Researchers and professional librarians as co-teachers - collaboration in teaching using the theory of constructive alignment

Hultman Özek, Yvonne

Published in:
[Publication information missing]

2009

Link to publication

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain.
- You may freely distribute the URL identifying the publication in the public portal.

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Abstract

Title: Researchers and professional librarians as co-teachers – collaboration in teaching using the theory of constructive alignment.

Author: Yvonne Hultman Özek

Affiliation: Lund University Faculty of Medicine, Library & ICT Unit, Lund, Sweden

Presenting author: Yvonne Hultman Özek

This paper will focus on the present state and further development for the compulsory postgraduate one-week course “Scientific communication” where researchers and librarians collaborate in order to increase the quality of the course. The constructive alignment theory (Biggs, Tang et al. 2007) is used to create a common language around pedagogical issues. The course is, upon assignment of the Postgraduate education committee of the Faculty of Medicine, organized by the Library and ICT unit of the faculty.

The core of the content of the course is derived from a previous one-day course which had focus on practical information literacy skills. Thus, analyzing the information retrieval and information management sections and expanding these towards a larger and more meaningful context in the area of scientific communication required an expansion of knowledge reaching beyond the professional boundaries in library and information science. The expanded areas were; writing a scientific article, evaluation of research, writing popularized summary, constructive criticism. Consequently, the assignment to create an expanded course initiated collaboration with other professions at the faculty.

The teachers in the team use similar teaching methods. A focus at all times on constructive alignment (the red thread) in the teaching situation is necessary in order to keep a high quality in the course. Using a common language for pedagogical issues in the teaching team is essential.

The author see the collaboration in the teaching team as a professional development for the teaching librarians. The new challenges for the professional librarians will be discussed.