

UKSG FE webinar Q&A

'Reporting for better budget allocation and improved user experience'

28 January 2022

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Questions gathered during the presentation - follow up:

"Q: Can Cristina benchmark the increase in usage comparing before and after the upgrade?"

- Yes, we have been reporting the usage of our resources for many years. We can see how things have changed from a high usage of our print book collection to a high demand of e-books. Usage of electronic journals has always been up and down but since 2020 is clearly growing.

"Q: How do you determine that the students' grades have improved as a result of using the LRC resources?"

- Feedback from lecturers confirm that after attending our programme, students use more academic resources and reference them better. When this doesn't happen, lecturers will ask us to deliver extra sessions or will refer individual students to us for a more personalised session. I have recently received very interesting feedback from a course leader who has two different groups of the same course. The content of the course is identical, as well as the assignments. It wasn't possible for one of the groups to attend the programme before the first essay submission, and the results and grades have been significantly lower than the other group, who did attend.

"Q: Regarding requests/turnway titles - are these monitored daily?"

- We monitor these on a monthly basis.

"Q: LRC has a presence in every course in Google classroom. Do you have enough Librarians to engage/update the content?"

- It is two of us engaging with course teams and updating content on Google Classroom. I am responsible for the liaison and content of all HE courses and the Information Literacy Skills Co-ordinator for all the FE courses.

“Q: How did she develop partnership with faculty?”

- As we have access to all courses’ content on the VLE (module guides, assignment briefs, resources, etc.) we started our project based on the materials and information we could find there. Once we created our own platform, we presented the project to the Deputy Principal and the idea was very welcome. We then arranged faculty meetings to explain our plan of managing the resources from our own platform and ensure the content is always current. The faculties’ role would be to keep us informed on changes in the curriculum/courses content, to ensure that all groups attend information literacy skills sessions and that students follow our advice and guidance in the usage of resources.

“Q: What e-book databases would you recommend? For ICT and Computing?”

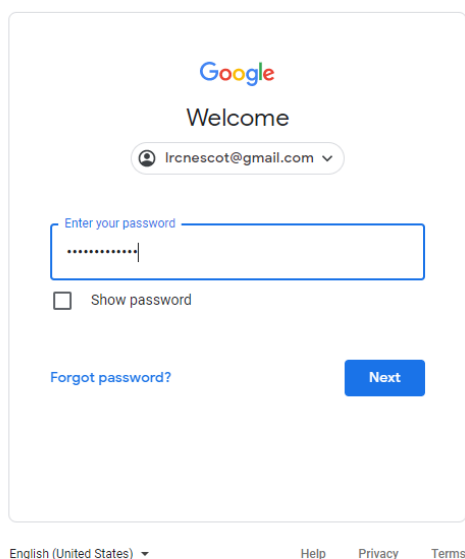
- We have Computers and Applied Sciences from EBSCO and Springer Link. However, it is always a challenge to get the Computing students to use these, as they tend to use only Google and Google Scholar.

“Q: How do you encourage the students to go to your iPAC?”

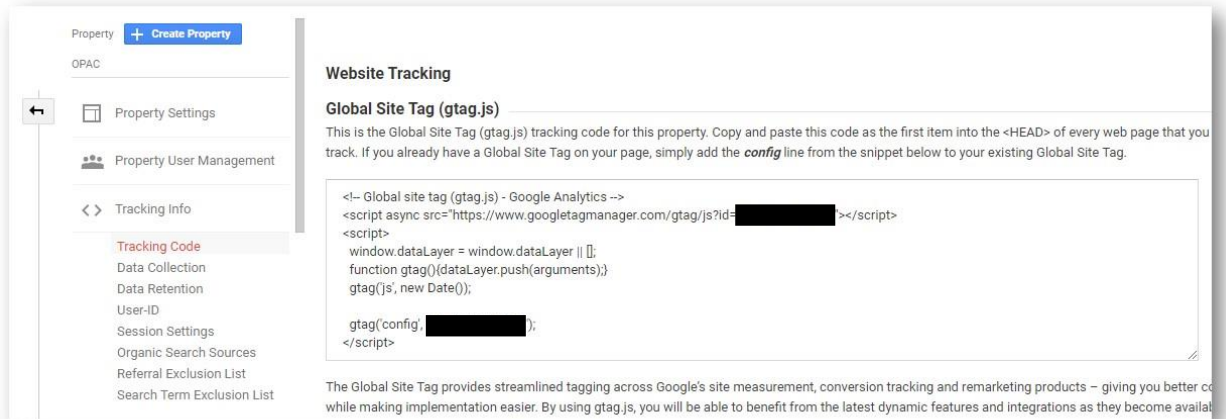
- There is a link to the IPAC in each Google Classroom and we guide them through its content during the Information Literacy sessions. The sessions are all tailored to their current assignment which I prepare in advanced. Students immediately see the benefits of using library resources with relevant and accurate content.

