

LTC17D102

Title: Reading lists: progress towards full adoption: biannual report
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Issue

Academic colleagues were asked to adopt Talis from the start of the 2017/18 academic year, with an indicative target of 31st July 2017 for new lists, and rollover of existing lists. For semester 2, the target date was 8th December 2017.

This briefing note is the second biannual report for 2017/18, a “snapshot in time” taken on 23/01/2018.

Recommendations

- 1) To note current levels of compliance (section 1) as on 23/1/18
- 2) To help disseminate via LTQCs and other relevant faculty mechanisms the key deadlines for 2018/19 academic year (section 3) and remind faculty about ongoing benefits (Appendix C and D).
- 3) To confirm the validity of the 2018 action plan, especially the trial of a more targeted approach to 1-1 training focusing on specific academics who have yet to start using Talis. (section 4.1)

Resource Implications

Note pilot of use of a temporary member of staff to target academic training in priority areas (4.1).

Risk Implications

Talis Reading lists help to ensure the adequate provision of books, ebooks and articles to support teaching. If Schools do not provide reading lists using the University system there is a risk that the student experience will be undermined and there will be inconsistency in resource provision between disciplines.

Equality and Diversity

The Library aims to make all of its services and facilities accessible to all. An Equality Impact Assessment exists for the online reading list service.

Further information

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Background

In May 2017 Learning and Teaching Committee approved the full adoption of TALIS for providing reading lists of essential course texts, i.e. core reading, across all schools. This was done with the aim of more effectively tackling student-raised issues of inconsistencies in reading list provision.

Discussion

1. Current levels of compliance

Faculty	School	Modules that do not require reading lists	Semester 1, T1 & year-long modules requiring lists	Talis lists published as of 03/10/17	% compliance indicator as of 03/10/17	Estimated total 2017/18 modules requiring lists as of 23/01/18	Cumulative total of Talis lists published as of 23/01/18	% compliance indicator as of 23/01/18
FMH	HSC	9	139	37	27%	220	58	26%
FMH	MED	0	89	13	15%	127	25	20%
FMH	Total	9	228	50	22%	347	83	24%
HUM	AMA	0	110	82	75%	193	96	50%
HUM	HIS	2	65	47	72%	101	50	50%
HUM	LDC	1	118	80	68%	227	96	42%
HUM	PPL	1	156	113	72%	291	153	53%
HUM	IIH	2	10	10	100%	19	13	68%
HUM	Total	6	459	332	72%	831	408	49%
SCI	BIO	6	56	28	50%	78	35	45%
SCI	CHE	5	47	23	49%	49	27	55%
SCI	CMP	23	56	32	57%	72	36	50%
SCI	ENV	5	48	34	71%	75	48	64%
SCI	MTH+ENG	0	28	12	43%	48	22	46%
SCI	PHA	14	64	20	31%	58	24	41%
SCI	Total	53	299	149	50%	380	192	51%
SSF	DEV	18	45	27	60%	79	54	68%
SSF	ECO	7	33	18	55%	48	29	60%
SSF	EDU	0	127	54	43%	153	67	44%
SSF	LAW	9	49	21	43%	80	40	50%
SSF	NBS	16	97	83	86%	128	99	77%
SSF	PSY	0	29	21	72%	42	31	74%
SSF	SWK	0	51	14	27%	61	28	46%
SSF	Total	50	431	238	55%	591	348	59%
<i>Lists published with no school / module code</i>				32			41	
Grand Totals		118	1417	801	57%	2,149	1072	50%

