



Study Toolkit: Re-Setting Online Information Literacy Help at Trinity Theological College

By Liz Staer

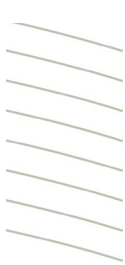
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Welcome to Trinity



Trinity Theological College is in Perth, Western Australia and was established in 1997. We only offer face-to-face classes and most of our students are post-graduates studying part-time. Semester 2 2024 we had 87 students enrolled with us and our EFT (equivalent full time) was 21.

In the library we have 2 part-time staff plus 3 volunteers. I started working at Trinity in late



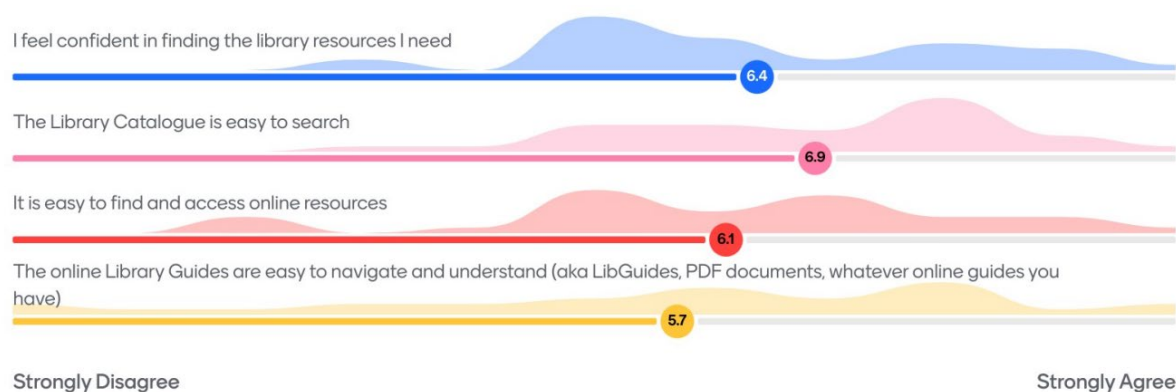
2021, coming from a background of public and academic libraries. Most of my library experience was in managing the Library Management System and electronic resources. Information literacy was an area I needed to upskill in. My plan for 2022 was to observe what was happening at Trinity and to read about best practises in information literacy instruction.

An Average Trinity Student

I asked the audience how an average student at their college would respond to these prompts:

- I feel confident in finding the library resources I need
- The Library Catalogue is easy to search
- It is easy to find and access online resources
- The online Library Guides are easy to navigate and understand (aka LibGuides, PDF documents, whatever online guides you have)

Thirty people responded and this is their reply:



For all questions there was a range of responses with definite peaks in the middle and on the strongly agree side resulting in an average of 5-7 for all questions. Below is how an average Trinity Student would have replied in 2022. They feel confident finding the resources they need but search tools are not that easy to use. Online guides are okay.



Even though 80% of students would say they feel confident finding library resources, I still got comments like this:

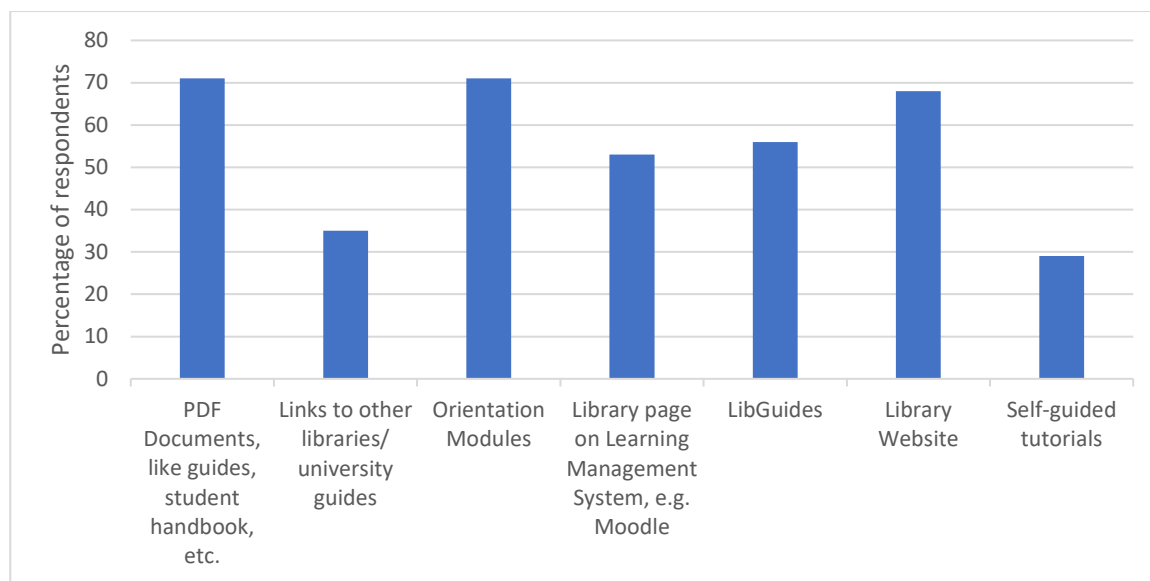
“Can you please show me how to find journal articles? I’m in my last semester and I think it’s about time I reference one.” – Three year degree student

