



Council for Learning
Resources in Colleges

IMPACT

2020 - 2021 Issue 2

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

EDITORIAL – HELEN SHERWOOD

Learning from others has always been important to Librarians/Learning Resources staff. We have a lot in common with colleagues at other institutions and feel confident with the advice, information and experience that is shared. With so many of us working from home during the early months of 2021 or going on-site to a much-changed campus, it has never been more important to stay connected.

***'it has never
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connected'***

What I have learnt from reading the articles featured in this issue is that we can all challenge the preconceptions that come with saying you are a Librarian. We can be an equal partner in a literacy initiative, we can lead on a college-wide project and we can add getting published in a peer-reviewed journal to our CV. There have also been some interesting questions raised on JiscMail recently, mainly about adapting services during lockdown. If anyone would like to share their experiences in more depth you will find information on submitting to Impact on the back page.

A WORD FROM OUR CHAIRS

I wonder whether it is too late to say Happy New Year to you all. I'm not sure what the etiquette is but regardless, I do hope that this year is so much better than the last, that you all manage to get through this as unscathed as possible, and that you start taking little steps to plan for the small pleasures in life. It is so important that we keep looking forward.

We thanked you all before Christmas for your support with our information gathering for Jisc. We are hoping that this will be an annual occurrence, aimed at ensuring that Jisc has the most up to date information available so that you get the E-books you need for your FE colleges and Sixth Forms. We stay committed to working on your behalf so that you can have the resources you need at affordable prices.

We are excited to be launching our new website over the coming weeks. Our administrators Gary and Val have worked tirelessly with our IT expert Andy Eachus to produce a site that will showcase all of our services and member benefits. We are keen to develop the CoLRiC community further, so with this in mind, if you would like to share your best practice documentation and processes, please do pass them our way.

We will anonymise them and include them in the Members' Only area of the site. We will be asking you, in the coming weeks, to re-register yourselves on the site so that you can continue to access all the information you need. Please keep an eye out for this email.

In this issue of Impact, we focus on how Bradford College is supporting ESOL teaching and learning using LibGuides. Their project aim was to encourage creative writing and reading using the Library Readers collection for inspiration. Bradford College held several events and challenges to encourage as much engagement as possible.

We have included a piece on how to write a peer reviewed article for the UKSG. UKSG is keen to work with the FE community but struggle to get articles written by the sector for their magazine 'Insight'. They feel that perhaps this is because they are peer reviewed. The article describes the process clearly, and UKSG hope that by detailing the process we would be happy to contribute.

The Isle of Wight's article 'There is no 'I' in teams', provides an insight into the changing role of the library. As they are responsible for promoting eLearning and supporting the use of Office365 by staff/students, the team completed NCFE Level 4 Technology Enabled Educators, which has reinforced their belief in the benefits of blended learning, flipped learning and the use of educational technology. The college moved from using SharePoint to Teams, and so the library team needed to upskill, and just in time. With COVID-19 raising its ugly head, the LRC team needed to deliver training to curriculum staff to enable them to use Teams to provide online teaching. An impressive feat, and a remarkable example of the LRC impacting positively on teaching and learning.

We hope that you enjoy reading this edition of Impact and get some value from the experiences shared by our membership. If you have a story to tell which will help the CoLRiC Community during these tough times, please do share.

Don't hesitate to contact me or our admin team if you have any queries, ideas or thoughts on how we can improve our services to you, and what else you think we could focus on. We are committed to ensuring that our support stays up to date and relevant.

My best to you all for now and see you on our JiscMail disussion forum

Mirna Peach, CoLRiC Co-Chair, on behalf of the Executive Committee.

**'We are
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COLRIC NEWS

CoLRiC Community

By the time you read this there may be more clarity about the duration of the third lockdown. In January we acknowledged the immense difficulties we are all facing. It's been a bittersweet few months, with the unprecedented disruption to education alongside the roll out of a national vaccine programme.