Figure 1 - Breakdown of mandate compliance by school as of 23/01/2018

- 1.1. 271 lists were published by UEA academics between 3rd October 2017 and 23rd January 2018.
- 1.2. This has led to a small increase in estimated compliance for three out of four faculties. However the drop in estimated compliance for the school of Humanities has affected the University wide figure leading to an overall drop in compliance across the reporting period of 7% to 50%. As with previous papers on this topic, this figure in particular should be always used with caution as there is not a direct 1-1 list to module correlation in all cases. To explain further, some modules make use of multiple reading lists and sometimes a single reading list will be shared across multiple modules.
- 1.3. The difference between the first and second semester in Humanities seems mostly owing to fact that there is no longer temporary administrative support in HUM for this task. This was in place the previous summer. This temporary support focused on list entry but may not have covered the essential step of training and handing over editing responsibility to the academics.
- 1.4. Another factor which tends to affect the second semester is that the break in teaching between Semesters in December gives a shorter period of time for academics to create and update lists (between three to four weeks and just two weeks for EDU and MED).
- 1.5. Management information on modules not requiring reading lists has been improved making use of SITS data and additional information from school managers and Hubs. This work remains ongoing for this academic year. For subsequent year data for on list exceptions should be sourced directly from SITS following the online submission of module information two years in advance.

2. Library support for academics

2.1 This section highlights the activity undertaken since the last report by library staff, principally the Reading List Administrator, in supporting UEA academics. Between October and January 2018 the Reading List Administrator has delivered:

- 37 1-1 training sessions (14 schools, AMA, DEV, ECO, EDU, ENV, HSC, LAW, LDC, MTH, NBS, PHA, PPL, PSY, SWK)
- 17 group training sessions to DEV, ECO, HSC and PSY, reaching approximately 80 academics altogether.

The Reading List Administrator carries out this work alongside other system administration and reporting responsibilities.

2.2 In these sessions, the administrator aims to support academic staff in the creation of high quality lists and ensure that they are reasonably self-sufficient.

- a. In this period registered academic users increased by 41 to a total of 645, out of a teaching staff FTE of 1,487.
- b. Group sessions are clearly a more scalable approach but rely upon School support to setup and organise especially trying to timetable academics to attend together.
- c. As noted, several departments have made use of faculty administration or temporary staff to input and update lists. This can be helpful in achieving a quicker turnaround in delivering lists, but misses out a final dimension, that of training academics to be self-sufficient in updating existing lists.

3. **Deadlines for 2018/19**

3.1 31st July 2018. Deadline for submitted list revisions for the 2018/19 Semester 1 teaching period

3.2 1st December 2018. Deadline for submitted list revisions for the 2018/19 Semester 2 teaching period

4. **Action plan 2018**

The two main changes for the next six months in the lead up to 2018 semester 1 are:

4.1 Additional targeted training. Taking into account experience from other HEIs and advice from TELC, we will be piloting 6 months of a temporary member of staff to focus on specific academics and courses who are not using the system, especially in HUM. This post will undertake proactive, systematic and targeted introductory sessions with academics on 'creating your first list' with such sessions lasting a maximum of 20-30 minutes. The effectiveness of any pilot will be evaluated through quantifiable metrics to provide demonstrable evidence of its effectiveness, report to school managers on training sessions held, and potentially inform a business case for any identified ongoing needs.

4.2 Implement automated rollover of lists. We will simplify the annual rollover process to remove the need to manually republish lists at start of academic year. This will avoid the annual problem of hundreds of lists potentially 'falling out' of the system simply because the academics have not had time to review the reminder email.

This should also relieve some of the administrative burden on academic staff, although it remains best practice for them to engage annually and make minor edits to their lists to reflect the latest literature on the subject. This will also ensure the library remains up to date in stocking relevant teaching material. This change in approach was supported by the Technology Enhanced Learning Committee who advocated strong communication both before and after update to ensure academics engage with the update process and avoid 'out of date' material being provided to students.

