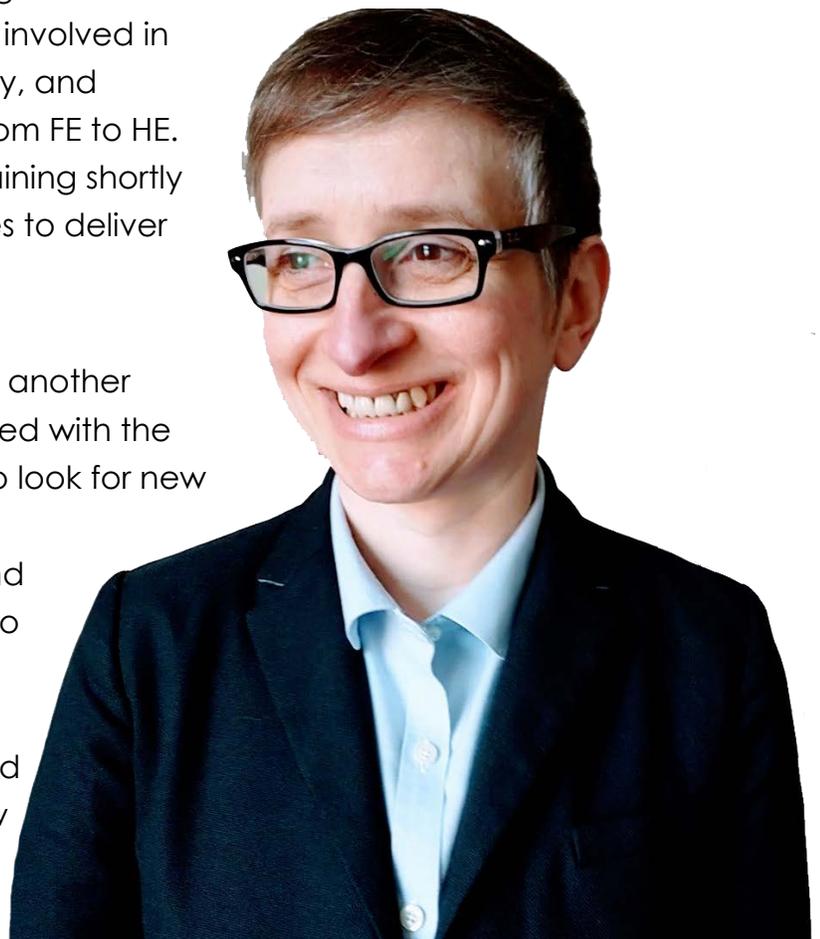
I found myself in the position of leaving my previous employer without a new job to go to after all. Like many people, the summer of 2020 was a period for reflection and of wondering what would happen next... but when the Library Manager post at Shipley College was advertised a few months afterwards, I leapt at the chance to apply. I knew of their 'close-knit family' reputation, and I'd never, ever seen an LRC vacancy at that college before. I started in November 2020 and, whilst it has been a very peculiar time to start a new role, everyone has been really supportive.

What new practices have you had to adopt in 2020/2021 that you think you are going to keep?

Any apprehensions about chairing or interacting with remote meetings have certainly had to be banished! And fast. Of the difficulties that the pandemic has created, I hope that a greater number of opportunities will emerge.

The pandemic started just before I left my previous role, so I experienced the urgency of galvanising the remote resources and services we thought the students would need. A year on, I'm in awe of all the ingenuity and effort that both support staff and academic staff have given to students, and to their employers also. Soon, we will be able to reflect upon which new practices will continue, but first we need a period of recovery, followed by reasoned and informed consensus accompanied by significant investment in resources and training.

How do you keep up to date with trends in your profession?

Mostly through following LRCs, Colleges and educators on social media, but also through professional networks and catching up with colleagues (old and new).

What are your biggest professional challenges?

