



INFORMATION LITERACY COURSES FOR PHD. STUDENTS AT BUT

MUST Week 2018

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What I will speak about?

- Techniques I use
- Topics I teach
- Feedback
- Tips



PhD. Study

- **Describe**
 - What is it about?
 - How does it look like?
- **Compare**
 - What is it like?
 - What is it different from?
- **Associate**
 - What does it remind you (events, experiences, impressions, people...)
 - What would you remember?

PhD. Study

- **Analyse**
 - What is it composed by?
 - How is it conceived?
- **Apply**
 - What is it for?
 - How can it be used?
- **Argument**
 - Pros and cons
 - Advantages and disadvantages

PhD. Students

- Study + work
- Need for clear, sufficient and timely information
- Need for fast and detailed feedback
- Access to study materials

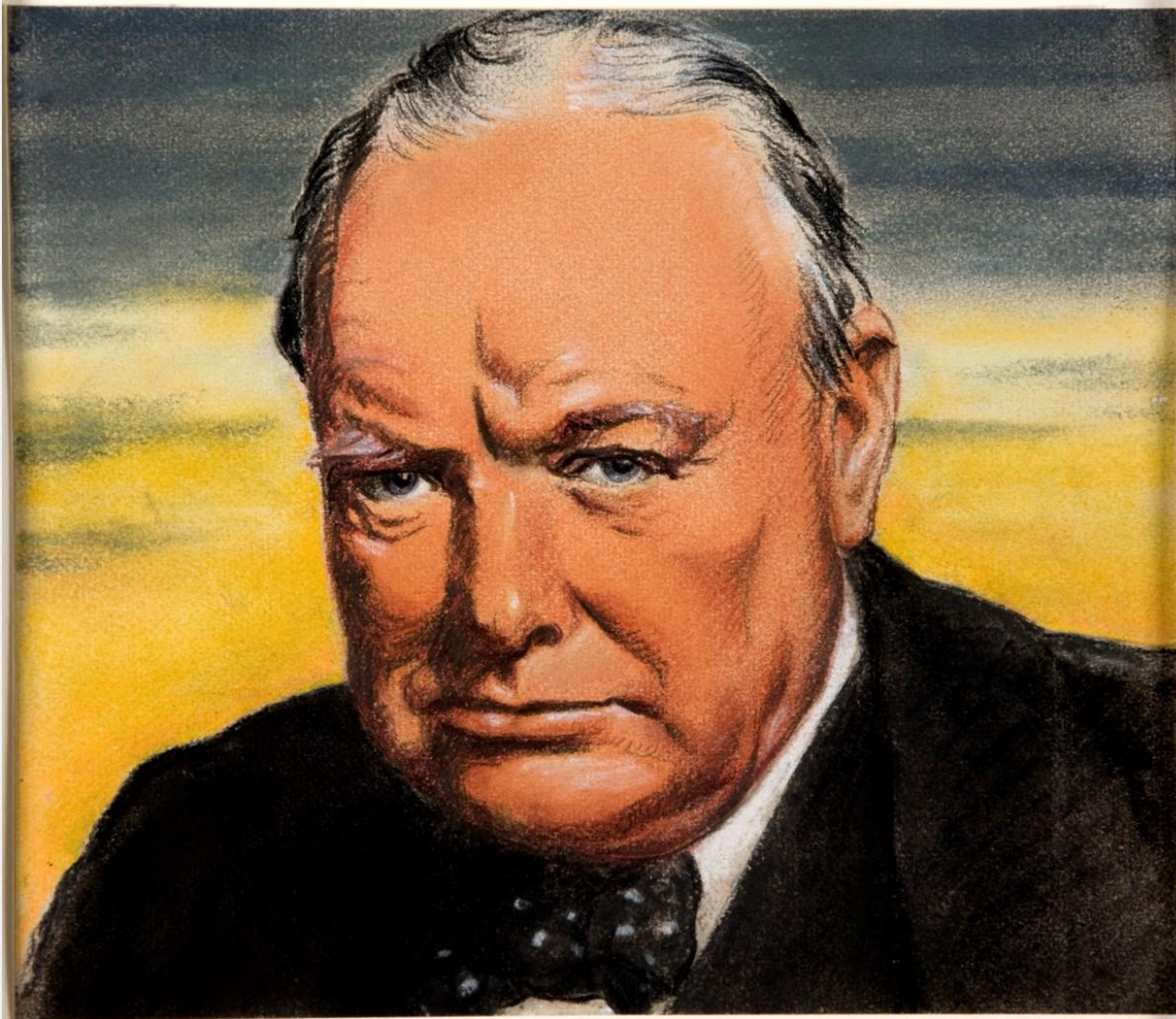
PhD. Students

- Individual approach
- Don't meet others
- Various IL
- Research, publishing, teaching

Why focus on them?

- you will get some insight into the research that is being solved at the university
- they are grateful
- it will bring you satisfaction

It is not an easy task...



Risks, concerns

- Will they take us seriously?
 - We don't publish
 - We don't do the „proper“ research
 - We don't have technical degree
 - We are not orientated in their field

Risks, concerns

- Do we have the capacity?
- Will they be interested in our IL offer?
 - PhD. students themselves
 - Faculties' managements

Risks, concerns

- Sustainability
 - we will lost a lecturer
 - the offer will not get to the students
 - course can't be enrolled
 - course can't be found in the information system

Mapping their needs

- Ask whenever you can
- Research IL at Czech universities
- Feedback from the sessions/courses