CoLRiC is all about **communication**, **community** and **connection**. Throughout 2020 our members shared ideas, experiences and queries. Our JiscMail discussion forum has become the go-to place to ask questions, offer advice and simply connect with colleagues across the Further Education and Sixth Form College sector. The diverse range of topics and questions highlights just how innovative and creative our members are as they work to deliver the best possible services and support during times of unprecedented change and challenge. Recent topics discussed include:

- ❖ **Safe service provision** – different approaches to click and collect services.
- ❖ **Self-care** – a reminder to pay attention to individual mental health.
- ❖ **Student support and outreach** – managing parental permissions to roll out tech loans to students.
- ❖ **Subject specialisms** – multiple requests for topic specific resources, including film and media students.
- ❖ **Supporting remote learning** – including ways to store and organise online/video teaching resources.
- ❖ **Tech, tools and tips on enhancing services** – including the use of hand-held scanners for stocktaking purposes.

We hope that the CoLRiC forum will be an even livelier environment for information exchange in 2021.

E-books for FE

Thanks again to those of you who so enthusiastically responded to our call for FE e-book recommendations. We shared this information with the Jisc FE team, which is committed to working with CoLRiC to find affordable ways of ensuring they deliver the learning resources you need. We'll keep you updated on progress with this important initiative.



Messages to our members

Many of you have welcomed the regular email messages we've been sending over the last twelve months. We will continue to circulate links to a range of resources that will help to support and enhance service delivery not only during the pandemic but post-lockdown.

If you come across any useful documents, resources, case studies or services, please do not hesitate to alert colleagues on the JiscMail forum. Alternatively share your discoveries with the Admin team who will circulate them to the membership.

CoLRiC website

CoLRiC has been working towards launching a new website for some time. Website projects are notoriously complex and challenging (as many of you probably know), but by the time you read this issue of CoLRiC Impact we have our fingers well and truly crossed that it will be live. 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, publishing lots of news and content and ensuring its relevance.

A key element of the new website is the Document Repository. Our plans are to build a diverse collection of documents, including role descriptions, learning resource guides and strategy documents shared by our membership. Members will be able to download and adapt any document and submit content for inclusion in the repository. The Admin Team will redact, anonymise and index documents before making them available.

We will regularly publish a call to our members to submit documents on specific topics to share with the CoLRiC Community. Our first call for documents is for **ROLE DESCRIPTIONS**. Please help us by sending your role descriptions to the Admin Team.

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: **vision, 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.

Digital engagement

During this latest lockdown, the loss of face-to-face social interaction will almost certainly have an impact on staff and student mental health. We are here to encourage engagement and interaction, albeit it digitally, and look forward to working with you over the next twelve months.

You can [access the CoLRiC discussion forum](#). You can also follow us on [Twitter](#) and [LinkedIn](#).

Stay safe and well.

Val Skelton and Gary Horrocks

CoLRiC Administrators

colric@colric.org.uk



CoLRiC COMMUNITY - IS OXFORD CASE STUDY, NORTHERN SCHOOL OF CONTEMPORARY DANCE - Emma Duffield, Sales Manager, IS Oxford.

'You've helped us get our service to a place that allowed us to open via a safe service point at the door, put click and collect in place, set up/automate our quarantine procedures & ensure everything is running smoothly for our students & staff. Although they can't come into the library, we've been able to utilise Heritage to offer them as full a library service as we could, such a positive for everyone'

**Samantha King,
Northern School of Contemporary Dance**

The challenges faced by the library staff at the Northern School of Contemporary Dance last year were echoed in colleges across the UK. Even if students and staff were allowed in, they almost certainly didn't have the same level of access to the library, and browsing shelves was out of the question. Samantha King, Librarian and CDD Library Advisor and Ben Taylor, Library and Digital Assistant had to act quickly to devise and implement brand new processes that would keep the service running for their users.

At IS Oxford we knew what our software was already capable of and when lockdown was announced we immediately started issuing advice and instructions via our weekly support email service, which we stepped up to twice a week to keep up with the ever-changing situation. Samantha contacted us last month to say thank you. *'The clear emails & forward thinking from IS helped us carve out some time to plan, implement and test our set up over the summer ready to offer a seamless onsite service come September'*.

Northern School of
Contemporary Dance

ISOxford
Employee Owned

As many of us expected, the start of 2021 saw a renewed tightening of restrictions across the UK and the extension of remote learning and restricted library services. The choice of theme for this issue of Impact, 'Learning from each other', highlights how important it is to share knowledge and resources between institutions and colleagues, as we all try to adapt to meet the challenges that the pandemic is forcing on us.

