



THE UNIVERSITY OF
MELBOURNE

Library learning metrics, data and reporting: *Stop tinkering, start overhauling?*

CAVAL Research and Information Group (CRIG)

Forum webinar series

Dr Trent Hennessey, Program Manager, Environments and Experience

27 October 2020



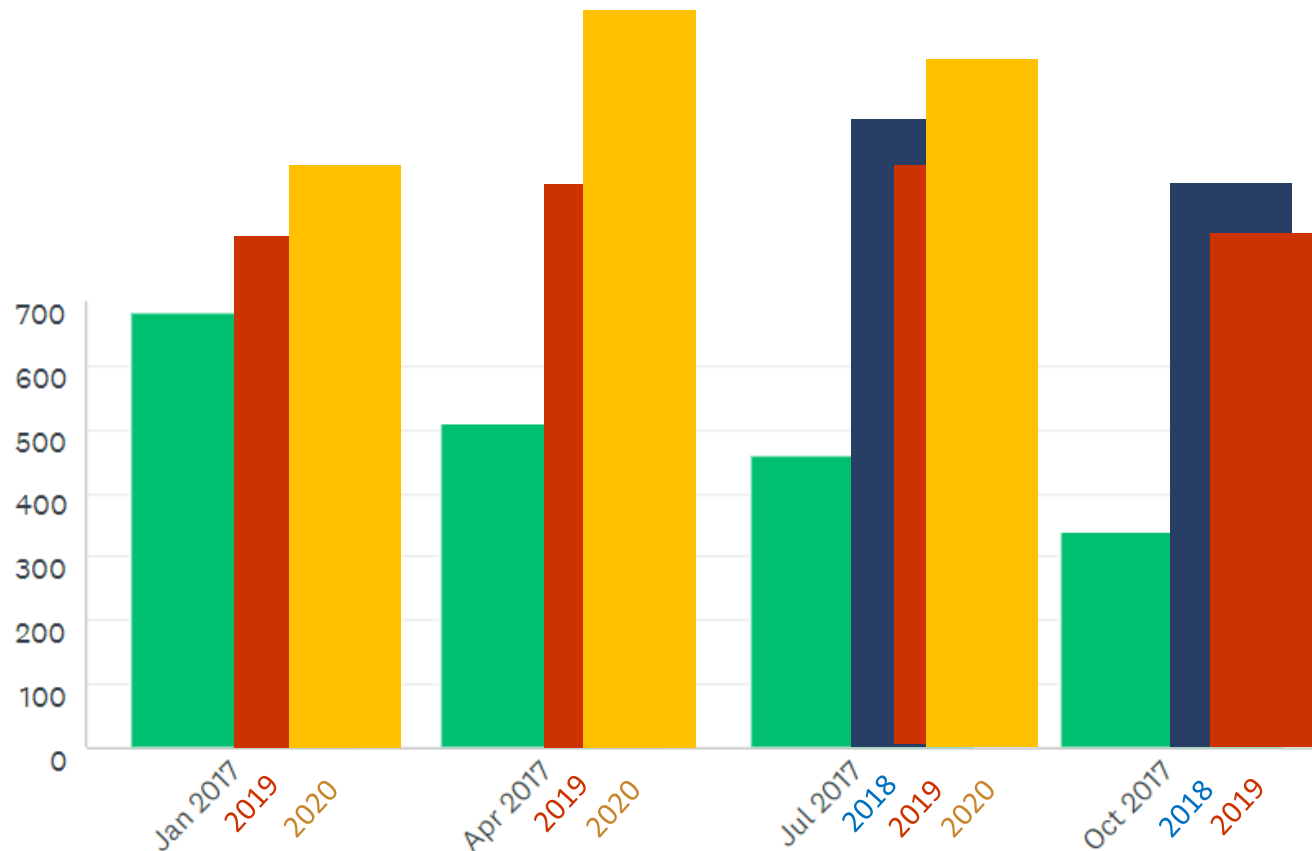
Library Liaison Enquiries

2018 staff feedback:

- Convoluted, cognitive-overload
- Exhaustive

2020 staff feedback:

- Simple, easy, quick
- Pragmatic



5-click,
5-second
process

- 1
- 2
- 3
- 4
- 5

Library Liaison Enquiries

This survey records details of face-to-face, email, and telephone enquiries undertaken by the Library's liaison teams at the University of Melbourne.
Data are collected for CAUL statistics and internal reporting purposes.

