

Student job posting: Graphic designer

June 2022

Development of Pressbooks textbook for a first-year seminar

Timing

July 4, 2022 to September 30, 2022

Flexible hours.

Successful candidate will meet online with supervisor weekly.

Submission: Portfolio and 300–400-word expression of interest that includes relevant knowledge and experience

Deadline: Applications will be reviewed on a first-come, first-served basis. Final deadline is June 20, 2022

Hours and pay: Up to 100 hours of work equivalent to \$20 per hour (up to a maximum of \$2,000 + 4% vacation pay).

Under the direction of the Interdisciplinary Studies Librarian, the student will provide design support for the development of a textbook for the eCampus-funded first-year seminar *Imagine, question, search, synthesize: Critical foundations for undergraduate research*.

This e-textbook will be developed in Pressbooks and will be used in the course to guide students through weekly readings. As part of this project,

- Learn how to use Pressbooks (WordPress publishing platform).
- Co-design with Martha a layout for the book content in Pressbooks.
- Revise existing course graphics and develop new graphics as needed based on an existing “look and feel”.

Background

Martha Attridge Bufton is the Interdisciplinary Studies Librarian at Carleton University and the Carleton University lead for a 2021-2022 eCampus Digital Initiatives project. In collaboration with David C. Jackson (Teaching and Learning Librarian, Carleton University) and Marta Samokishyn (title, Saint Paul University) Martha has developed a 14-week first-year seminar that she and David will teach in the Faculty of Arts and Social Sciences in the Winter 2023 term.

First-year students face many challenges during their transition to university (Hassel & Ridout, 2018; Lowe & Cook, 2003). According to the 2019 report on academic skills deficiencies in Ontario, instructors find their students unprepared for the challenges of higher education with almost 70% of students requiring a “compulsory, first-year credit course that would cover subjects such as university standards, criteria, and procedures;

critical thinking” among others (Grayson et al., 2019, p. 6). These skill deficiencies are partly due to insufficient models for teaching research and information literacy skills to undergraduate students (Grayson et al., 2019).

To respond to this challenge, an inter-institutional team of academic librarians received an eCampusOntario Digital Content grant in 2021 to develop an open-source bilingual credit-bearing course for first-year students in social sciences and humanities.

The course, entitled *Imagine, question, search, synthesize: Research foundations for academic success*, is an inquiry-based course (McKinney, 2014) designed to provide academic librarians with an opportunity to embed information literacy in undergraduate programs in Ontario universities and colleges, so the students could learn foundational skills which will allow them to succeed both academically and professionally. Information literacy includes academic research and reading skills.

This project will benefit the student, who will:

1. Receive training to learn the Pressbooks platform.
2. Experience and benefit from a co-design process based on real client needs.
3. Develop the ability to conceptualize and finalize graphic content for clear communication.
4. Learn about strategies for academic reading.

SEND APPLICATIONS to MarthaAttridgeBufton@Cunet.Carleton.Ca

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