With college libraries closed to visitors and most operating online and 'click and collect' services only, perhaps now is the ideal time for learning, review and consolidation. At IS Oxford we worked hard in 2020 to quickly provide solutions to the new ways of working, with our free 'Quarantine' patch for Heritage Cirqa in April and 'Lockdown' patch in July. We also held several online events, many free to all our customers, such as our Open Week and Christmas Lectures, and some as part of a new Webinar Training provision, which has replaced our face-to-face workshops, and which will certainly continue even after normal life resumes.

Quality training provision can be costly to provide, particularly if, like ours, it is accompanied with training documentation and checklists that users can take back to their workplace to help implement the things they have learned. Economies of scale, however, means that we have been able to offer our webinar training at far lower prices than in the past, which means that we can help our users ensure that they are getting the most out of all the superb facilities that Heritage Cirqa has to offer. The aforementioned 'Support weekly' hints and tips email service keeps users informed of new features they should be aware of, but an affordable webinar programme can now help us address broader topics and answer questions in a convenient and accessible format.

Our full 2021 Webinar programme, which covers topics such as 'Engaging and attracting your users with targeted notifications', 'Train a circulation desk librarian' and 'Tools to optimise the online search experience', can be found on [the IS Oxford website](#). Webinar sessions are fully interactive with two trainers attending, one presenting whilst the other answers user questions in the chat facility. Our trainers will also be offering a free monthly drop-in session where they will introduce the webinars topics being covered in the following month and answer any questions customers have about the sessions.

We've all learned a great deal in the past 12 months, and the way in which library services are accessed and delivered has changed, perhaps forever. This is certainly the case at The Northern School of Contemporary Dance as Samantha notes:

'The OPAC will stay online/public plus the Click & Collect/Drop & Go services will continue when things eventually get back to normal'.

New for 2021 - Annual Pass

Our Webinar Training sessions are £30 plus VAT per head, but for just £250 plus VAT an Annual Pass holder is entitled to attend all the webinars in our 2021 webinar series. With at least 26 titles to choose from this is excellent value for money and fantastic if you're looking for CPD programmes for your staff.

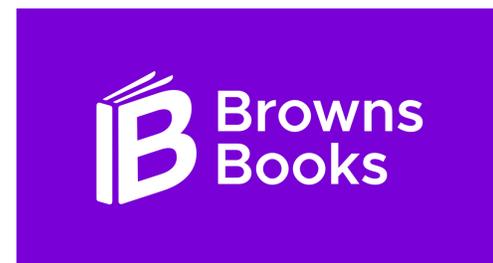
For Heritage Cirqa users, [more information on webinars](#) can be found on our support site. For those of you who don't use

Heritage Cirqa but would like to find out more, free online demonstrations are available at your convenience – contact Emma Duffield, Sales Manager (emma@isoxford.com) for further details.



The Northern School of Contemporary Dance is a higher education institution in Chapeltown, Leeds, England specialising in contemporary dance

CoLRiC IS DELIGHTED TO HAVE THE SUPPORT OF THESE SPONSORS



Best Practice Awards 2020

In this issue we have another article from a college Highly Commended in our Best Practice Awards 2020. The Isle of Wight College LRC took a leading role in the implementation of Microsoft Teams at their college and here they tell us how they did it.

colleqe **THE ISLE OF WIGHT**

THERE IS NO 'I' IN TEAMS - Bev Burgess, Learning Resources Centre Manager, Isle of Wight College

Setting the scene – the Isle of Wight College

The Isle of Wight College is a medium-sized college offering courses across 14 of the 15 subject sector areas. Students range from pre-entry to graduate level. It is the only general FE college on the Island, facing competition from several secondary schools, private training providers and mainland colleges. The LRC is on the main Newport campus; a satellite LRC is supported at the college's centre of excellence for composites, engineering, advanced manufacturing and marine engineering in East Cowes. The LRC team includes a manager and three learning advisers (3 FTE).

The pitch: Use Teams. You'll like it.

Our goal in 2019/20 was to get curriculum areas using Teams as the go-to tool for online delivery, communication and document storage. This was the focus of our Best Practice Award submission. Remember: it was an innocent time when we didn't know what 2020 had in store. We thought getting tutors engaged would be the biggest challenge we would face: were we selling a product that nobody wanted?

