Library & Research Tutorials

Supporting your teaching & learning

Introduction:

This menu consists of 15 sessions, each of which can be offered independently, depending on the time available. It is not prescriptive but is merely intended to be a description of the kinds of sessions the Library can offer to students: a suite of classes from which academics and librarians can select the most appropriate elements for the students in question.

Library staff are available to discuss what is most suitable for your teaching and students.

Each session is designed to be one hour long.

Classes are very practical and use an active learning approach Most sessions begin with a worksheet, the feedback from which frames the rest of the session.

Table of Contents:

Library Orientation:

Format: Tour of the Library and a Workshop
Time: 1 hour

Library orientations are an essential introduction to the library services available to students and to the Library staff who provide them.

Undergraduate Students

Tour of the Library.

Introduction to Subject Librarian and Library Services offered to undergraduate students.

Finding Books on a Reading List
-Begin with group worksheet.

Use the exercise to discuss:

-What the library catalogue is.
-The Dewey system, all books on the same subject shelved together.
-Different editions of books- how to ensure you've got the right edition.
-Difference between Library Use Only copies and lending collection.
-Copies in different DIT Library sites.

Finding Library Books on a particular Topic

-Basic search strategy: phrasing your topic as a question, identifying keywords.
-The function of Library Catalogue's Keyword Search /Subject Search.

Use exercise to discuss how books are catalogued using quite broad subject headings therefore searches for very specific terms may not retrieve results.

Socrative quiz on class content - a recap of any areas that remain unclear.

Taught Postgraduate Students

Tour of the Library.

Introduction to Subject Librarian and Library Services offered to postgraduate students (ALCID cards, PG room, etc.).

Understanding Your Reading List: the difference between book and journal article citations.

Finding Journal Articles on a Reading List
-Begin with group worksheet.

Use the exercise to discuss:

-What is a journal; what is a journal article
-Knowing where the journals (current and back issues) for your subject area are shelved in the library.
-Identifying the quickest way (Summon / E-Journals portal / Library Catalogue) in which to find the full text of a journal article from its citation.

Socrative quiz on class content - recap of any areas that remain unclear.

Finding Books on Your Reading List:

Format: Workshop
Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Find books that are listed on a reading list or bibliography.

-Find books on a particular topic.

Graduate Attributes Developed:

Communication Skills | Problem Solving | Collaborative Working | Digital Literacy

This session is suitable for anyone unfamiliar with the library catalogue, the Dewey Decimal system and how the library collection is laid out.

This content is included in all first-year orientations but can be offered to students at all levels at any time.

Lesson Plan:

Finding Books on a Reading List:

-Begin with a worksheet.

Use the exercise to discuss:

-What the library catalogue is.
-The Dewey system, all books on the same subject shelved together.
-Different editions of books- how to ensure you've got the right edition.
-Difference between Library Use Only copies and lending collection.
-Copies in different DIT Library sites.

Finding Library Books on a particular Topic:

-Basic search strategy: phrasing your topic as a question, identifying keywords.
-Function of Library Catalogue's Keyword Search /Subject Search. Use exercise to discuss how books are catalogued using quite broad subject headings, therefore searches for very specific terms may not retrieve results.

Introduction to Academic Resources:

Format: Workshop/Lecture
Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Understand the different academic resources that are available

-Identify the differences between a textbook, an edited work, a journal and a database

-Understand their reading list

-Know where to go to find the specific academic resource.

Graduate Attributes Developed:

Communication Skills | Problem Solving | Critical Thinking | Digital Literacy

This session is suitable for anyone unfamiliar with the academic resources and academic reading lists
This content can be offered to students at all levels at any time.

Lesson Plan:

Begin with worksheet/short exercise.
-Use the exercise to discuss the range of academic resources available: books, edited books, reports, websites, newspapers, websites, statistics, journals and databases
-Explore the differences between the various types of academic resources
-Discuss what the different resources look like on a reading list
Define what a journal is and what a journal article is
-Discuss how to tell the difference between a book, a chapter in an edited work and a
 journal article on a reading list
-Practical exercise on finding a book or an edited work using the Library catalogue
-Practical exercise on locating a journal article from its citation.
-Socrative quiz at end of the session or to be completed after the session.

Worksheet 1 - Finding full-text articles from a citation

Use exercise to discuss:
-Finding the full text of an article (either in print or electronic format) whose details are listed on a reading list/in a bibliography.
-Where the print journals (current and back issues) for students' subject area are
 shelved in the library.