There are always going to be a portion of students who struggle or don’t know what they don’t know. These are the ones we need to reach and help.

At the end of 2022, I made several proposals for changes to improve the information literacy of our students. One major item was developing a dedicated study skills website, which is what I’m focusing on in this article. Please be aware this is one part of the picture; it is not the only way we teach information literacy at Trinity.

Online Information Literacy Help At Trinity In 2022

I asked the audience how they made available information literacy instruction online and 34 people responded. It was possible to select more than one option. The most common was PDF documents and orientation modules, closely followed by a library website.



At Trinity we were largely the first four options. Lots of information was in documents on Moodle, our learning management system. One thing I noticed is that larger universities tended towards the last three options, and I began to wonder if we could do something similar.

Creating The Study Skills Website

The aims for the study skills website were:

- One stop shop: One place to find everything needed to be a successful student
- Interactive, self-guided tutorials: Bite size information that is interactive and can be engaged with at your own pace
- No assumptions: Keep everything as simple and clear as possible, not assuming any prior knowledge
- Available to all library members: We have community and alumni members who cannot access our learning management systems, they need access too
- Mobile friendly: Students study on so many different screen sizes

- Direct links to page sections: Rather than saying, “Sign onto Moodle, click this tab to find this document and scroll to page x”
- Creative Commons licensing: Free for others to copy and edit

Once I had defined my aims, I started to look for options for creating the website. Naturally I signed up for a trial of LibGuides (<https://www.springshare.com/libguides/>), which is well known and loved in the library community. LibGuides is a wonderful platform, but it wasn’t quite right for what I wanted to do.

I liked the format of Curtin University’s UniSkills (<https://uniskills.library.curtin.edu.au/>). I had previously worked and studied at Curtin University and knew they had used LibGuides in the past. This looked different, so I contacted the Curtin Library to find out how they created UniSkills. The Manager of Learning Success generously met with me and explained that they recently moved away from LibGuides and rebuilt everything with GitHub and Markdown. They had plans to make all of their code available to other libraries (I’m not sure if they did this) and licensed the content under the Creative Commons Attribution-ShareAlike 4.0 International License (<https://creativecommons.org/licenses/by-sa/4.0/>).