“Looks like we’re not in SharePoint anymore.” Why we championed Teams

Curriculum areas had used SharePoint for years as a tool for sharing documents, video content and eLearning materials with students. However, there was nothing dynamic about it. It was difficult to navigate and baffling for the teaching staff to edit. Why would students want to use SharePoint? Was it really supporting a high-quality learning experience?

We became enthusiastic about Teams because it enabled tutors to:

- ❖ Use video chats and screen shares to deliver learning online, synchronously and asynchronously.
- ❖ Use built-in tools like Class Notebook to promote collaborative learning.
- ❖ Provide feedback for students on a 1-2-1 or group basis in a social media style format that suits them.
- ❖ Centralise learning and assessment materials in one place.

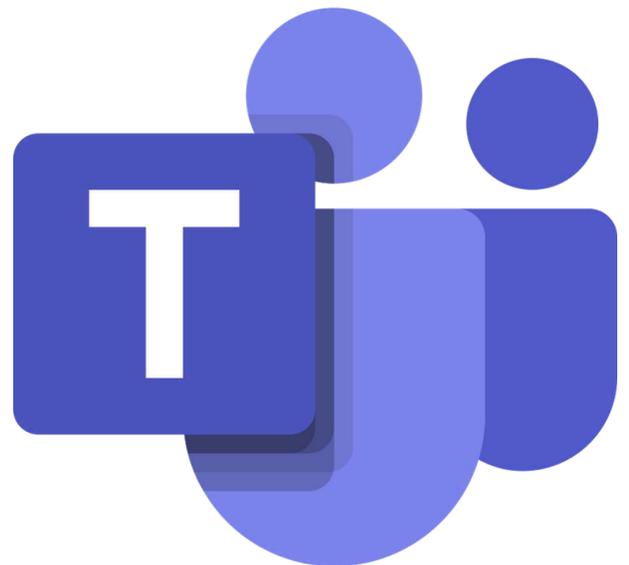
And although there was a lot to learn, you didn't need to be an IT wizard.

The supporting cast: enter LRC team

So why was the LRC team so involved? Like you, our role is so much more than providing a 'traditional' library service. Amongst other things, we promote eLearning and support the use of Office365 by staff/students. Three of us had recently completed NCFE Level 4 Technology Enabled Educators, which had reinforced our belief in the benefits of blended learning, flipped learning and the use of educational technology.

As well as being highly qualified with many years of experience in teaching, ILT and information management, the team has a reputation for integrity, approachability and kindness.

But we had to upskill.



The training montage: from zeros to heroes

We studied. A lot. We went to every possible webinar and worked through corporate training like the Microsoft Teacher Academy. I was coached in more technical aspects by the Head of IT Services, and as a team we would share any new discoveries, tips and tricks.

Then came the unexpected plot twist: Covid-19. Suddenly, everyone needed this product.

Senior management were on board: Teams was the technical solution for remote delivery. Working collaboratively with the Contract Manager for Apprenticeships, an early adopter of Teams, I delivered 'train the trainer' sessions to all college managers. As a team we delivered group, 1-2-1, face-to-face and virtual training for all staff. We even delivered sessions on staff development that – and you won't believe this - people actually attended! To use a word that I never want to hear again: unprecedented.

Could this plucky, raggle-taggle bunch of support staff achieve something incredible? Could they succeed where before they had faltered?



LRC circa 2016



LRC post lockdown

Episode I: “We only have 14 hours to save the Earth!”

From March 2020, the curriculum was delivered remotely for all learners. As well as providing ongoing training and support, we set up and helped populate Teams for each curriculum area.

The structure

- ❖ Each curriculum area has a Team, and each course a channel or sub-group within that Team.
- ❖ Every curriculum Team has a Virtual LRC, featuring subject-specific resources, help guides, news stories and more.
- ❖ A Student Information Team and Staff Information Team provide generic college information. Within these, we manage channels about mental health, safeguarding, equality and diversity and British Values, as well as the Virtual LRCs. We also post regularly about tips on Teams and any relevant webinars.
- ❖ During lockdowns we manage the Things to Do channel, detailing events and projects that students could get involved with.