Worksheet 2 - Finding articles on a topic.

Use exercise to discuss:
-What a library database is.
-Which library databases provide access to scholarly and professional journal articles.
-Use exercise to learn best techniques for quickly finding relevant, scholarly journal
 articles.

Off-Campus Access: Two authentication methods

Journal Articles:

What They Are & How to Find Them:

Format: Workshop

Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Explain what a journal and what a journal article is and the difference between them.

-Identify the differences between scholarly, trade and popular journals.

-Turn on the 'Find@TUDublin' option in Google Scholar.

-Find a specific journal article (from its citation), whether in print or electronic format.

-Find articles on a topic.

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy

This session is suitable for anyone who may be inexperienced in using journal articles and/or who is unfamiliar with using Summon and library databases to find journal articles.

This content is included in all postgraduate orientations but can be offered to students at all levels at any time.

Lesson Plan: Flipped Classroom

Pre-Class Activity & Quiz:

-Video / PPT Presentation on journals & difference between scholarly & popular
-Short pre-class online MCQ quiz.

In-Class Content & Activity:

Discussion: What is a journal?
              Scholarly vs popular.

Finding Market Research & Company Reports:

Format: Workshop
Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Use the appropriate library databases to find secondary market research
-Use the appropriate library business databases to find reports on a company.
-Use the appropriate library databases to find industry research

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy

This session is suitable for anyone who may need to carry out market research, find company and industry research and information.

Lesson Plan:

Begin with worksheet.

Use exercise to discuss

-Which library databases provide market research reports (Passport (Euromonitor), Business Source Complete (Datamonitor), Mintel Irish Reports)
-Which library databases provide company reports (BSC, Passport, FAME, Nexis UK)
-Which library databases provide industry research reports (BSC, Passport, Mintel Irish Reports)
-How to search them effectively.

Core Legal Skills: Finding Case Law, Legislation & Journal Articles:

Format: Workshop

Time: 1 hour

On completion of this session students will be expected to be able to:

-Identify sources of law and critically understand their operation within the Irish legal system
-Locate such materials both by traditional and on-line research methods.
-Use the appropriate library databases to find the full text of case reports, legislation and l legal journal articles.
-Effectively retrieve legal materials from electronic legal databases
-Perform independent research of basic law materials in the U.K., Northern Ireland, and the U.S.
-Employ recognised and accepted legal citation conventions
-Evaluate secondary legal sources such as journal articles

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy

This session is designed to support the Core Legal Skills module. It is suitable for anyone studying law or carrying out legal research.

Lesson Plan:

Introduce worksheet or assignment. Use them to discuss:

-Sources of Law: what they are, where to find them and how to access them.
-Understanding legal citations
-Legal abbreviation resources
- Which library databases provide legal cases, articles, and legislation and how to search them effectively.
-Tailored to module assignment -work through assignment to demonstrate how to find and access primary and secondary sources of law.
-Accessing legal databases from home.
-Introducing Oscola Legal Citation resources
-Demonstrate how to locate legal research and writing guides from module reading list

Evaluating Information: Knowing Which Information is Best to Use in Your Assignment:

Format: Workshop/Lecture

Time: 1 hour

On completion of this session students will be expected to be able to:

-Demonstrate an ability to distinguish between appropriate and inappropriate information sources for the information need at hand.

-Demonstrate an ability to critique information found - regardless of the source.

-Develop evaluation criteria to apply to sources

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy **|** Ethics **|** Reflective Practice

This session encourages students to engage critically with all types of information sources and to determine the appropriateness of particular information sources to meet a particular information need, whether academic or personal. It is suitable for students at all levels from Level 6 to Level 9.

Lesson Plan: Flipped Classroom

Send Critical Thinking/Evaluation video to students OR watch in class

Use video to discuss:

-The need to evaluate all information, whatever the source.

-Recognising websites, wikis and blogs and recognising bias

-Explanation of currency, bias, authority, relevance, accuracy, peer review in print and electronic media.

-Explain methods to evaluate information -outline the CRAAP method.

-Socrative quiz at end of session or after session to be completed the week following the session.

Critical Reading:
Format: Workshop/Lecture

Reading for academic purposes means going beyond simply understanding the meaning of words. Students need to develop a broader understanding of their subject that will enable them to synthesise material from a number of different sources. The ability to synthesise material can help to validate their own perspectives, and to justify any conclusions made or decisions taken during their studies and future career.