Liaison team

| | | |
|--------|-------------------|-------------------|
| ABP | East Asian | Law |
| Arts | Education | Maps |
| Biomed | Engineering | Science |
| BusEco | Fine Arts & Music | Vet & Ag Sciences |

Client category

| | | | | | |
|-----------------------|-----------------------------|--------------------------------|----------------|--------------------|----------|
| Undergraduate student | Graduate coursework student | Research higher degree student | Academic staff | Professional staff | External |
|-----------------------|-----------------------------|--------------------------------|----------------|--------------------|----------|

Length of enquiry

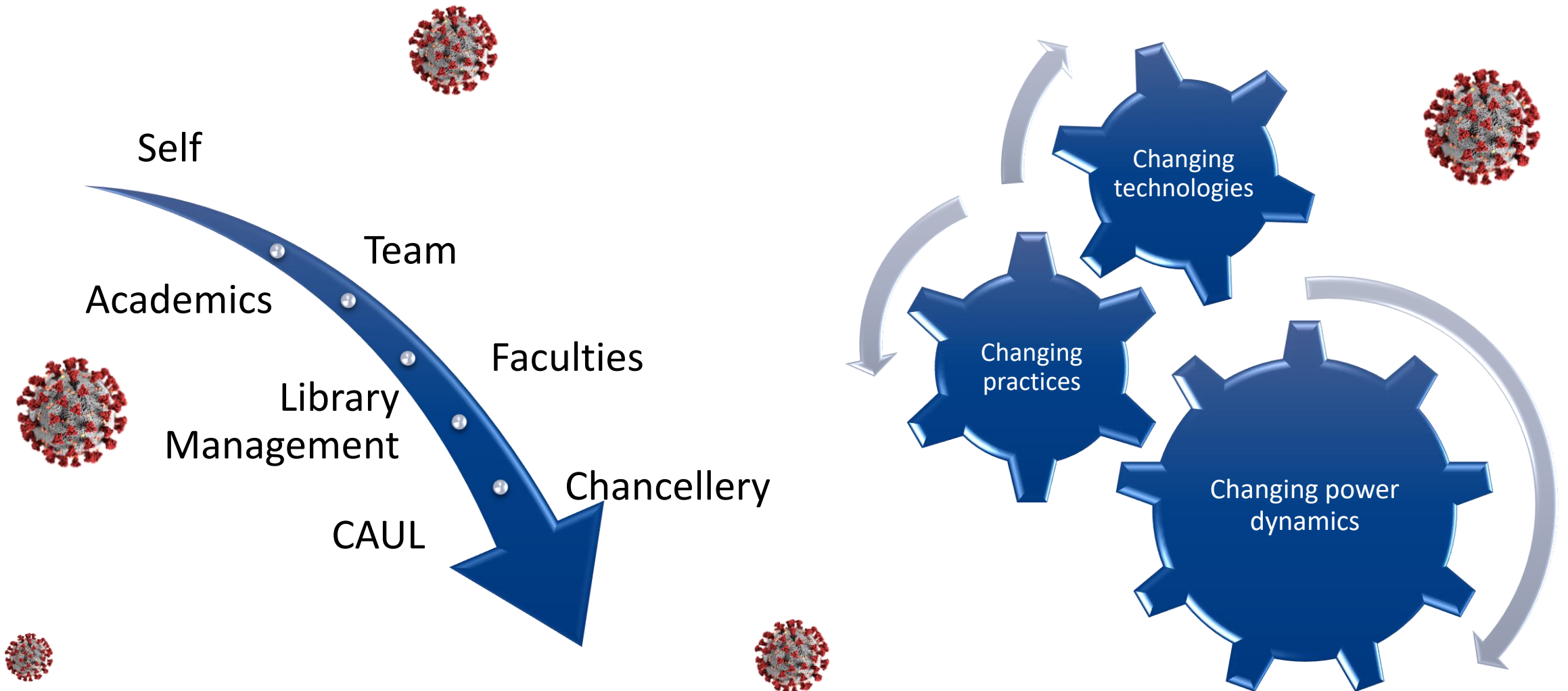
| | | | |
|----------------|-----------------|-----------------|------------------|
| 0 - 15 minutes | 15 - 30 minutes | 30 - 60 minutes | 60 - 120 minutes |
|----------------|-----------------|-----------------|------------------|

Please select topics covered

| | |
|---|---|
| Literature searching, expert searching, resource access, database advice | Research support services (research impact, citation analysis, Researcher ID, publishing, research data management) |
| Referencing, reference management, academic honesty | Copyright and Readings Online |
| Collection development and High Use (orders, requests, enquiries) | Circulation (loans, ILLs, renewals, donations, fines, account enquiries) |
| Learning and teaching services (scholarly literacy presentations, online resources, teaching materials) | General/other enquiries and referrals to other services |