We saw an increase of student engagement from zero in Summer 2019 to over 1,600 active users in March. Some teachers reported that students who had previously been disengaged (or even stopped attending) started taking part again.

Staff told us that they felt much more confident in terms of their digital skills with comments such as:

“the ongoing support which our LRC team have provided to me personally over the past two months has been phenomenal ... I don't know what I would have done without them!”

With us providing the frontline support for Teams and other educational technology, the IT Support team could focus on network/hardware support during remote working.

**'I think this
experience
is making
us better
teachers'**

Although working from home, we still delivered inductions and continued to offer sessions on referencing, plagiarism, CVs, interview skills and more. All of this was delivered via Teams using all the technology and skills in our arsenal: live video, Kahoot!, MentiMeter, assignments on Teams, videos, PowerPoints. I think this experience is making us better teachers. And I was on campus one day a week to support a vulnerable student, so we kept a very pared-down postal library service.

Kahoot!



Episode II: The Campus Strikes Back

For the autumn term of 2020/21, everyone returned to campus full-time. The LRC became a classroom. We continued supporting the now decreasing number of tutors and students using Teams.

Inevitably there was a dip in use of Teams as people were back on campus, but many curriculum areas kept doing the things that they know worked: assignments, chat, video content, quizzes, Forms, Kahoot!.

Episode III: The Return of Remote Learning

And we're back in lockdown. The Island went from tier one to tier four in the space of eight days. From 7 cases per 1,000 in November, at time of writing we now have one of the highest infection rates in England. Only managers and those staff directly supporting vulnerable/key worker children are now on campus.

Having one person on campus means we can keep a postal library service. Again, we are providing support and delivering sessions. We have a video library of 'how to' guides and post on our Teams Help channel to highlight tips, workarounds, webinars and more.

There are now over 2,100 active users on Teams. Curriculum areas who did not engage during the earlier lockdown are now coming on board, and nearly everyone is delivering both synchronous and asynchronous learning via Teams. We are busier than ever: I honestly don't know how we would fit in our 'regular' jobs from before.

And they all lived happily ever after

Like all the best stories, some things happened that we just didn't expect.

We are now established as the 'go-to' people for Teams support: no longer perceived as 'just' traditional librarians. We feel valued for our skills and knowledge rather than physical space and resources we manage. The college consensus is that Teams would not have been a success without the support and input of the LRC team. This is best summed up by the following testimonial:

“the LRC team have gone above and beyond the call of duty to help get us up and running on Teams ... hugely supportive (as ever) in this very difficult time and have made a huge effort to ensure staff and learners can access learning resources remotely.”

Teams lets us connect with students in a different way. We can now reach students directly, including those we would never have seen in the physical LRC.

We can see what is being taught! We can see assignments, units, projects – everything we used to beg tutors to share so we can support them better.

Through our Virtual LRCs, we can highlight subject/unit specific resources (both print and digital). Because of this, we have seen an increase in the use of online resources.

The LRC Team are becoming experts in Kahoot!, Coggle, Padlet, Stream, Sway, OneNote ... the list goes on. I am now involved in our Ed Tech programme and am becoming an Ed Tech Mentor. It means we now have a voice at meetings about strategy and the use of learning technologies.

The credits roll, but will there be a disappointing sequel

Would we have had the same level of engagement without the global pandemic? Definitely not. Take-up would have been much slower and much patchier. Nothing would have happened without the support of management, IT Support, individuals too many to mention, and the patience of our students.

Is this style of delivery here to stay? Numerous people have been credited with the concept that technology will not replace teachers, but teachers who do not use technology will be replaced by those that do. Going forward, our role is to support tutors in using the right tool for the job, whether that is Teams, learning technology or something else. It is to support our students, wherever they are and whatever device they are on.

Like all products, Teams has its drawbacks and inexplicable glitches. Maybe in future someone will decide that Google Classroom is the way to go. We'll do what librarians always do: adapt, learn and keep smiling.