The purpose of this library tutorial is to encourage students to use a logical approach to reading academic texts, which can help to develop critical reading skills.

On completion of this session students will be expected to be able to:

- Use the scan, skim and intensive approach to reading
- Recognise the style and format of different types of academic texts
- Be aware of the importance of keywords, abstracts, summaries and executive summaries when reading
- Breakdown material into discrete sections (Introduction, analysis, findings and conclusion)
- Decide on the relevance and currency of the article and any related data to their assignment
- Link older articles to related, relevant or newer research/articles
- Practice active reading:
    - Highlight new words, claims and questions
    - Analyse content
    - Identify: main points, author bias, opinion, main findings and research methods used
    - Identify strengths and weaknesses of argument, research methods, conclusions, etc
    - Highlight any questions raised or unanswered by the article
    - Take and make notes
    - Summarise

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy **|** Ethics **|** Reflective Practice

Lesson Plan:

- Each student is given a journal or newspaper article and asked to identify keywords that accurately reflect the main topic(s) of the piece
- Each student is then given another piece of the same article and asked to highlight a selection of keywords within the piece – noting how many times the keyword is used in the article
- Students will then be put into groups based on the articles they have reviewed.
- The groups will discuss the articles that they have been given and their individual findings
- They will then be asked to identify main points, findings, etc
- They will be asked to identify words and phrases that indicate a result, finding or opinion. For example; "based on the evidence gathered", "it is possible to conclude..."
- Each group will be asked to produce a short summary of their article, which will be circulated to the other groups, who will attempt to identify relevant keywords.

Recommended reading (available in TU Dublin Library):

Wallace, M. and Wray, A. (2016). *Critical reading and writing for postgraduates*. 3rd ed. LA: Sage.

Yudkin, B. (2006). *Critical reading*. London: Routledge Taylor & Francis Group

Literature Review for Undergraduate Students:

Format: Workshop/Lecture

The dissertation is the capstone of undergraduate study at TU Dublin. Conducting research gives students the opportunity to display the breadth and level of learning they have achieved in their subject. Within the dissertation, the literature review section allows students to illustrate a number of essentials skills; such as a working knowledge of the information seeking environment within and outside of their subject discipline, research methodologies, and communications and writing skills. A well-constructed literature review is central to producing good quality research and understanding what a literature review is and its purpose can help with this process.

The purpose of this library tutorial is to illustrate that building on the foundation of a well devised keyword search strategy can help to create accurate, well planned and fit-for-purpose literature reviews.

On completion of this session students will be expected to be able to:

-Devise a keyword search strategy
-Select and search relevant information resources
-Use a variety of information (journal articles, reports, conference proceedings)
-Confirm the research question you want to address or the hypothesis you want to test
-Define a literature review
-Be aware of the purpose of literature review (within the context of the dissertation)
-Be aware of the different types of review (descriptive, analytical, etc) and which type they are being asked to produce
-Choose an appropriate structure for the review (thematic, chronological, etc)
-Within the chosen structure;
     -Begin to analyse material (group like with like, looking for pros and cons)
     -Evaluate the information in terms of relevance to the topic
     -Try to introduce some level of criticism (not ignoring research that doesn't agree with their point of view)
     -Synthesise the information
-Begin to plan the review
     -Construct a short argument (3 or 4 lines), topics included and excluded for the purpose of the review, etc.
-Be aware of how literature can be used in the "analysis of results" chapter

Graduate Attributes Developed:

Communication Skills | Critical Thinking | Problem Solving | Digital Literacy | Ethics | Reflective Practice

Sample Lesson Plan

- Please note each class is designed to be subject specific.
- This session uses a mix of a presentation by librarian and group work depending on the needs of the class. Students can be given the opportunity to compare, contrast and discuss different styles of a literature review. Socrative or Mentimeter (or equivalent) can be used to gather ideas and student feedback. Notes will be made available on Webcourses.

Recommended reading (available in TU Dublin Library):

Hart, C. (2018). Doing a literature review. 2nd ed. LA: Sage.

Machi, L and McEvoy, B. (2016). The literature review. 3rd ed. Thousand Oaks: Corwin.

Ridley, D. (2013). The literature review. London: Sage.