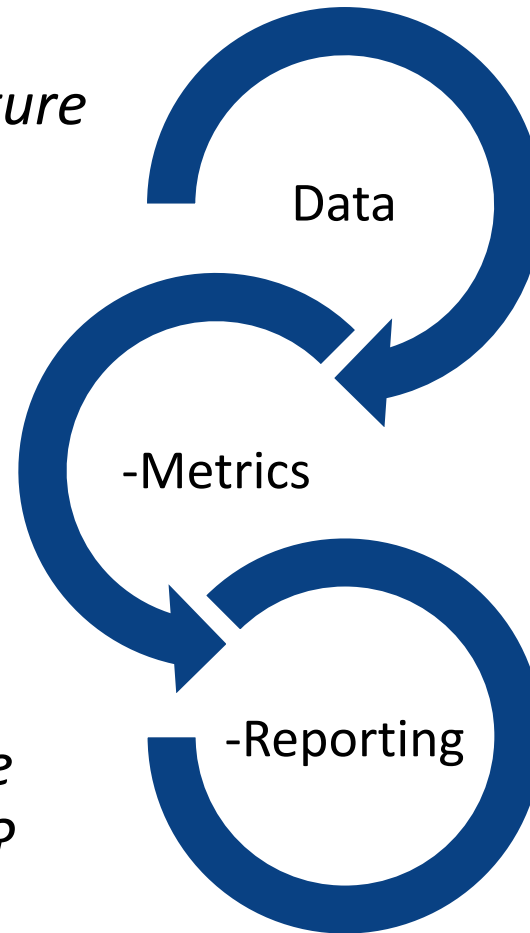
Done

Why are evaluation and reporting so difficult?



What are you currently grappling with?

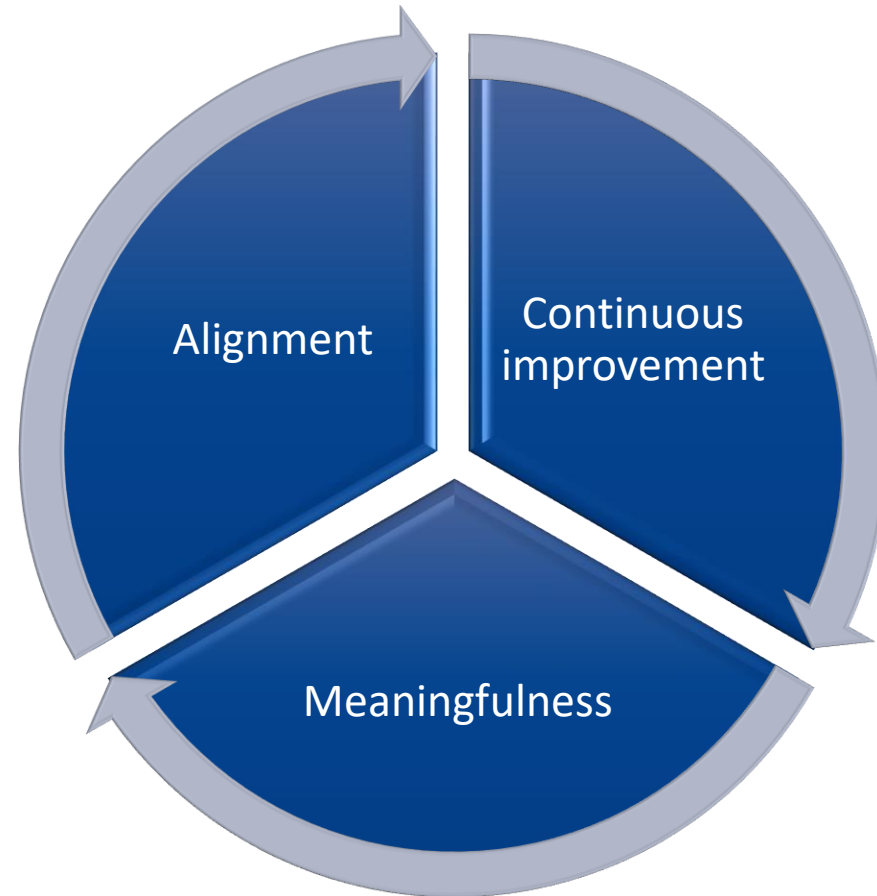
What data should we capture about our changing work?



