Online delivery of information and study skills to students studying on SML External Programmes
HERIOT-WATT UNIVERSITY

1	***Name author(s), and contact details:*** Catherine Ure (Subject Librarian, Information Services) Email: c.m.ure@hw.ac.uk Geraldine McKay (Head of External Programmes, School of Management and Languages) Email: G.McKay@hw.ac.uk Isabelle Pottinger (Effective Learning Adviser, Information Services) Email: I.Pottinger@hw.ac.uk
2	***Key words:*** Study skills, exam techniques, online delivery, partner organisations
3	***Overview:*** The aim of the project was to create, pilot and evaluate an online tutorial to support students studying at approved learning partners on the School of Management and Languages (SML) External Programmes. The topic chosen was exam techniques, content specific to the SML Programmes was developed and adapted for online delivery and methods to deliver identified with the assistance of Media Services. Filming has taken place, editing and structuring the material will be progressed shortly and the tutorial made available for evaluation to inform future delivery of online information and study skills content.
4	***Background/context:*** Information Services runs a programme of workshops for staff and students aimed at enhancing information, research, study and IT skills. Limited access to the content is available online for students studying at the Dubai Campus, at an approved learning partner or by distance learning. To enhance access to the workshop content, the project aimed to create and pilot an online tutorial on an information and study skills topic, specifically to support the coursework of students studying on the School of Management and Languages (SML) External Programmes, with evaluation to inform future online delivery of information and study skills content. The SML External Programmes offer supported, flexible and distributed learning undergraduate degree programmes delivered via approved learning partners in mainstream business and management subjects. Approximately 1500 students currently study on one of the five undergraduate degrees programmes.

5	*Activities/example of practice:*
	The topic identified as being of most relevance/interest to students studying on SML external programmes was exam guidance. Students studying on SML external programmes are currently assessed solely through examination rather than coursework and the existing content providing guidance on exams (available in written format) was developed for online delivery.
	Methods to illustrate and engage students with the content were identified with the assistance of Media Services, these included:
	• Putting students at the centre of the tutorial • Demonstrating techniques ("show" rather than "tell") • Using bite-sized manageable chunks of information.
	A schedule for filming was established and the following activities identified:
	Sound bites/vox pops from students (using a video kiosk) Locations identified outside exam venues at the Edinburgh Campus with the video kiosk to be made available at the equivalent exams delivered to students studying on the external programmes.
	The Exam Survival Guide workshop Workshop delivered as part of the Edinburgh campus workshop programme, filming took place with relevant content to be extracted and used in the tutorial.
	Discussion with an SML student To address the FAQs relating to exams from students studying on the SML external programmes. Participants were a student from SML, the Head of External Programmes and the Effective Learning Adviser.
	Demonstration of creating a concept map for essay writing The participants were students from SML and the Effective Learning Adviser.
6	*Key points including challenges:*
	Use of the video kiosk to obtain sound bites/vox pops from students on exams to illustrate study skills content relating to exams was postponed due to concerns from Academic Registry. Approval from HWUSA was obtained to move the video kiosk to a more neutral venue in the Students Union rather than outside an exam venue, but proved difficult to action within the project timescale. The potential to create engaging online content using a video kiosk to capture sound bites/vox pops from students is clear and we hope to revisit in future.
	Academic Registry also advocated a more "joined up" approach to delivering study skills content on

	exams and we hope to enlist their guidance in any future development of exam content. Filming the demonstration of concept mapping to assist the writing process was difficult to capture on camera, alternative methods to deliver will be reviewed. The project was invaluable in providing the opportunity to work together with colleagues outwith our areas and share ideas, knowledge and expertise.
7	*Sharing good practice:* The tutorial will be evaluated and the results shared within Information Services as part of the IS skills development strategy and within SML. Further afield the project will be shared at a Business Librarians Association TeachMeet to colleagues at other universities.
8	*Where to next:* The material obtained from filming will be edited and structured into bite-sized chunks to comprise a tutorial. The tutorial will be made available via Vision, initially to a pilot group of students studying on the SML external programmes. To evaluate the tutorial, feedback will be obtained using a quick online survey/poll adjacent to the tutorial. Future developments hope to explore embedding interactive elements to encourage active learning and comparing and contrasting different methods of delivering online content.
9	*Additional information:* This might include web links, screen prints or additional points which do not fit easily within the earlier sections