My biggest professional challenge is how LRCs will continue to respond to the crisis of digital poverty in the UK. I know some meaningful research has/will be done but, in the here and now, the situation is desperate for many - too many - students (and some staff). I wish that the Department for Education, internet providers, tech companies, publishers, awarding bodies had done more to support FE during these crises. There is more I could have done. Will the pandemic inspire a Beveridge-style report for the digital age? I hope so.

What is the best thing about your job?

Apart from the students and colleagues at Shipley College, of course, my second answer would be working in the UNESCO World Heritage site of Saltaire. It's an amazing village with a fascinating history. There are innumerable architectural features to appreciate, especially Salts Mill, which is home to a David Hockney collection. Plus, I can't wait to test every single cafe, pub, gallery and shop once the restrictions are over!

And finally…. sum yourself up in three words.

curious, creative, cat-lovin'

NORTHAMPTON COLLEGE: COLRIC BEST PRACTICE AWARD WINNERS 2019….WHAT HAPPENED NEXT - Grazyna Kuczera, College Librarian.

Northampton College was placed seventh in the NART (National Achievement Rates Table) in 2018/19 and is rated by Ofsted 'Good with outstanding features'. Approximately 9,000 students choose to study at the College each year. It is committed to providing excellent education in state-of-the-art facilities across three campuses to ensure that all students can reach their potential. The Library is an integral part of the learning and teaching process.

Winners

The CoLRiC annual conference in Birmingham in June 2019 was another wonderful opportunity to meet colleagues from all over the country, learn and share experiences. For us it was cause for celebration, we had won the Best Practice Award in the category of innovation for DigiCap, our digital capabilities scheme, designed to help students develop their digital skills.

How did it start?

Hundreds of students at Northampton College took part in the Best Practice 2018 award winning schemes 'Word Detective' and 'Maths Magician' to support literacy and numeracy strategies. It was now time to respond to the curriculum needs in relation to Digital Literacy. The DigiCap scheme (Digital Capabilities) was created by Learning Facilitators to help develop IT skills and confidence in using new technologies.

There were some defined implementation aims for this certified scheme in the context of the College e-Learning Policy:

❖ To offer students structured activities to develop their IT skills from basic level (Bronze) to advanced (Platinum).
❖ To develop skills needed to progress within individual courses.
❖ To minimise differences between students' abilities within this same course.
❖ To help students coming back to education to ease the pressure when using technology for diagnostic tests.
❖ To evaluate existing skills and encourage students to take the next steps towards improving skills with the help of the library staff outside of the classroom environment.
❖ To prepare students for use of new technology in independent study and work experience placement.

When designing DigiCap library staff hoped that students would find this way of learning useful but had not predicted it would prove to be so popular. DigiCap was not just implemented as an added part of learning. It became clear that many of the teaching staff wanted to use it as an integral part of the teaching and learning process. In some areas like Supported Learning and ESOL, DigiCap became a formal part of the Study Programme.

What happened next?

Does DigiCap still exist in 2021? Yes, it does, and it has become an indispensable scheme for developing new skills. Students have been motivated to progress from the basic level which in turn has helped with progress on their vocational course. The scheme has also helped to ease entering a higher level of education or employment for many students. There has been valuable feedback from both students and teaching staff, many of whom have chosen to use the scheme to improve and develop their own digital skills.

Senior managers decided that DigiCap should be used as a part of the Study Programme for all Entry 3 and Level 1 students from September 2020 but also wanted to use it as a starting point for implementing the e-Learning Policy across the whole College. Plans for a Digital Academy were approved in February 2020. The library is still involved. Of course, there are concerns about the size of the project and the challenges for staffing, training, and redesigning of study spaces that it brings. The plan has been to accommodate more than 600 students weekly and help them to gain new skills essential to study. The success of DigiCap has been obvious but making it a compulsory part of the course for so many students needed extensive preparations. The library has taken on the challenge.

March 2020

Lockdown. Months of unexpected and significant challenges did not change the original plan and in September 2020, 501 students started the course, and many made fantastic progress. Their initial scepticism has been gradually replaced by understanding that some of the new skills are extremely useful and have helped them to complete coursework during remote learning.