Literature Review for Postgraduate Students:

Format: Workshop/Lecture

At postgraduate level, the literature is present in almost every chapter of the thesis, with particular emphasis in the literature review and methodology chapters. The depth, level and scope of a literature review at postgraduate level are significantly different to that of an undergraduate dissertation. The style and approach to the review is also different, where undergraduate degrees are mostly descriptive in nature, postgraduate reviews are much more critical and analytical. The depth and level of criticism and analysis also increases from masters to PhD.

The purpose of this library tutorial is to illustrate that building on the foundation of a well devised keyword search strategy can help to create accurate, well planned and fit-for-purpose literature reviews.

On completion of this session students will be expected to be able to:

-Devise a keyword search strategy
-Select and search a wide range of relevant information resources
-Use a wide variety of information (journal articles, reports, conference proceedings)
-Confirm the research question you want to address or the hypothesis you want to test
-Define a literature review
-Be aware of the purpose of literature review (within the context of the research)
-Be aware of the different types of reviews (analytical, etc) and exactly what they are being asked to produce
-Choose an appropriate structure for the review (thematic, chronological, etc)
-Within the chosen structure;
    -Begin to analyse material (group like with like, looking for pros and cons)
    -Evaluate the information in terms of relevance to the topic (covering a broad spectrum of topics)
    -Critically evaluate information (highlight major themes and authors, similarities and differences and compare and contrast findings)
    -Synthesise the information (draw the analysis together to create a justification of the research, illustrate the gap your research fills, etc.)
-Begin to plan the review
    -Construct a short argument, topics included and excluded for the purpose of the review, etc.
-Be aware of how literature can be used in the "analysis of results" chapter

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy **|** Ethics **|** Reflective Practice

Sample Lesson Plan

-Please note each class is designed to be subject specific.
-This session uses a mix of presentation by librarian and group work depending on the needs of the class. Students can be given the opportunity to compare, contrast and discuss different styles of literature review. Socrative or Mentimeter (or equivalent) can be used to gather ideas and student feedback. Notes will be made available on Webcourses.

Recommended reading list (available in TU Dublin Library):

Hart, C. (2018). Doing a literature review. 2nd ed. LA: Sage.

Machi, L and McEvoy, B. (2016). The literature review. 3rd ed. Thousand Oaks: Corwin.

Ridley, D. (2013). The literature review. London: Sage.

Avoiding Plagiarism: Referencing & Citing:

Format: Workshop

Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

Explain what plagiarism is and how to avoid it.
Demonstrate the importance of citation and referencing and how to do it correctly.
Reference a variety of sources using their College's chosen style.

Graduate Attributes Developed:

Communication Skills **|** Ethics

This session is aimed at anyone who is required to use a referencing style in their academic writing. It is suitable for students at all levels.

Lesson Plan:

Begin with Worksheet/Socrative quiz

Use worksheet/quiz to discuss:

-The need to keep records of searches and resources.
-Academic integrity
-Plagiarism: what it is and how to avoid it.
-Referencing and citation: when and how to do it.
-American Psychological Association (APA) referencing (used by College of Business) or Harvard referencing system (used by School of Media) explained
-Bibliographic references explained: how to format a bibliography or reference list and how to read a reference to locate a source

Reference Management & Tools: Endnote Online or Mendeley

Format: Workshop

Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Create an account in the reference management tool of their choice
-Add references to their account:
      -Manually
      -Electronically (from databases & library catalogue)
      -Edit and delete references from their account
-Insert citations into a Word document
-Select appropriate reference style (APA6th / Harvard)
-Edit and delete references from their word document
-Share references with colleagues
-Print a standalone bibliography

Graduate Attributes Developed:

Communication Skills **|** Ethics **|** Digital Literacy

This session requires a rudimentary understanding of what referencing and citation is and how it is done. Tools help students to save time and making sure that their referencing and citation is done correctly. For large groups, it is a prerequisite that an account is created before they come for this session.

Lesson Plan:

Setting up an account and populating your Library:

-Talk about the benefits of using these tools
-Move on to creating an account if this wasn't done before the class
-How to download Plug-Ins and why it is important
-Populate account with sample references (commonly used sources)
      -Manually
      -Electronically

Using your Reference tool with Microsoft Word:

-Selecting a reference type and style
-Inserting citations into a word document:
    -For Direct quotations
    -For Paraphrases
-Editing a reference in Word (e.g., inserting a page number)
-Deleting a reference from Word.
-Formatting reference lists (Title, font & space of Ref entries)
-Creating a group of references and sharing the content of the group with other
 Endnote Online or Mendeley users.
-Printing a standalone bibliography straight from Endnote Online or Mendeley and
as a Word document.