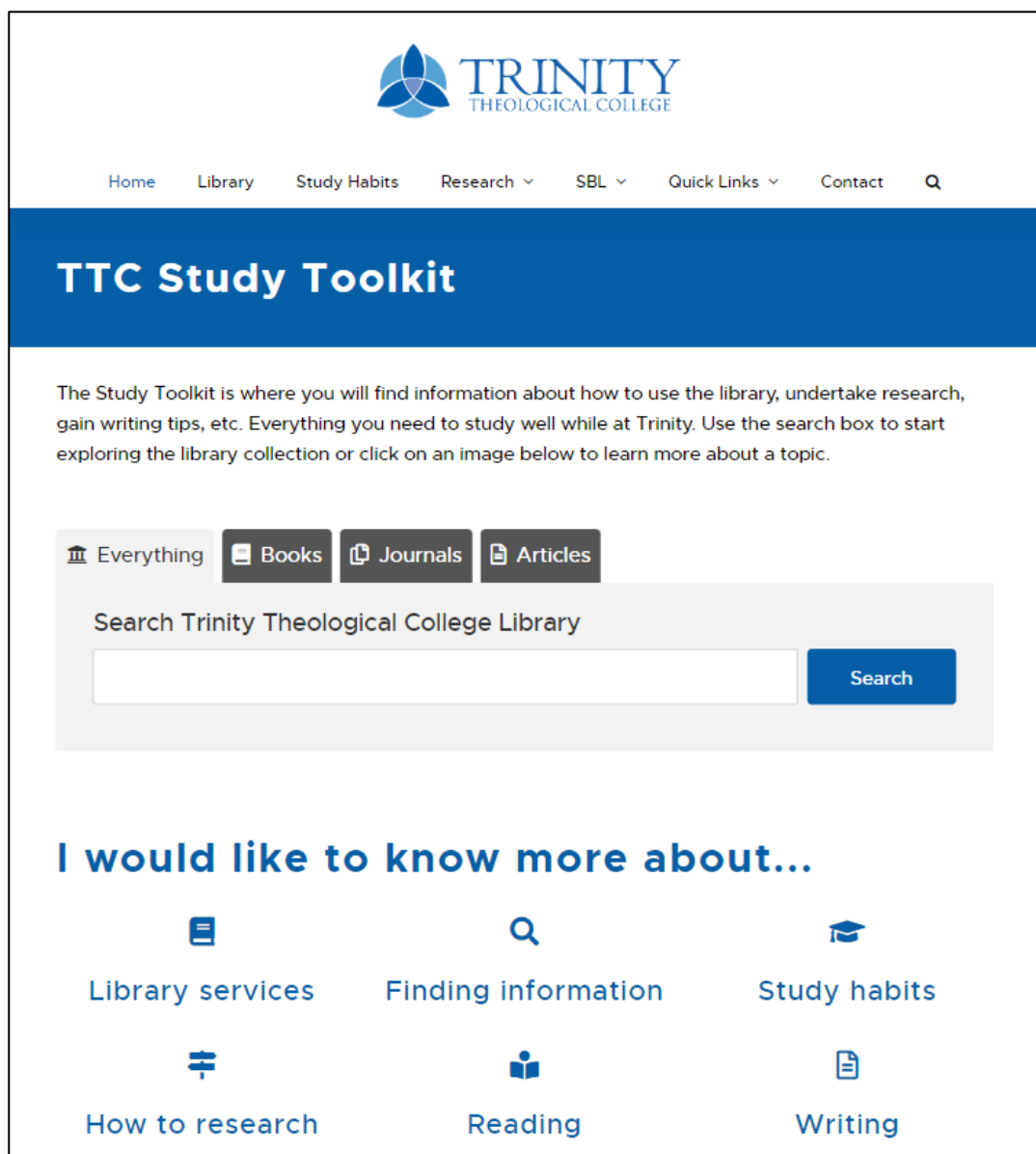
This meeting gave me the inspiration I needed to have a go at creating my own website. These are the tools I used to create our own study skills website:

- WordPress: I didn’t investigate options for web content management systems. I chose WordPress because it was the easy option. The Trinity website is hosted on WordPress, and I was able to skip some steps by starting with a shell of the Trinity website. This allowed for a consistency in styles which was a bonus
- H5P (<https://h5p.org/>): H5P is a website plugin that can be used for creating interactive content

- Canva (<https://www.canva.com/>): Occasionally I needed to create images, Canva is a great tool for that. Top tip, registered not-for-profits can get a free pro account
- Pixabay (<https://pixabay.com/>) / Pexels (<https://www.pexels.com/>): Royalty-free images