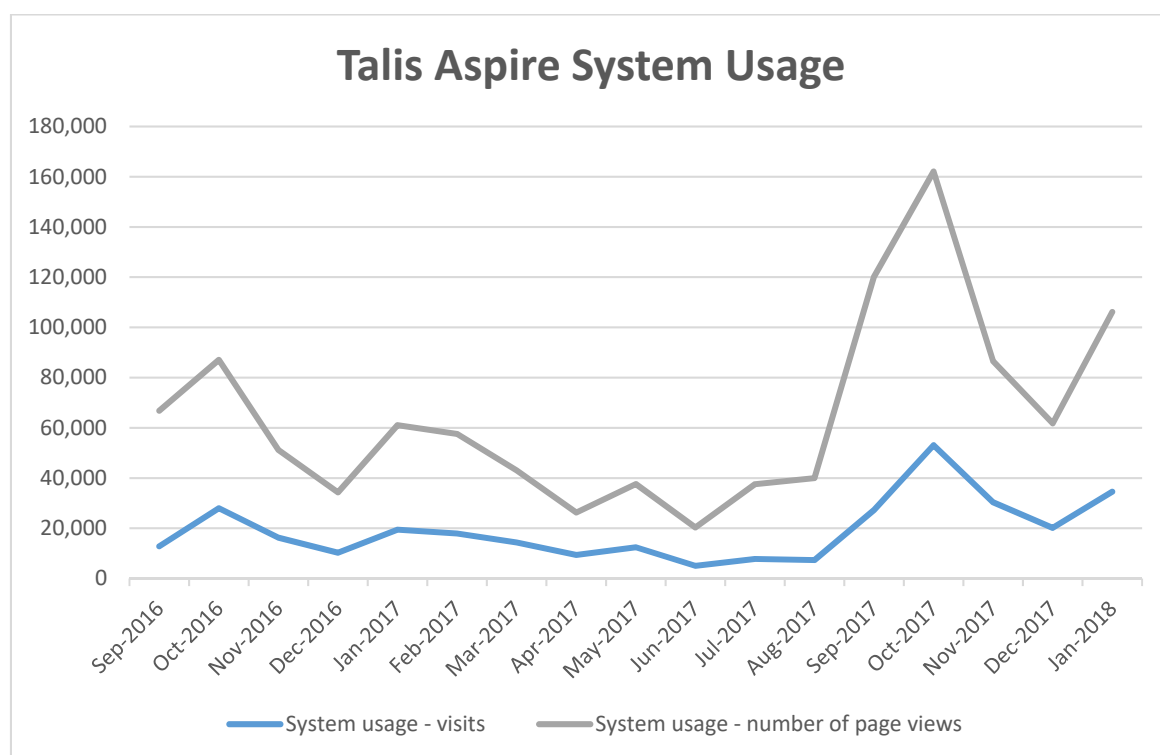
4.3 In addition to above the following actions are also planned:

- a. **April 2018 - Revision of online training materials.** To refocus some of Reading List Administrator time on creation of online self-help materials, specifically targeted to help academics at the point just after their initial training session or when they are about the re-edit lists the following year, or to meet a specific identified pedagogic need. Such materials should include screencasts.
- b. **March- September 2018. Awareness raising at school and faculty level.** TELC have asked academic colleagues and student representatives to support the Library managers and academic librarians with additional communications at SSLCs and Faculty LTQCs, including the widest circulation of updated versions of the 'benefits to staff' and 'benefits to students' papers as agenda items. The aim is to surface any remaining gaps in each Faculty or School and how they might be overcome to help improve consistency of the student experience.
- c. **March to September 2018 – Further group training** – TELC has advised the Library to target a slot on Teaching and Course Away days specifically. Associate Deans are also requested to support this approach.

Appendix A - Further Talis developments planned for 2018 and beyond

1. **July 2018 - Implement revised user interface** - Delivering a better experience for student users, optimised for mobiles and tablets/
2. **2019 - Implement automated feed of module data from University systems into Aleph** - to enable automated synchronising module information. This is reliant upon development time from both Talis (who have planned and developed the necessary code) and CIS.
3. **2019 - Implement revised academic editing interface in Talis** - Allowing for quicker editing and updating of lists by academic staff.

Appendix B - Usage of Talis over current academic year.



- The growth in Reading List content created by UEA academics continues to lead to a corresponding growth in usage of the Talis Aspire software by students.
- Unique visits to the website (the number of distinct users requesting pages) have risen 53,115 in September, a rise on the 27,977 this point in the previous academic year.
- The number of pages requested in October also rose to has also increased to 162,098 requests - the highest ever recorded for the system.

Appendix C Reminder of major benefits to students from mandating Talis Aspire

C1) Accelerate the growth of digital resource provision

Since its introduction, Talis has allowed the library to provide three times as many scanned book chapters to students.