In January 2021 despite the new lockdown staff carried on with supporting students with DigiCap tasks remotely and to everybody's surprise, 374 students achieved the Bronze Certificate, 106 completed Silver, 11 Gold and 2 Platinum. Very few members of staff expected that.

During lockdown we have sent the certificates by post to students. For many of them and their families this recognition has been uplifting and motivational. Now, when students are in the College senior managers get involved to congratulate students and hand out certificates.

The local press presented a case study about the exceptional progress made by a Level 1 Vehicle Mechanical Maintenance student who has been so dedicated to learning new IT skills that in a short time he progressed from Bronze to Gold level. He hopes one day to emulate his grandad by building radars for the Royal Air Force. Two students have achieved Platinum and twenty-four others are working towards this level.

The challenges

Lockdown, constant changes in technology, various Covid related disruptions and staffing shortages have put enormous pressure on the members of the library team who job-share leading this ambitious project. However, outcomes for the students, but also for the many members of staff who decided to use the scheme to improve their digital skills, outweigh daily problems.

In conclusion

DigiCap has become a crucial, successful, and enjoyable part of the teaching and learning process. It is helping to minimise digital inequality during challenging times. Library staff lead and manage the project, but many other members of staff are involved in delivery and support. Preparations for September 2021 have already begun, and a new state of the art building will open to students at the start of the new academic year. Please wish us luck. We will do everything we can to make DigiCap an even bigger success, helping students to gain skills vital for their learning and for the workplace.

#INSPIRED BY ESOL, VIRTUAL EXHIBITION AT BRADFORD COLLEGE- Lakshmi Banner, Senior Librarian, Bradford College

Background

Bradford College is a large mixed economy college situated a few minutes from the centre of the city. Mixed economy colleges offer both further and higher education, and Bradford College provides courses from entry level through to apprenticeships and degrees, and community adult education. We have two libraries, the larger of which is situated in the David Hockney building where the ESOL department is based, and the smaller library in the nearby Trinity Green campus. Our 4 Academic Liaison Librarians are each responsible for supporting several departments and I have responsibility for ESOL as well as other further and higher education courses.

The ESOL department provides English Language courses from pre-entry through to Level 1 and has an Outstanding grade from Ofsted. Provision is either for 16 - 18 year old students and includes Maths, IT, and a variety of additional subjects, or for adults working towards City and Guilds ESOL Skills for Life qualifications. Bradford ESOL lecturers are keen for their students to use the library, and as well as library inductions we have collaborated on many projects, including using reading diaries as part of the 6-book challenge; review writing sessions, with reviews uploaded onto the library catalogue; and library assistant-run reading groups.

Libraries as exhibition spaces

Libraries have always created physical displays of their collections, to promote resources and engage users. Bradford College Library uses book displays, noticeboards, signs, and posters to encourage library users to pick up a book, flick through a magazine or try a new database.

We have also created virtual displays - curating galleries of book jackets on the library catalogue, tweeting photos and using Instagram to promote resources that link to national and local events and celebrations. More recently, our library has been encouraging users to contribute. Student reviews are displayed along with the books; we tie in our displays to student activities such as the climate change protests; and library users are encouraged to post pictures of themselves with the different collections onto our Instagram pages.

ESOL Students under lockdown

The ESOL classes in Bradford College are creative places. Enter any classroom and students are busy writing poems, creating Animoto videos, discussing current topics, reading stories, acting out plays. They organise talent shows, bake cakes for charities, go on trips, attend concerts. Students are encouraged to use the library and take part in library campaigns such as the Big Read. Under lockdown, teaching staff wanted to encourage this energy while recognising the difficulties being faced by students. As Seima, a lecturer in ESOL, explained:

'During these difficult times, we as ESOL lecturers realise the importance of continuing with our online teaching and learning, using a variety of remote learning tools. It is vital to engage and challenge our ESOL learners in their work; empower them to become autonomous learners; foster remote learning skills; harness the skills of all learners; and keep them motivated during lockdown '.