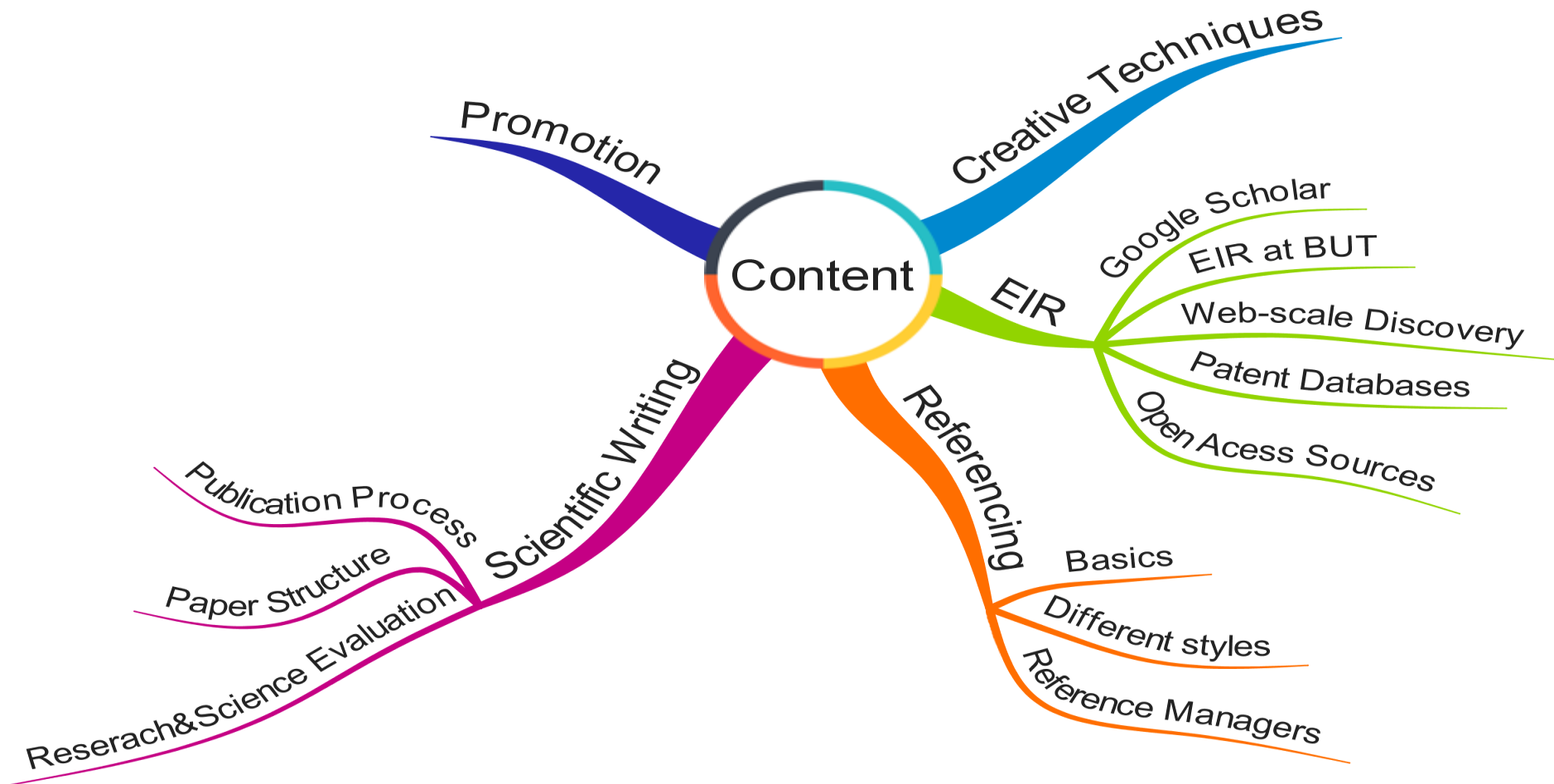
Topics

- EIR
- Scientific Publishing
- Referencing and Reference Managers
- Open Access
- Author's Identifiers
- Science Evaluation

Forms

- 1-off F2F lectures
- Scientific Publishing from A to Z (e-learning/blended-learning)
- Referencing in Scientific Practice (blended-learning)

Scientific Publishing from A to Z



Scientific Publishing from A to Z

◀ Úvodní informace

Odborné zdroje ▶

Kreativní techniky pro výběr tématu



Na úvod bychom vám rádi představili některé kreativní techniky, které můžete využít ve svém dalším studiu i životě. Výborně se hodí například při volbě tématu práce. Seznámíte se s brainstormingem, clusteringem, brainwritingem, myšlenkovými mapami, volným psaním a metodou kostka. Dozvíte se také, kdy a jak jednotlivé techniky používat.

🎯 znát a využívat kreativní techniky pro psaní práce a práci s informacemi

🕒 1 hodina

🔑 brainstorming, clustering, brainwriting, volné psaní, kostka, myšlenkové mapy

📄 Studijní materiály

V této lekci se seznámíte s kreativními technikami práce s informacemi, které vám mohou pomoci ujasnit si téma práce. Dostanete také tipy na online nástroje, které můžete pro tyto techniky využít.

📖 Kreativní techniky

🎥 Výuková videa

▶ Six Creative Ways To Brainstorm Ideas

💬 Komunikace

Pokud něčemu nerozumíte nebo si myslíte, že zde něco chybí - nebojte se zeptat.

💬 Kreativní techniky

📋 Úkol

Vaším prvním úkolem v tomto kurzu je zpracovat téma vašeho článku jako myšlenkovou mapu.

👤 Kreativní techniky

📄 VZOROVÝ ÚKOL - Pro inspiraci

Practical tasks

- Find sources
- Choose journal
- Structure content + abstract
- Referencing
- Author's identifiers

- Peer evaluation

Referencing in Scientific Practice







Il partito è un'organizzazione politica che ha il compito di rappresentare gli interessi dei cittadini e di promuovere il bene comune. Il partito è un'organizzazione che ha il compito di rappresentare gli interessi dei cittadini e di promuovere il bene comune. Il partito è un'organizzazione che ha il compito di rappresentare gli interessi dei cittadini e di promuovere il bene comune.

