My name is Amy Sellers and I am one of the Liaison Librarians working with the school of education.

A conversation with exceptional Danni Mccarty who was the DLF senior educational designer on this project gave me the quote and the prompt to again promote what we can do.

The library has a trusted and valued place in the university, but our image for new staff is still very much as reflected here. The place for books and getting help from a friendly librarian.

We’ve been steadily working to expand this view this over the last 10 years, and are now involved in meaningful support for students in lots of courses now in different ways.

In other education courses,  we are part of the study guide content, but it’s almost ghost written, or we have separate help pages that have patchy visibility and use depending on if the teaching staff alert students to their presence. It’s a crowded curriculum and sometimes we get squeezed out.

The difference with this project is that we are part of the content but we still have a very clear voice, literally in some of the podcasts.

This is what this cloud first project looks like

These units are a research pathway for postgraduate education students from over 8 different courses. They complete a research project and it can qualify them for PhD enrolment.  We already knew a little about the student cohort from previous work in the units.

In each week or module we have thoughtful responses to the content presented by the academics, using the same language and targeting the skill, behaviour or practice that they need at that point of their research journey.    So CloudFirst!

**Delivery**

Feedback from unit chairs from T2

Students are asking better questions and are more prepared for their literature review.

UCs are spending less time “directing traffic” to support services and more time discussing content and assessment.

It’s nice to have another staff voice in the unit..

**Statistics**

Difficult to track access to pages as we are embedded in the content.,

but access statistics to an assessment advice page  on using 3rd party content to Create a Methodology website as a group showed that 100% of the enrolled students viewed the page for an average of 9.5 minutes.

Looking at the pages created by the Groups all had followed our advice and created beautiful, ethical and legal webpages. ~~clearly attributed images and content from 3~~~~rd~~ ~~party sources and had legal embedded content from subscribed databases. HOORAY!~~

**Overall**

 more people know what we do. Its had a positive impact on our work with the School of Education and our profile with DLF. We have been able to have higher level conversations with course teams involved in major course reviews as a result.

Special thanks to Marion Churkovich, Dominique Coorey, Wes Howard, Anne Cloonan & Danni Mccarthy