LRC circa 2016



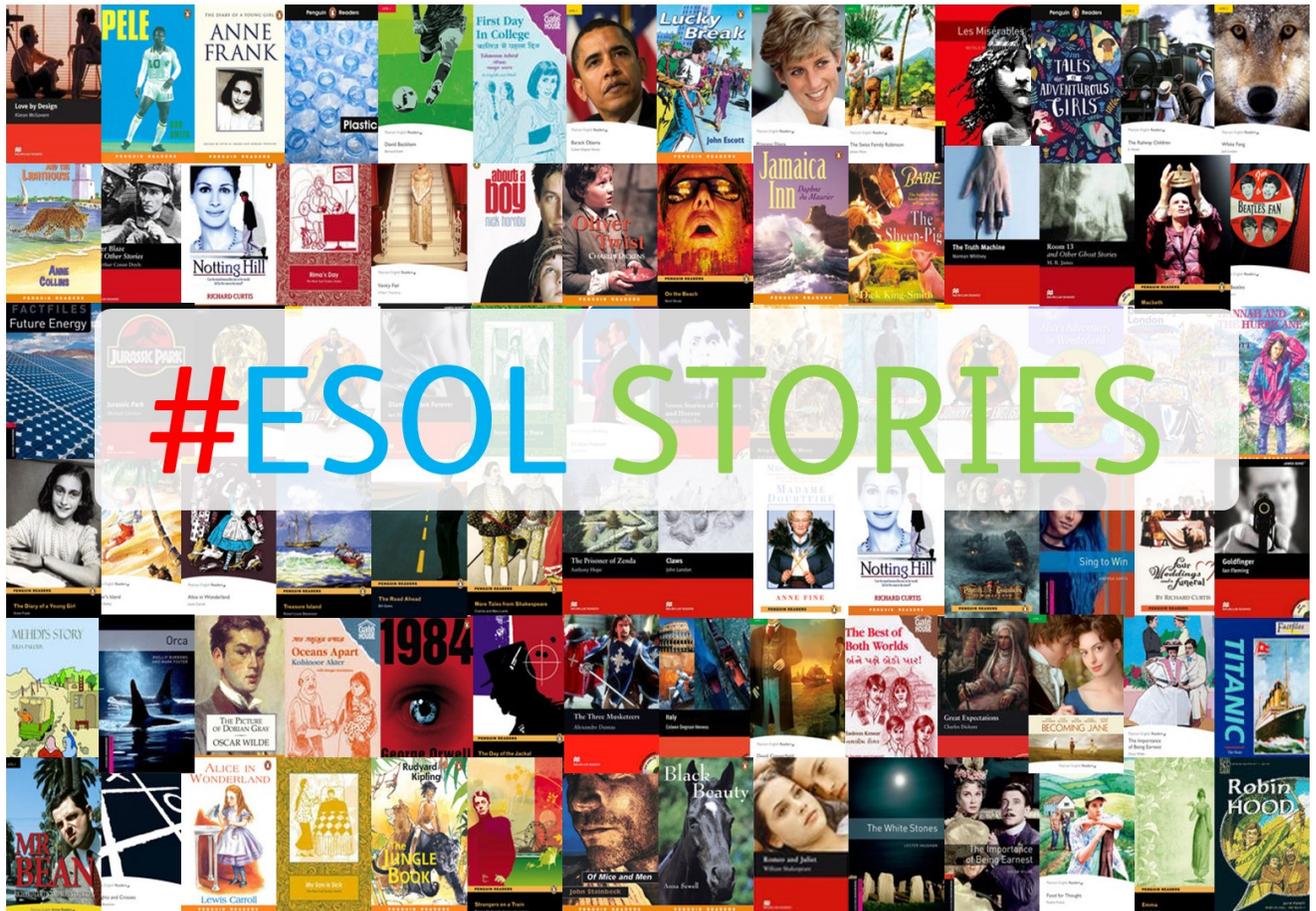
LRC post lockdown

THE ISLE OF WIGHT
college

#ESOL STORIES, USING LIBGUIDES TO ENGAGE STUDENTS - Lakshmi Banner, Senior Librarian, Bradford College

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, community adult education and degrees. 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 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 other subjects, or for adults working towards City & 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.



