

CREATING KNOWLEDGE IX: BEYOND INFORMATION LITERACY:
NAVIGATING AN EVER-EVOLVING LIBRARY LANDSCAPE
6-8 JUNE 2018 VEJLE, DENMARK

**CO-REDEFINING AND CO-CREATING
ACADEMIC LITERACIES IN PHD EDUCATION: INSIGHTS FROM
A PROJECT AT UMEÅ UNIVERSITY LIBRARY, SWEDEN**

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CONTENTS

- Background to project
- Theoretical framework
- Write Grow Glow – A Workshop Series for PhD-students
- Questions/discussion



BACKGROUND

- Information Retrieval and Academic Publishing course 1, 5 ECTS-> Academic writing included
- “...explicit need to create training in non-traditional library services such as academic writing...” (Delaney and Bates, p. 29)
- Some skills lacking concerning information searching (Bøyum, & Aabø 2015)
- Information literacy `redefined`?

Sources:

Delaney, G & Bates, J. (2018) How Can the University Library Better Meet the Information Needs of Research Students? Experiences From Ulster University, *New Review of Academic Librarianship*, 24:1, 63-89, DOI: 10.1080/13614533.2017.1384267

Bøyum, I., & Aabø, S. (2015). The information practices of Business PhD students. *New Library World*, 116(3/4), 187-200.



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DEVELOPING RESEARCH WRITING

Some current ideas

1. `Making the implicit explicit`
2. `Community of practice`
3. Identities

Carter, S., & Laurs, D. (2018). *Developing research writing : A handbook for supervisors and advisors.*



ACADEMIC LITERACIES APPROACH

- Literacy as social practice
- Literacy dependant on context, tradition and group
- Power, identity and authority

- Information literacy was included in our academic literacy approach

Sources:

Lea, M., & Street, B. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157-172.

Lea, Mary R., & Street, Brian V. (2006). The "Academic Literacies" Model: Theory and Applications. *Theory Into Practice*, 45(4), 368-377.



WRITE GROW GLOW – A WORKSHOP SERIES FOR PHD STUDENTS

- Pre-workshop activity
- Peer-learning/discussions
- Introduction by instructors
- Evaluations after each workshop
- Active learning
- PhD-students and instructors co-creating knowledge



WRITE GROW GLOW – A WORKSHOP SERIES FOR PHD STUDENTS

Workshop 1 Mastering the maze of the text: Critical reading and extracting content

Workshop 2 Down the rabbit hole: Working with the literature review

Workshop 3 Extracting the cream from the milk: Writing an abstract

Workshop 4 Through the eyes of others: Communicating your research

Workshop 5 Eating the elephant one bite at a time: Writing the first article



WORKSHOP OBJECTIVES

EATING THE ELEPHANT ONE BITE AT A TIME: WRITING THE FIRST ARTICLE

- analyse an article in their field,
- editor's/reviewer's perspective
- copyright issues and open access
- language for coherence and cohesion



PROMOTION

- New web page for PhD-support
- Mail to Heads of PhD Education at departments/faculties
- Library's, ARC's and faculties' calendars



PARTICIPANTS AND FEEDBACK

- *"Relevant to the topics that we, as researchers, are struggling with"*
- *"Rich discussions, feedback and fruitful group work"*
- *"I did enjoy the open conversational atmosphere and your appreciative way to handle contributions of the workshop participants."*
- *"Would like more workshops and discussions like this"*

Participants: 114 PhD students 15 workshops



OWN REFLECTIONS

- Forum for discussion among PhD students
- Exchange over disciplines/faculties
- Professional development for librarians and writing tutors
- Information literacy more accessible if associated with academic writing



REMAINING QUESTIONS

- How to reach PhD students?
- Credit vs non-credit for workshops?
- Interdisciplinary vs subject based workshops?
- Other examples of integrating academic writing and information literacy for PhD students?



OTHER QUESTIONS?

MANGE TAK!

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LINKS

- PhD-support: <http://www.student.umu.se/english/during-your-studies/academic-resource-centre/phd-support/>
- Umeå University Library: <http://www.ub.umu.se/en>

