'Just for me' engagement





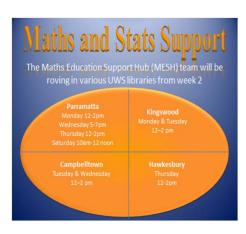
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Introduction

The Library Roving program was introduced by the Mathematics Education Support Hub (MESH) at UWS in 2013 to complement the suite of mathematics and statistics support opportunities provided by the

The 'library roving' service is offered to students at regular times across four UWS campus libraries. This service involves short (usually under 20 minute) faceto-face interactions with students, in all years, addressing mathematics and statistics units as well as general queries.

As well as promoting the MESH brand, library roving is seen to be a service which provides a 'just in time' opportunity for support as MESH staff are on hand at the time students are working on their study, possibly involving any mathematics or statistics, in the library.



Data collection

On each interaction vital data, such as

- unit for which the student is seeking assistance
- the nature of the question and notes on how this was addressed
- the length of time spent
- students year of study
- one student or a group

are collected on iPads via an online form.

Feedback obtained via surveys have been from

- students
- library rovers
- librarians

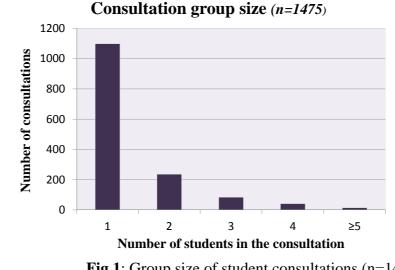


Fig 1: Group size of student consultations (n=1475) March 2013 - Sept 2014

During the period March 2013 - September 2014

- A total of 1475 consultation sessions have occurred, resulting in 2077 student interaction.
- At least 400 consultation sessions provided, for either single or a small group of students, in each teaching period (autumn & spring 2013 & autumn 2014)
- Students asked mathematics/statistics/numeracy questions related to 35 different units of study, mainly undergraduate.

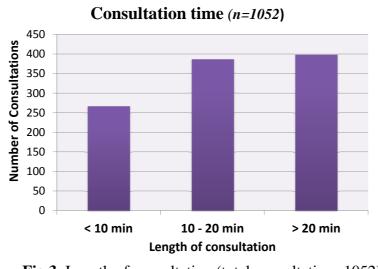


Fig 3: Length of consultation (total consultations 1052) August 2013 - Sept 2014

Results

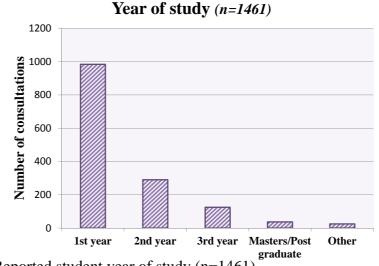


Fig 2: Reported student year of study (n=1461) March 2013 - Sept 2014

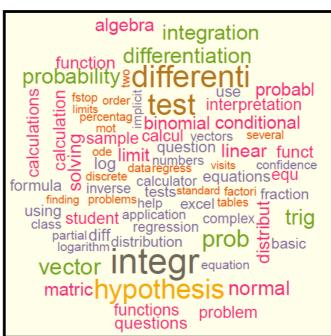


Fig 4: Student queries - as recorded by the rovers

A streamlined recording form has resulted additional data for August 2013 - September 2014.

- Whilst most consultations are less than 20 minutes the most common interaction is for longer than 20 minutes.
- A weighted average of 16 minutes per session.
- 79% of sessions related to a mathematics or statistics unit
- The most common areas related to non-mathematical units included economics/business/finance, engineering/physics, education and chemistry.

Student quotes

- I always received helpful advice and guidance for solving the questions.
- The MESH services helped me improve my grade by providing the help I needed to understand questions and how to approach answering them.
- She didn't want to give me the direct answer but she assisted me into figuring out the correct way to solve the question.
- The great aspect of the roving MESH-iacs (as I like to refer to them), is that in the library, the same staff can feel so much more approachable, particularly for students who are not confident, or generally shy in nature.

Conclusions and future directions

- Library roving has provided an opportunity for o face-to-face and one to one consultations.
 - o students from non-mathematical units, at least 20% of student consultations, to obtain assistance they would otherwise not have received.
- Feedback from students indicates those who attended appreciate being 'led through the material'.
- Based on the results there is an intention to expand the program, especially during the periods of high demand.
- MESH staff are planning to use data from library roving sessions to better prepare for questions in the future.





http://www.uws.edu.au/mesh or mesh@uws.edu.au