Introducing The Study Toolkit

Semester 2 2023 we launched The Study Toolkit: <https://study.ttc.wa.edu.au/>





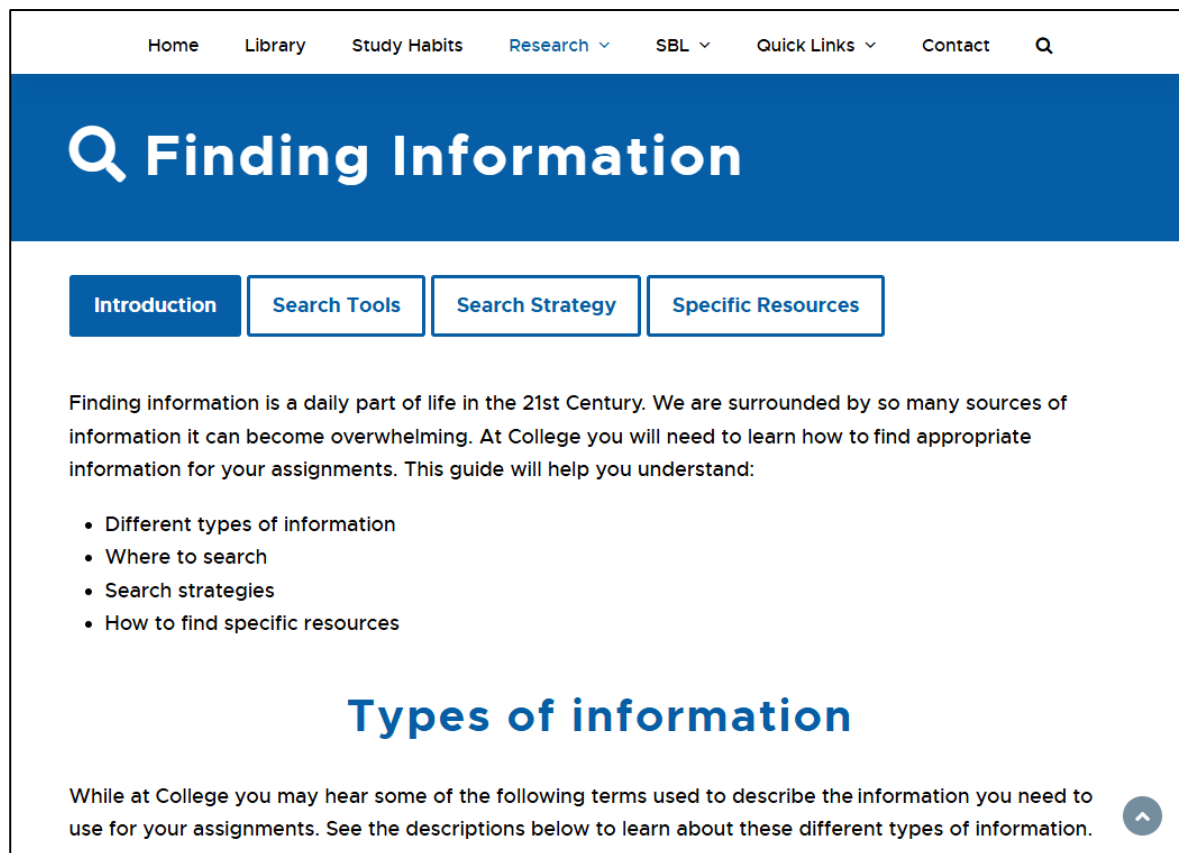
Currently we have the following guides available:

- Library Services <https://study.ttc.wa.edu.au/library/>
- Study habits <https://study.ttc.wa.edu.au/study-habits/>
- The Research Journey <https://study.ttc.wa.edu.au/research/>
- Analyse the brief <https://study.ttc.wa.edu.au/analysing/>
- Finding information <https://study.ttc.wa.edu.au/finding/>
- Writing an assignment <https://study.ttc.wa.edu.au/writing/>
- Referencing <https://study.ttc.wa.edu.au/referencing/>
- SBL style guide <https://study.ttc.wa.edu.au/sbl/>

The existing content is a combination of reworking resources we already had and copying guides from the Curtin University UniSkills site.

An Example Of A Guide

This is a screen shot of the Finding Information guide (<https://study.ttc.wa.edu.au/finding/>). There is a clear explanation of what a student will learn and tabs for them to work through at their own pace.



Home Library Study Habits Research ▾ SBL ▾ Quick Links ▾ Contact Q

Q Finding Information

Introduction Search Tools Search Strategy Specific Resources

Finding information is a daily part of life in the 21st Century. We are surrounded by so many sources of information it can become overwhelming. At College you will need to learn how to find appropriate information for your assignments. This guide will help you understand:

- Different types of information
- Where to search
- Search strategies
- How to find specific resources

Types of information

While at College you may hear some of the following terms used to describe the information you need to use for your assignments. See the descriptions below to learn about these different types of information.

↑

An example of H5P

The Search Strategy page (<https://study.ttc.wa.edu.au/search/>) includes the following H5P activity asking students to identify the main concepts to search for information to answer this question. If they select the wrong one, it gives feedback about why the terms they chose could be unhelpful.

Concepts activity

Why and how does Paul discuss justification in his letter to the Galatians?

Write a 1500 word essay answering this question, using evidence from the letter and taking secondary sources into account. You must cite and reference at least five sources, with at least two of these being scholarly journal articles.