What reporting does the University need/want from us?

What are meaningful metrics for online learning and teaching and digital experience?

Three ideas about work in progress





1. Alignment with institutional learning and teaching context

Research

LIBRARIES AS KNOWLEDGE CENTRES OF THE UNIVERSITY



Learning and teaching








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2017
version

Alignment
example 1:
AQF Levels

MELBOURNE'S SCHOLARLY LITERACY FRAMEWORK

Building critical capabilities for learning, research and work in a digital world

| CAPABILITIES | DIRECTED RESEARCH | GUIDED RESEARCH | INDEPENDENT RESEARCH |
|--|---|---|--|
|  1. Search Finds the right type of information using the right tools | <p>Students engage with technologies and undertake learning and research within specified parameters</p> <p>Clarifies understanding of the task, identifies key concepts, and establishes the type and scope of information required</p> <p>Uses essential search tools and strategies to seek information and reviews results for relevance</p> <p>Revises search tools and strategies as required</p> | <p>Students explore technologies and undertake some self-determined learning and research within broad guidelines</p> <p>Develops manageable research questions within set guidelines and uses basic disciplinary knowledge to determine the type and scope of information required</p> <p>Uses some discipline-specific and multidisciplinary tools and advanced search strategies to seek information and reviews results for relevance</p> <p>Refines tools and strategies as required</p> | <p>Students/ researchers undertake research with a high degree of independence, utilising a range of technologies to create new scholarship</p> <p>Formulates a complex line of scholarly inquiry and employs strong disciplinary knowledge to determine the type and scope of information required</p> <p>Uses a wide variety of discipline-specific and multidisciplinary tools to seek a diverse range of information</p> <p>Regularly refines and updates strategies as new information is discovered to ensure ongoing currency</p> |
|  2. Evaluate Analyses information and the strategies used to find it | <p>Examines information for relevant facts, concepts, insights and evidence to develop understanding and respond to the task</p> <p>Evaluates the suitability of information using task-specific criteria and reflects on how the tools, strategies and results suit the task</p> | <p>Analyses a diverse range of information for relevant concepts, themes, methodologies and evidence to extend and challenge understandings</p> <p>Evaluates the suitability of information using discipline-specific criteria and reflects on how the tools, strategies and results suit the task</p> | <p>Explores a comprehensive range of information for relevant themes, trends, relationships, methodologies and evidence to extend knowledge and identify gaps in existing research</p> <p>Evaluates the suitability of information using both discipline-specific and self-defined criteria and reflects on the efficacy of the research process</p> |
|  3. Organise Manages information collected and generated | <p>Uses basic principles, systems and digital tools to manage information</p> | <p>Uses appropriate digital tools and applies systematic, standardised principles to manage information</p> <p>Considers preservation issues when evaluating formats and technologies</p> | <p>Critically evaluates the affordances and limitations of various technologies and makes informed decisions about information and data management and preservation</p> <p>Establishes standards-based information and data management practices across all aspects of the research process</p> |
|  4. Create Uses and communicates information using appropriate conventions and technologies | <p>Creates and communicates scholarly outputs for specified audiences, adhering to academic and professional conventions and using appropriate information and technologies</p> <p>Demonstrates a basic understanding of ethical and legal issues (eg. academic integrity and copyright) associated with using and creating scholarly outputs</p> | <p>Explores a range of technologies to create, communication and curate scholarly outputs for a range of audiences and purposes, following appropriate conventions</p> <p>Demonstrates a deep understanding of ethical and legal issues associated with using and creating scholarly outputs</p> | <p>Creates and communicates scholarly outputs that follow established and emerging disciplinary conventions and uses a range of technologies to communicate and curate content in innovative ways</p> <p>Integrates an extensive understanding of cultural, ethical and legal issues associated with the research process and makes outputs available for use and reuse via open access platforms</p> |
|  5. Connect Builds networks to collaborate and connect | <p>Demonstrates a basic understanding of the role of social media and online collaboration tools in fostering collaboration and scholarship</p> <p>Engages with the concept of a digital identity and demonstrates an understanding of key issues such as online safety, privacy and security</p> | <p>Co-produces scholarly outputs through a range of social media and online collaboration tools</p> <p>Establishes and manages own digital identity, making decisions underpinned by a sophisticated understanding of context, privacy and security</p> | <p>Uses social media and online collaboration tools to connect and collaborate with an extensive network of researchers to create and share new disciplinary knowledge</p> <p>Establishes an active online profile and manages own research identifiers, track record and impact</p> |