Embedded Modules Examples:

Below you will find examples of programmes where library and research classes are embedded into the modules.

Each module is supported through several face-to-face classes

Please note: classes and availability can vary in each individual city campus library. The examples below do not reflect all courses involved in our Library and Research tutorials programme. Please contact your local library if you wish to arrange classes for your students.

College of Business

Programme	Programme Name	Library Orientation (Finding Books on your Readling list included)	Introduction to Academic Resources	Journal Articles: What are they and how to find them	Finding Market Research & Company Reports	Critical Reading	Evaluating Information
DT315-1	Higher Cert in Business Studies	✓					✓
DT365-1	BSc Business & Management	✓	✓			✓	
DT315-1	Higher Cert in Business Studies	✓					✓
DT341-1	BSc Marketing	✓		✓	✓		✓
DT315-1	Higher Cert in Business Studies	✓					✓
DT360-1	Higher Cert in Retail Management & Marketing	✓		✓			
DT324-1	Higher Cert Business & Management	✓		✓			
DT555A-1	BA International Business & Languages	✓	✓	✓		✓	✓

College of Sciences & Health

Programme	Programme Name	Library Orientation (Finding Books on your Readling list included)	Introduction to Academic Resources	Journal Articles: What are they and how to find them	Evaluating Information	Avoiding Plagiarism: Referencing & Citing	Using journal articles, databases, and Google Scholar
DT203-1	BSc Forensic & Environmental Chemistry	✓	✓	✓	✓	✓	
DT299-1	BSc Chemical Sciences with Medicinal Chemistry	✓	✓	✓	✓	✓	
DT261-1	BSc Medicinal Chemistry & Pharma Science	✓	✓	✓	✓	✓	
DT212-1	BSc Science	✓	✓	✓	✓	✓	
DT224-1	BSc Optometry	✓	✓	✓	✓	✓	
DT259-3	BSc Biosciences						✓

Embedded Modules Examples:

College of Engineering & Built Enviornment

Programme	Programme Name	Library Orientation (Finding Books on your Readling list included)	Library & Information Skills	Advanced Information Skills	Researching for Assignments	Literature Review	Methods (Action Research)
DT011-3	BEngTech Aviation Technology		✓				
DT022-4	BE Mechanical Engineering					✓	
DT027-4	BE Civil Engineering					✓	
DT007-2	BEngTech Automotive Management & Technology				✓		
DT028-4	BSc Transport Operations & Technology					✓	
DT161-1	Higher Certificate Property & Facilities Management (SCSI)		✓				
DT110-4	BSc Property Economics						
DT111-4	BSc Quantity Surveying & Construction Economics					✓	
DT175-4	BSc Architectural Technology					✓	
DT9101	Master of Architecture (Postgrad)					✓	
DT9100	Master of Architecture (Postgrad) Advanced Entry					✓	
DT9876	Building Information Modelling (postgrad) (MSc/PG Dip/PG Cert		✓				
DT351	MSc Supply Chain Management (postgrad)					✓	
DT352	MSc Supply Chain Management (postgrad)		✓			✓	
DT118A-1	MSc Sustainable Development		✓				
DT112-4	BSc Geographic Science					✓	
DT106-4	BSc Spatial Planning					✓	
DT169-1	BTech Timber Product Technology	✓					
LTTC	MSc in Applied Elearning	✓	✓		✓		
LTTC	MA in Higher Education	✓	✓		✓		✓
LTTC	Postgraduate Dip in Third level learning and teaching	✓	✓		✓		
PhD	Research Module			✓			
PhD	School of QS & Construction Management			✓			
Apprentice		✓					

Embedded Modules Examples:

College of Arts & Tourism

Note: Cathal Brugha Street operates under the Get Smart programme

Programme	Programme Name	Library Orientation (Finding Books on your Readling list included)	Literature searching and database skills.	Avoiding Plagiarism: Referencing & Citing
DT401-1	BSc International Hospitality Management	✓	✓	✓
DT406-1	BA Tourism Management	✓	✓	✓
DT408-1	BA Hospitality Management	✓	✓	✓
DT411-1	BA Leisure Management	✓	✓	✓
DT412-1	BSc Tourism Marketing	✓	✓	✓
DT413-1	BSc Event Management	✓	✓	✓

Research Support:

Research Postgraduate Students
Format: One-2-One appointment

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Identify the most relevant information resources to use to research their research topic.
-Turn on the 'Library Links' option in Google Scholar.
-Find articles on their research topic.
-Search institutional repositories
-Use citation searching techniques to further research their topic.
-Manage their references using tools such as Endnote Online or Mendeley.
-Define 'impact factor' and explain how to compare journals' impact.