“Q: How do you access google analytics?”

- To create a Google Analytics account, you need to create a Gmail address and a password.



- Then you need to fill the information that Google Analytics requests. GA will create a Global Site Tag tracking code which will need to be added to your site/ipac by you or your administrator.



- Once you have done this, you can start tracking your site.

“Q: How big a project was it to get these reading lists in the first place? I ask because ours are scattered across so many places I wouldn't even know where or how to start.”

- It was a big project indeed. None of FE courses used a reading list system, so we had to start from scratch with those. Most of HE courses had reading lists, but not necessarily updated, and different versions were duplicated in many different places and documents, so it took time to standardise both the lists and the procedure we would follow on from then.

“Q: Please could we see your strategic plan for 2020-23 again.”

- We will:
 1. Continue investing on online resources.
 2. Include My Library Account on Single Sign-On.
 3. Invest on resources to offer a 24/7 LRC.
 4. Develop a Virtual Librarian through a chatbot tool.
 5. Have a key role in the development of the college's digital strategy.

“Q: I am wondering, if the teachers/faculty members are encouraged to use open educational resources for some modules of certain courses?”

- Yes, they are encouraged to use content from the Learning Blended Consortium and vocational learning resources from JISC, for example.

“Q: How did you get curriculum buy in to this idea? How many staff do you have supporting these sessions?”

- We presented the project to the Deputy Principal and the Director of Higher Education, and they both loved it. The commitment was that the LRC would be responsible for:
 - Production, update, access, and promotion of reading lists and learning resources.
 - Creation, development, and delivery of an Information Literacy Skills programme.

Teaching staff would ensure that:

- the LRC team are aware of changes in the curriculum/courses content
- all students attend information literacy skills sessions
- both students and staff use our resources and referencing standards.

It is two of us organising, preparing, and delivering the Information Literacy session. I am responsible for the liaison, content creation and delivery of sessions to all HE courses and the Information Literacy Skills Co-ordinator to all the FE courses.

“Q: How is the survey conducted: electronically, on paper? And how often?”

- We run the LRC survey once a year, usually by April. We use both electronic and paper formats. The electronic copy is available on Google classrooms and the paper copy in the LRC.

“Q: Are there plans to increase focus on research integrity during the 3 h training session?”

- HE courses have their own Research module as part of the course content. This module usually covers research methods, ethics, etc. and it is taught by a lecturer. Our Information Literacy programme is usually embedded in this module as complementary workshops and it is focussed on Searching, Evaluating Information and Referencing.

“Q: What was the reason for making subject specific areas? Was this in response to student or staff feedback, and do you find that students use it a lot?”

- It was a LRC initiative. The reason was to provide students and staff a comprehensive and simplified way to access the information that is relevant for them in terms of content and level. We also thought we would gain a better understanding of course specifications, unit content and assignments requirements and that would improve the quality of the Information Literacy programme.

“Q: In the table showing resources usage over the pandemic, what do the numbers for e-books represent - is it title requests or some other measure?”

- They are Total Title requests (total number of e-books that have been opened or downloaded).

“Q: How do you ensure you're getting into all classes? How do you promote this with teaching staff?”

- The Director of Higher Education has been very supportive and has made attendance to our Information Literacy programme compulsory for all HE courses. FE courses where written assignments and referencing are required also understand the importance of this programme and see the benefits of it, so they have embedded it into their yearly schedule.

We request via Quality to be added to all Google Classrooms.

We are proactive and request all courses to book Information Literacy sessions by sending emails at the beginning of the academic year.

We are also present in teaching and learning groups and arrange meetings with course teams so that we can continue promoting the Online Portal and discuss usage of resources.

“Q: what would happen if you wanted to buy a database that didn't use OA? would you not buy it?”

- Probably not, but it is very unlikely that a database doesn't use Open Access Authentication.

“Q: who teaches your Info Lit programme? The librarians or the Library Assistants as well?”

- I (Academic Librarian) teach the programme to HE courses, and I manage the Information Literacy Skills Advisor, who teaches it to FE courses.

“Q: Is information literacy skills training optional or a requirement for courses?”

- Thanks to the support from the Director of Higher Education it has become a requirement for all HE courses. See answer to question 17.

“Q: Is usage of Open Access content measured or just subscribed/owned content?”

- Subscribed/owned content

“Q: Do you use Demand Driven Acquisition in order to make sure all purchased resources are used?”

- No, we don't, but we will investigate it. Thanks for the idea!

“Q: For statistics on e-journals and e-books, do you not also use JUSP and the providers library admin area?”

- No, we don't, but we will investigate it. Thanks for the idea!

“Q: How are your enquiries recorded? do you have an electronic method?”

- Face to face, telephone and email enquiries are all logged manually and then a Library Assistant will fill an excel document. This is another manual task that we need to automatise.