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Based on Australian and New Zealand Information Literacy Framework (ANZILF, 2004), the Research Skill Development Framework (Willison & O'Regan 2006/13) and JISC's 7 Elements of Digital Literacy (2012). This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike



library.unimelb.edu.au/teaching

University
Library



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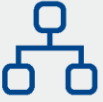


2020
draft
update

Alignment
example 1:
AQF Levels

Scholarly and Digital Capabilities Framework

Building students' capabilities with data, information, knowledge and technologies for 21st century learning, research and work



| Capabilities | Directed research | Guided research | Self-directed research | Independent research |
|--|---|--|--|---|
|  Search, navigate, locate | <p>Clarify understanding of the question. Identify key concepts and plan an approach for searching and determining types and scope of data, information and knowledge required for task or project</p> <p>Identify and navigate recommended technologies, tools and platforms to enact searches and locate relevant data, information and knowledge</p> | <p>Develop manageable questions or projects, draft a search strategy and determine types and scope of data, information and knowledge required</p> <p>Identify and navigate relevant technologies, tools and platforms for interrogation and discovery of data, information and knowledge appropriate to the project</p> | <p>Plan advanced lines of enquiry and strategies for accessing a broad range of data, information and knowledge when scoping select questions and projects</p> <p>Configure, use and refine advanced features across a selection of tools, platforms and technologies for navigating and locating appropriate data, information and knowledge</p> | <p>Formulate complex lines of inquiry and search strategies and determine the type and scope of data, information and knowledge required for literature reviews and research projects</p> <p>Systematically navigate a network of discipline-specific, multidisciplinary and emerging technologies, tools and platforms, and locate targeted data, information and knowledge for research outputs towards original scholarship</p> |
|  Evaluate, analyse, review | <p>Evaluate the resulting data, information and knowledge using recommended criteria relevant to the task or project</p> <p>Review strategies, tools, platforms and technologies and adjust study and research and work practices as context evolves</p> | <p>Evaluate and analyse data, information and knowledge. Refine and evolve scope of the project as required</p> <p>Review strategies and selection of resources, analytical tools, platforms and technologies for relevance to project and context</p> | <p>Evaluate and analyse data, information and knowledge and refine context to ensure the efficacy of the project as new concepts emerge</p> <p>Review selection of analytical tools and update resources, tools, platforms, technologies and strategies to ensure the relevance to project</p> | <p>Evaluate and analyse a comprehensive range of data, information and knowledge using self-defined criteria. Review the efficacy of the research process</p> <p>Review selection and use of multiple technologies, tools and platforms and refine strategies as new knowledge is uncovered</p> |
|  Organise, manage, curate | <p>Use organising principles, academic integrity and copyright strictures within recommended platforms to manage data, information and knowledge for a contextualised task or project</p> <p>Understand privacy and security settings and relevant policies when working with recommended tools, platforms and emerging technologies for organising data, information and knowledge</p> <p>Awareness of preservation principles such as archiving and migrating data, information and knowledge across formats and technologies for future access and sharing</p> | <p>Understand principles and policies around ethical and legal management of data, information and knowledge when curating research findings across appropriate tools and platforms</p> <p>Understand privacy and security settings and policies when working with and organising data and information across an appropriate selection of tools, platforms and emerging technologies</p> <p>Consider archiving content for version control, preservation and migration for future access and sharing if appropriate to project</p> | <p>Comply with ethical and legal standards when managing and curating data sets, information and knowledge across a range of tools and platforms</p> <p>Understand privacy and security settings and policies when working with and organising data and information across multiple tools, platforms and emerging technologies</p> <p>Consider archiving content for version control, preservation and migration for future access and sharing if appropriate to project</p> | <p>Consider ethics, security and privacy issues when organising, managing and curating research data, information and knowledge across multiple platforms</p> <p>Consider appropriate technological options, including emerging technologies, when organising, managing and curating sets of data, information and existing or new knowledge across all aspects of the research process</p> <p>Use or create a secure space for preserving and archiving research data, information and knowledge for future access and sharing</p> |
|  Create, collaborate, reflect | <p>Use and synthesise relevant data, information and knowledge from organised and curated evidence to respond creatively to given tasks or projects</p> <p>Create and co-create artefacts and spaces using existing and emerging technologies for presenting learnings to specific audiences</p> <p>Individually, and with peers and mentors, reflect on outcomes and learnings using multi-modal feedback opportunities</p> | <p>Create responses to scholarly questions and professional challenges using relevant formats, tools and platforms</p> <p>Create and co-create artefacts and spaces, engaging with technologies and showcasing findings to select scholarly and professional audiences</p> <p>Individually and with peers and mentors, reflect on the learnings from the process and success of the outcomes through appropriate feedback channels</p> | <p>Create responses to scholarly questions and professional challenges using relevant formats, tools and platforms</p> <p>Create and co-create artefacts and spaces for showcasing and engaging with content and technologies in innovative ways</p> <p>Individually and with peers, mentors and broader community groups, reflect on learnings and outcomes from the process through appropriate feedback channels</p> | <p>Build a body of evidence and create an original contribution to a field of research or an advance in professional practice using multiple and emerging technologies, tools, platforms and conventions</p> <p>Create, co-create and engage in spaces for showcasing and reviewing content and technologies in innovative ways</p> <p>Create and maintain active author identifications and profiles and link research outputs across platforms. Build awareness of emerging technologies</p> |
|  Communicate, connect, share | <p>Communicate and collaborate with prescribed groups through the use of social platforms. Understand the ethical, safety and security issues involved in sharing across specific spaces</p> <p>Maintain a digital profile as the basis for making and building connections and aiding the sharing of content with peers and specified audiences</p> | <p>Responsibly share content across a range of collaborative spaces and social platforms. Connect with peers and learning communities</p> <p>Maintain digital identities that assist with communication and access of content for select audiences. Understand platform settings for safety and data security</p> | <p>Responsibly share content across a range of collaborative spaces and social platforms. Connect with peers, learning communities and broad interdisciplinary networks</p> <p>Maintain digital identities that assist with communication, discovery and access of content. Understand platform settings and policies governing sharing, safety and data security</p> | <p>Understand legalities and ethics in sharing scholarly contributions across multiple collaborative, social and research platforms. Translate new knowledge to connect with broader communities</p> <p>Use digital identities to build networks and professional track record and contribute to the impact of original research across the globe</p> |