- Embedded digital resources for UEA teaching is a strategic objective of the University. Talis ties into the library Digital First policy of the library by making book chapter scans and eBooks available wherever feasible, given budget and license conditions. Talis is already providing high levels of digital content with 44% of all core reading books and 52% of all core reading articles listed in Talis being offered in digital format.
- The Talis interface removes many of the access barriers between student and online resources making it much easier for students to access digital materials for their learning.

C2) Provide a better consistent experience for UEA students

This year 1,072 online reading Lists have been published by UEA academics using Talis (2017/18), covering 50% of teaching for the academic year.

- Wholesale adoption of Talis at UEA would provide a consistent user experience for students in terms of online and interactive reading lists available for every module, appropriate for a modern digital learning environment.
- With such offerings in place at other HE institutions, this level of service is likely now considered a 'hygiene factor' by prospective students.

C3) Reduce the cost to students of resourcing a course

Talis lists are regularly reviewed and checked by the library to ensure stock is sufficient to meet student needs.

- A Talis Aspire Reading List for every module would thus have a significant impact on book availability allowing the library to stock sufficient copies of material (or the right ebook license) based upon student numbers enrolled on a module.
- The mechanisms to denote 'core' and 'further' reading in Talis make it far easier for the library to quickly stock appropriate numbers, helping to reduce the cost to students in resourcing their course.

Appendix D - Reminder of benefits to academic teaching from mandating use of Talis Aspire

D1) Ensure all students have access to key reading

At its heart, the University wide adoption of Talis addresses an academic issue - ensuring that all students are sufficiently prepared for seminars by having read the required texts.

- This was illustrated in a Times Higher Education Survey where 52% of academics surveyed were concerned that 'students turn up for class without having done the required reading'¹. By using Talis, academics can ensure that students get access to readings in the most efficient way possible.
- Compared with than a static Word or PDF document, Talis can offer much more by presenting core reading to students directly (where ebooks or digital chapter scans can be provided) and show library class-marks and live availability for print books. This places all students on a level playing field in terms of access to reading.
- The time saving arising from direct access to reading allows students to spend more time reading around a subject. It also provides advantages for students with additional needs or studying 'at a distance' or on placement.

D2) Improve the turnaround time for resource provision

On average, library staff can review and order stock from 4 Talis lists a day compared with 1 list per day to review a Word or PDF document. Wholesale adoption of Talis would allow for the removal of a time consuming paper based workflow for checking Word/PDF based lists.

- Efficiencies will improve over time as the Talis system records all decisions and highlight changes to lists meaning subsequent rechecks of the same lists are also much shorter. In contrast, paper based lists must be printed and rechecked in their entirety every year. This is a cumulative overhead of time taken away from Library staff that would be better spent on other student-focused activities.

D3) Provide Lecturers and the University with direct feedback and learning analytics

All Talis lists have in-built reporting on high and low use digitised readings which will potentially provide useful data to academics for improving teaching quality.

- They also allows students to feedback to module conveyors and their peers on the usefulness of reading. Talis also provides a platform for contributing to institutional learner analytics work which may be useful for the TEF. Greater usage of the system will provide more meaningful data.

D4) Ensure stable access to learning resources over time

Use of Talis reduces risk in terms of ongoing access to teaching resources. Talis works by direct linking to resources, allowing both the library and the resource provider to track their usage, as well as ensuring that UEA is compliant with any publisher license terms and conditions.

- Talis is now the only mechanism for the University to offer digital chapter scans that are compliant with the CLA HE license. Any other type of scan, if not checked, is at risk of being taken down.
- This issue particularly important for modules that already have PDFs embedded in Blackboard. In these cases, the rationale to switch to Talis is to ensure that such resources have appropriate copyright clearance, that dynamic links are maintained, and that there is minimal risk of them being taken down.

¹ Grove, Jack. "THE Teaching Survey 2017: Results and Analysis". *Times Higher Education (THE)*. N.p., 2017. Web. 22 Mar. 2017