The #ESOL Stories project

In late 2019, the ESOL department approached me with some ideas around [National Storytelling Week](#), which takes place at the beginning of February each year. They wanted to involve all levels of students in the 16-18 classes and introduce an element of competition. I wanted to find ways to use the graded readers as a starting point for writing creatively. For anyone not familiar with ESOL Readers, they are factual or fiction books that are graded into the QCF (Qualifications and Credit Framework) ESOL Levels (A1, A2, B1 etc) or sometimes the publisher's own scheme of beginner to advanced. Our collection is very varied, and includes simplified versions of classics such as Dracula, familiar stories from films such as Love Actually, Shakespeare plays, myths and folktales such as Robin Hood, and original works, as well as factual books.

In January I visited the participating classrooms with a choice of fiction, using them as a basis to think about plot, characters, beginnings and endings. My aim was for students to explore several types of fiction that they might not be familiar with, such as horror, suspense, romantic, adventure, comedy and we discussed the images, the covers and the blurb on the back of books. We hoped this would encourage students to be inventive and experimental - as author Roz Morris says: "Reading exposes us to other styles, other voices, other forms, and other genres of writing. [...] Reading—the good and the bad—inspires you." In the classrooms I found that the discussions on genre were the most engaging, as we talked about likes and dislikes and how various stories made students feel.

'I feel I have found a new way to engage students in library resources'

Using Libguides to showcase student work

Lecturers devised different activities for their groups. Entry 1 students wrote reviews or created storyboards which we displayed on mobile noticeboards within the library, and we encouraged students to take selfies and post their pictures to Instagram. Entry 2, Entry 3 and Level 1 students wrote stories and poems which were gathered into a book that was 'published' and added to the library collection. However, we wanted something a little different for the competition.

The library had bought the Library Content Management system [Libguides](#) a couple of years before, and we decided to use it as an online platform for the competition entries. I created an [#ESOLStories page](#) on the existing ESOL guide and started investigating what could be used to allow online voting. Libguides does have a Poll feature but this only allowed 10 possible responses, and in most cases we had more entries than that. I found I could easily embed the Google Forms ballot option into the site to create a voting platform – this looked good and was easy to use. A closing date was agreed, giving lecturers time to email the submissions which I converted to PDF and uploaded. The most enjoyable part of the project for me was when I returned to the classes, unveiling the website which we had kept as a surprise. Students were excited about their work being on display to the world, and that there was a prize for the story that received the most votes. We discussed authorship and rights, giving students the choice to remain named or be anonymous, and if they wanted to withdraw from the site. Only one student wanted to be anonymous, and all wanted to take part.

Bradford College
Library ONLINE

[Bradford College](#) / [LibraryOnline](#) / [FE](#) / [ESOL](#) / [#ESOLStories](#)

ESOL: #ESOLStories

English as a second language

Getting Started Books Readers Magazines Online resources #ESOLStories #InspiredByESOL Health and Well-being #ESOLHealth

Short Story Competition



We asked our ESOL students to write a story... and here's what they created!
 We published them on this site and asked students, staff and the general public to read the entries and vote on their favourite.

We received 578 votes and well over 1000 views of the #ESOLStories site.
 The winner will see their story published and added to Hockney Library ESOL Readers Collection.

#ESOLStories

Voting could take place online, using laptops or phones, from home or college. The online site allowed students to showcase their work to friends and family who could also take part in the voting. They had 6 weeks to read the stories and vote, and during this time we publicised the site through the college marketing team, and the library twitter and Instagram accounts. The site received nearly 600 votes and well over a thousand hits. Once we received all the votes, I published the winners on the #ESOLStories site.

In conclusion

We are pleased with the results and hope to do something similar next year. I have had interest from colleagues at other colleges about the site, and still meet students who tell me they came first, second or third in the competition. Things to consider next time would be the amount of time it took receiving, organising, renaming, converting and uploading the stories – the behind-the-scenes work. The huge benefit was that we then went into lockdown and were able to continue the voting despite the library being closed – keeping engagement with the library through the ESOL Library Guide site. As a librarian, I feel I have found a new way to engage students in library resources – the books, the physical library and displays, the library Instagram page, and the ESOL Library Online guide. It was interesting to use Libguides in a unique way – not just as a repository for library information but as an interactive tool. Working with colleagues in ESOL helped strengthen ties between the service and the department and opened ideas for new collaborations. And the final word goes to the students, who seem impressed with my technical skills! [Sic. Their quotes are reproduced here verbatim.]