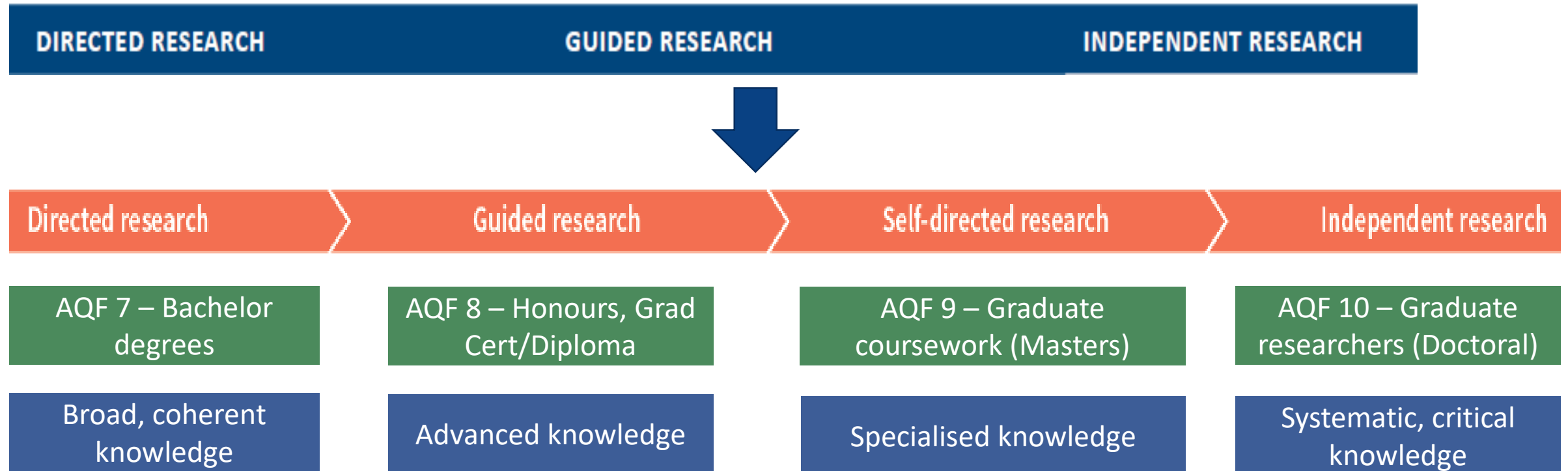


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1. Alignment with institutional learning and teaching context