Capturing authentic voices

ESOL tutors wanted their students to continue writing, reading, and using IT. Students contributed to blogs, padlets (online post-it boards) and prezis (presentations). Some students created professional looking recipes using free applications or wrote their own newsletter – learning skills such as report writing and design. The students were also going for walks, cooking, taking photos, drawing, recording videos, and making crafts. We wanted to capture all these activities to gain an authentic picture of how each student was experiencing lockdown. Seima and I discussed how to bring everything together into one place, to highlight not only the different experiences of each student, but also the variety of media that they had chosen to use to tell their stories.

Introducing LibGuides

LibGuides is a content management system designed specifically for libraries to organise and make accessible relevant resources for a subject or course. LibGuides can be easily created and updated, and URLs can be renamed to make them memorable. For example, our ESOL libguide is called library.bradfordcollege.ac.uk/esolhelp. Librarians use LibGuides to guide students in using library resources, which can include contact details, images, video, links, search boxes, galleries of book covers with direct links to the catalogue, helpguides and so on. However, we have started to realise the potential of LibGuides to act as a showcase for student work – not only collaborating with teaching staff, but also with students.

'Students feel proud to have their work on display publicly'

Creating a virtual exhibition space

The Inspired By ESOL showcase we have created is as exciting as any exhibition that could have been displayed in the library. LibGuides allows us to create moving galleries of images and recipe cards, embed the blog, Padlet and Prezi into the page, listen to mp4s and read diaries saved as PDFs. Students feel proud to have their work on display publicly – the pages are open to anyone who wants to view them. The page is vibrant, colourful, interesting, and interactive.

Galleries of images move on a carousel, and you can scroll down through the padlets or flick through the prezis without leaving the page. The project is already catching people's attention. It has been reported in the college news , and has been mentioned in the National Association for Teaching English and Community Languages to Adults (NATECLA) newsletter and discussed in a JISC podcast.

The ESOL department and the library have now collaborated on several successful projects, and it is interesting to reflect on the possible reasons for this. The ESOL 16-19 curriculum positively supports activities beyond the classroom such as volunteering, putting on events, work experience, and cultural activities. ESOL managers have always encouraged their excellent teaching team to innovate and try out new ideas, as have my library managers and colleagues. And most importantly, personal relationships developed over the years have created a safe space for the exchange of ideas between individual lecturers and me. Plans include online reading groups (now running since January), students managing the reading collection (including purchasing stock), and classroom library representatives.

Covid-19 and Education   22 May 2020

COVID-19 AND EDUCATION

Mental effect on students:

Carnivores and lock down have more mental & physical effects on people's life, now people feel: sad, alone, nervous, worried and also they are less active than before. Children have to stay at home without any exercise. Most people have to stay in small home all the day for 3 months, it is very difficult

THE BACK PAGE

CoLRiC encourages the submission of articles by all members for publication in CoLRiC Impact. To discuss ideas for articles in advance please give us a call on 07879 667347 or send an e-mail with a short outline of proposed content.

If you submit an article about the service at your college, please consider including a summary of key service information that will provide the reader with some context and help them to compare with their own college e.g. staffing numbers/types/opening hours.

Four issues of Impact are scheduled for the 2020/2021 academic year. Themes for the remaining issues are outlined below. If you would like to submit an article, please note the advice below and the closing date for submissions.

August 2021– End of year reflections – submission deadline 25th June 2021

To submit an article please email the following to colric@colric.org.uk**:** (a) an unformatted Word document; (b) any associated files or images; (c) any recommended further reading; and (d) any links to any external content to be embedded into the final e-newsletter. There is a word count limit of 1,200 on articles. Word count limits for other regular features will be confirmed with members ahead of submission. The CoLRiC Impact editorial team will be responsible for formatting, editing, and proof-reading all contributions before publication. Please include the email addresses and job titles of all contributing authors. All authors will retain their copyright.