“It was impressive. A page like that needs a lot of time to make and I’m sure she put a lot of effort into it so well done”.

“It was fantastic and the Bradford college is helped us also published the stories for us. I was very excited to see my story on the website. Bradford College is excellent also the page they made for our stories was amazing”.

“The page was really nice designed I didn’t expect it from her, I thought it was from some guys designers. I read my story and I laughed again”.

Bradford College

WRITING PEER REVIEWED ARTICLES FOR UKSG INSIGHTS - Tracey Totty, Library Services Manager, Middlesbrough College

Introduction

UKSG, originally known as the United Kingdom Serials Group, is now an international group, communicating ideas on a wide range of resources and encouraging the development of its members. UKSG are keen to expand their interest base to further education. One of the ways of doing this is to publish more articles from further education librarians making the Insights journal more relevant and appealing to us. They are struggling to get us to write articles for them and one of the reasons for this is believed to be because they are peer reviewed. This means that an article is looked at by experts in the same field before it is considered for publication. Having written an article for them, I would like to share my experience with you to try and encourage you to write your own article and dispel the myth of how scary writing peer reviewed articles is (for UKSG anyway).

Getting started

I had successfully answered a call for papers for the UKSG E-resources for Further Education event in 2018. I was asked to write the article on the back of this presentation. I was nervous about writing a peer reviewed article, I had never done it before and did not know what to expect. After my confirmation that I would write an article, I was sent an e-mail from UKSG's Publication Associate, who was my day-to-day contact:

- ❖ Giving me an overview of the process.
- ❖ Suggesting a submission date (to meet their target publication date).
- ❖ Including an attachment of extensive guidelines which had a checklist, instructions on how the article should be formatted and how to submit.

The guidelines (at the time) were 11 pages long and seemed daunting, however upon reading it, the information was clearly broken down and in manageable chunks, so not as daunting as my first impression led me to believe.



Submitting the article and peer review

Once I had submitted the article, I waited to hear back from the peer review panel, a process which takes 4-8 weeks according to the [Editorial Policies](#). As with everything, waiting is the most difficult part. I was worried that the reviewers would not like the article and that I had wasted my time writing it, that nobody would be interested in it etc. It is at this point you feel you have imposter syndrome. When the e-mail came to say that the review was completed, it was, therefore, surprising how quickly I wanted to read it.

The e-mail gave a full review of what amendments were needed, which were broken down into:

1. Overall impression and summary of recommendation
2. Content
3. Structure and Organization
4. Language
5. Illustrations

Examples of the recommendations:

- ❖ In Overall impression and summary of recommendation *'It would be nice for there to be a summary section along with the bulleted list of what has been achieved.'*
- ❖ And in the Structure and Organization section *'The abstract does summarize the article well although the use of the word "whilst" twice in the abstract reads in an odd way. I'd recommend replacing one of these with another phrase or word.'*

The e-mail also listed the next steps, what to double check and emphasised this stage as the last chance you have for making major amendments, as well as giving you a deadline date.

The responses from the reviewers were professional, the amendments they asked for were very fair and, in some cases, they asked for things which I had considered and then rejected. Next time, going with my gut reaction might serve me better. The amendments are made online within the Insights submission area. To make sure I got it right, I wrote the amendments directly onto a printed copy of my first draft before transferring them to the document in the submissions area.

Editing

Once the amendments are completed and submitted, the editor of the article will proof read it and make suggested minor amendments. This stage is very much a dialogue between you and your editor and looks at such things as how best to phrase certain things and if the meanings of some sentences are right or not. If you do not like something that is suggested, let them know and give a reason, they will not be offended, their job is to get the article into its best version ready for publication. The article will go back and forth a few times until you are both happy with the outcome. When you are, then it is print ready, and the waiting starts again – this time for the happy event of your article's publication date.

In conclusion

It was a very democratic process and was not as frightening as it at first seemed. It is an interesting process to go through, giving you an insight in a small way to publishing. It is also a positive thing to have an independent person review your work, as it offers you an opportunity to address any mistakes you have made and make your article stronger. I would recommend writing a peer reviewed article for CPD purposes and the experience.

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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 dates for submissions.

May 2021 – Teamwork – submission deadline 26th March 2021

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.