Select the main concepts you would use to search for information to help answer this question:

✗ Paul, justification, letter, Galatians

While some of the key concepts are included in this selection, words like 'Paul' and 'letter' will limit your search results because not all relevant sources may include these words.

justification, Galatians

Galatians, scholarly journal, justification

0/1

Show solution

Retry

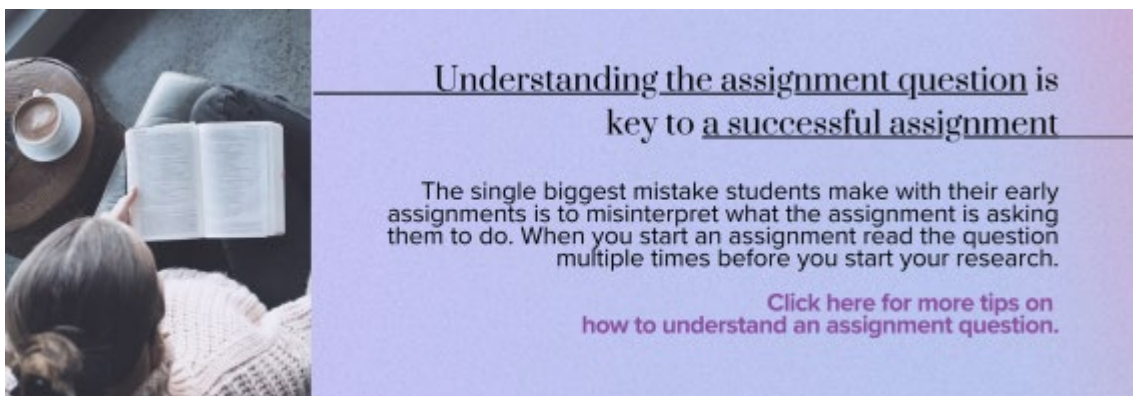
Reuse

H-P

Examples Of Using Direct Links

One of the frustrations of having lots of information in documents is I couldn't directly link to information when supporting students. An example is if a student asked how to reference a book with SBL. In our old setup I would have had to say: "Sign into Moodle, go to the assessment page, download the assignment guide and scroll to page x". Now I can just send them a url: <https://study.ttc.wa.edu.au/sbl/#book>

Another way we use direct links is in our Student Notices, which are weekly emails sent to all students. I can now target messages for the time of semester. This is a notice we put in around the time most students will start working on their assignments.



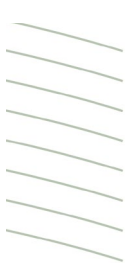
Usage Statistics

Semester 2 2024 we averaged 30 active users per week and 100 – 150 page views per week. This is relatively low usage but for the size of our college I'm happy with it. I didn't need to worry too much about mobile optimisation because 85% of use was via a desktop not a mobile device. The most viewed pages were about referencing, particularly the SBL style guide.

On Tuesday 30 July we had 97 page views, which is quite high! I did some investigation and discovered that was the day a faculty member was running a study skills session and directed the students to use pages of the study toolkit in the session. This was a great reminder that the toolkit is just once piece of the puzzle. It doesn't replace in person instruction but rather compliments it.

Where To From Here

The Toolkit is a work in progress, we still need to develop the reading, writing and exam guides. The biggest roadblock is finding the time! When I set up the toolkit in 2023, I was working 4 days a week and we decided it was a priority. I had permission to not do other tasks in order to get it done. After returning from maternity leave in mid-2024 I now only work 3 days and have not found the time to develop it further. My current solution is to work on it in December/January when the library is quiet and talk to management about employing a third person in the library.



Questions And Answers

- Do you evaluate how useful this is for students?

Unfortunately, the library survey was not run when I was on maternity leave in 2024. I plan to include questions in the 2025 survey to help gauge how useful the students find the Study Toolkit.

- How do you promote it to students?

In several ways:

- There is an A4 promotion in the orientation pack all students get
 - Students are required to look at part of the toolkit during orientation modules
 - I promote it in the library orientation
 - Faculty refer to it during study skills sessions
 - Links are included in weekly student notices
 - Links are in the library page on Moodle
 - There is a link in the Student Handbook
- Did you consult with faculty when setting up the Toolkit?

Yes, I asked faculty to review all pages before I made them live. Sometimes this was a specific faculty member or the whole team. It depended on the content; some pages needed more faculty input than others. I also asked the registrars for feedback when setting it up.