Graduate Attributes Developed:

Communication Skills **|** Critical Thinking **|** Problem Solving **|** Digital Literacy **|** Ethics **|** Reflective Practice

Tailored one-2-one appointment with your subject Librarian:
Tour of the Library.

Introduction to Subject Librarian and Library Services offered to research postgraduate students (ALCID cards, SCONUL Access scheme, PG room, etc.).

-A tailored one-to-one session with subject librarian to:
-Discuss research topic,
-Identify the most relevant information sources to use (databases, institutional repositories, current awareness, etc.)
-Linking Google Scholar with TU Dublin Library Services subscriptions
-Citation searching
-Impact factor
-Managing references
-Introduction to Arrow, TU Dublin's Institutional Repository
-Introduction to the Digital Research Skills Hub (DSRH) and the Support Portal on the Library website
Workshops available on Preparing for publication & research impact organised in collaboration with the DSRH.

JobSpace and Employability:

Format: Workshop/Lecture
Time: 1 hour

Learning Outcomes:

On completion of this session students will be expected to be able to:

-Set up job alerts to stay informed about new job and work placement opportunities.
-Use advanced searching techniques in Google to more effectively search for jobs.
-Use the appropriate library databases to research a potential employer and prepare informed and targeted job and work placement applications.
-Use the appropriate library databases to research a potential employer and its competitors in preparation for interviews and assessments.

Graduate Attributes Developed:

Communication Skills **|** Motivation **|** Critical Thinking **|** Problem Solving **|** Digital Literacy

This session is suitable for any students at any level who are preparing for work placements or preparing to enter employment after graduation.

Lesson Plan:

-Discuss transferable skills and how students can use academic research skills for their job search.
-Introduce Job Space resources
-Introduce the Business databases
-Demo or Worksheet:
      -how to find a company profile -large company, SME, non-profit
      -how to find industry information
      -how to find company news
      -how to set up job alerts
      -how to improve your Google job search

Contact Details:

Contact Library staff in your home Library to arrange Library sessions for your students. We are available to discuss sessions that suit your teaching needs and students. Make an appointment by contacting us at:

Aungier Street:

College Librarian:
Sarah-Anne Kennedy sarahanne.kennedy@TUDublin.ie / 01 402 3266

Assistant Librarians: Israel Chidavaenzi israel.chidavaenzi@dit.ie / 01 402 7167
Sarah Smith sarah.smith@TUDublin.ie / 01 402 7166

Main Contact: library.ast@TUDublin.ie / 01 402 3068

Bolton Street:

College Librarian: Brian Gillespie brian.gillespie@TUDublin.ie / 01 402 3682

Assistant Librarians: Bill Murphy bill.murphy@TUDublin.ie / 01 402 3753
Roisin Guilfoyle roisin.guilfoyle@TUDublin.ie / 01 402 3728

Main Contact: library.bst@TUDublin.ie / 01 402 3681

Cathal Brugha Street:

College Librarian: Catherine Cooke catherine.cooke@TUDublin.ie / 01 402 4535

Assistant Librarian: Richard Barrett richard.barrett@TUDublin.ie / 01 402 4361

Main Contact: library.cbs@TUDublin.ie / 01 402 4424

Grangegorman:

College Librarian: Catherine Cooke catherine.cooke@TUDublin.ie / 01 220 5051

Assistant Librarian: Susan Chambers susan.chambers@TUDublin.ie / 01 402 4109

Main Contact: library.gg@TUDublin.ie / 01 402 4108

Kevin Street:

College Librarian: Brendan Devlin brendan.devlin@TUDublin.ie / 01 402 4631

Assistant Librarian: Julie De Foubert julie.defoubert@TUDublin.ie / 01 402 4894

Main Contact: library.kst@TUDublin.ie / 01 402 3068

Rathmines:

College Librarian: Catherine Cooke catherine@cooke@TUDublin.ie / 01 220 5051

Assistant Librarian: Kathy Egan kathy.egan@TUDublin.ie / 01 220 5030

Main Contact: library.rmh@TUDublin.ie / 01 220 5236