Selvami' dare

Sottogoverno

Rivoluzione





| Siswa | Materi | Uraian | Tipe | Materi | Uraian | Tipe | Materi | Uraian | Tipe | Materi | Uraian | Tipe |
|-------|--------|-----------------|------|--------|--------|------|--------|--------|------|--------|--------|------|
| | | Dapat di pahami | 0 | | | 0 | | | 0 | | | 0 |
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| | | Uraian | 0 | | | 0 | | | 0 | | | 0 |
| | | Tipe | 0 | | | 0 | | | 0 | | | 0 |

TROJAN, Pavel. Viktor Preiss. Vyd. 1. Praha: Unholy cathedral, 2004.
80-902578-0-1.

druh dokumentu: *článek v časopisu*

1522162400007-tajemství-rodu-viktora-preisse/

druh dokumentu: *VIDEO (POŘAD)*

Můj oblíbený
Viktor Preiss

(kniha, film, příspěvek)

S čerty nejsou žerty [film]. Režie Hynek BOČAN. Československo, Státní fond České republiky, 1984. Délka 91 min.
podporu a rozvoj české kinematografie, 1984.

druh dokumentu: *film video*

Feedback

- 1-off lectures
 - [1 Minute Paper](#)
 - [What would you do differently?](#)
 - Online questionnaires

Feedback

„I will visit more courses to learn about things beside science.“

„I will be more open to the open access way of publishing.“

Feedback

„It was really funny and inspirational seminar.“

„Introduction was good – it is important to know about Researcher ID and ORCID. I also appreciate information about open access, did not know anything about it before.“

Feedback

- Scientific Publishing from A to Z
 - Pre/Post-Test
 - Evaluation Questionnaire
 - Focus Group

Feedback

„My expectations, or what I thought, changed completely. Because, actually, as you came, I perceived it that you are so active and that it won't be that I will somehow manage it, on the contrary, that we will have to do something, which a little frightened me and on the other side I was surprised to have some subject that might be really useful for me.“

Feedback

„For me, it was probably the first entry into the world of those articles, so it was interesting, and on the other hand, let's say a bit difficult. What we have to do if we want to work in this way and publish it in a way that makes it very diverse - on the one hand, it is interesting for all that it contains and on the other hand it also contains a lot of work.“

Feedback

„I also think that there is good real interconnection that by completing those tasks we actually use the knowledge so it was good “

Feedback

„For me the combination of e-learning and the lectures was quite good and beneficial to me and in every lecture I was I learned a lot of new information and actually it was also effective for me because of the feedback, as you said I could ask right away, you answered, and maybe that's like we know that we know you somehow more personally, that's more pleasant“

Feedback

- Referencing in Scientific Practice
 - Pre/Post-Test
 - I know – I want to know – I have learned
 - Observation
 - Teachers' reflection
 - Evaluation Questionnaire
 - Focus group

Feedback

„I think the lessons were very good prepared, the materials on e-learning was good for me (...) before that I have some partial information from my supervisor (...), but I don't have the connections between these information and you provided us this kind of connecting information and you add more than my supervisor, so.. Again, I partially know at the start of the lessons what are you talking about but it connects here. So it was good.“

Feedback

„I like the way that it was interactive, because you learn by playing, so it's not just like you have listen all the time, but you can try it and make some fun or something, so yeah, that was good. And there were good information, for example that all these information about reference managers and stuff.“

Tips and tricks

- Find the experts in-between them – Bingo can help 😊
- Play games (e.g. [The Publishing Trap](#))
- Use discussion and case studies
- Time for reflection

Sequel

„The e-learning support is on a really high level, during my studies I have not seen such well arranged and sophisticated e-learning course. I would recommend to do training for other teachers at the faculty to inspire them by your course so they would keep e-learning on a similar level.“

**thank you
for your attention**