Alignment example 1: AQF Levels and Library learning and teaching frameworks





1. Alignment with institutional learning and teaching context

Alignment example 2: Quality of teaching evaluations

Academic Feedback Survey – Library learning and teaching program

TEACHING QUALITY DIMENSIONS

| |
|--|
| Expert knowledge of information resources |
| Expertise in developing students' research skills |
| Provision of relevant and useful content |
| Effectiveness of presentation style |
| Quality of online learning resources |
| Demonstrating an understanding of my subject area and assessment |

OVERALL SATISFACTION

| |
|--|
| Satisfaction with the Library's overall contribution to a subject/s or course/s |
| Satisfaction with the Library's ability to develop subject-specific materials for curriculum |

IMPACT

| |
|--|
| Perception that the Library's contribution resulted in students demonstrating better research skills |
| Perception that the Library's contribution made a positive impact on student performance |

FUTURE INTENTIONS

| |
|---|
| Likelihood of inviting the Library to contribute to subject/s or course/s in the future |
|---|

- Annual program-level survey
- 5-point scales
- Quantitative scores
- Qualitative feedback
- Survey instrument refined (3 iterations)

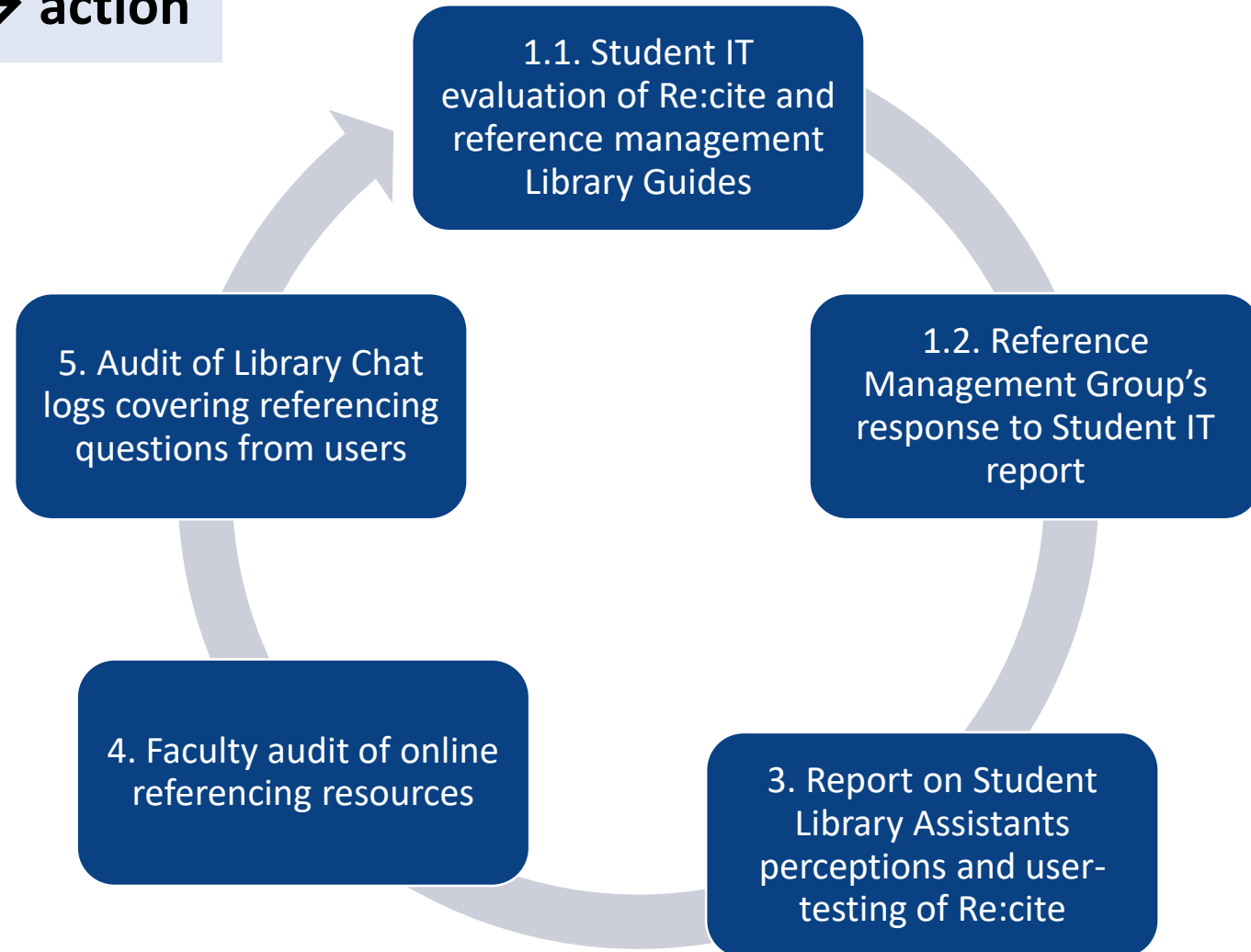
<http://go.unimelb.edu.au/4wqj>



2. Continuous improvement

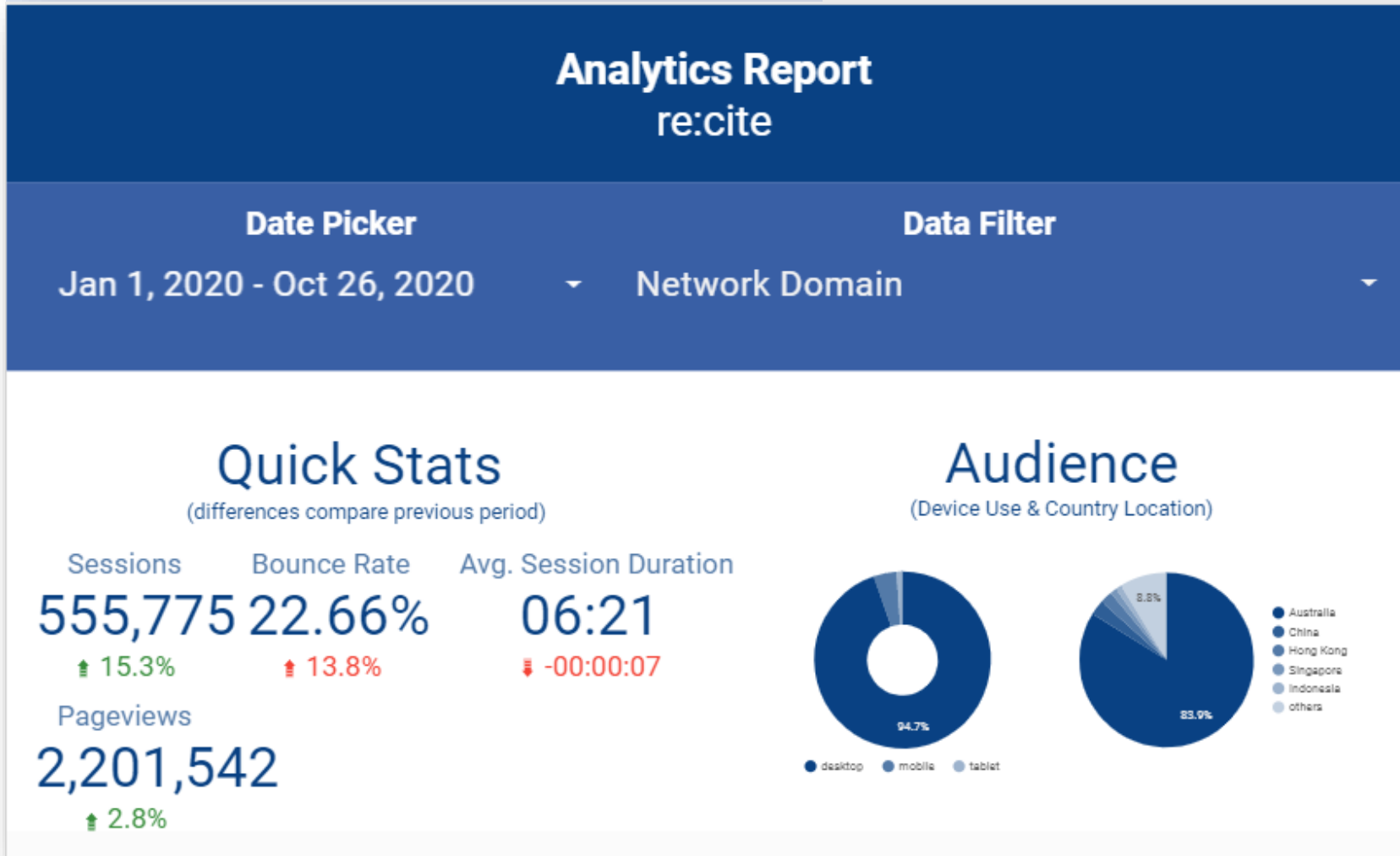
Example 1: Triangulation → action

Five different sources of review data have been collected to understand perceptions, usage, and improvements for the Library's online referencing resources.



2. Continuous improvement

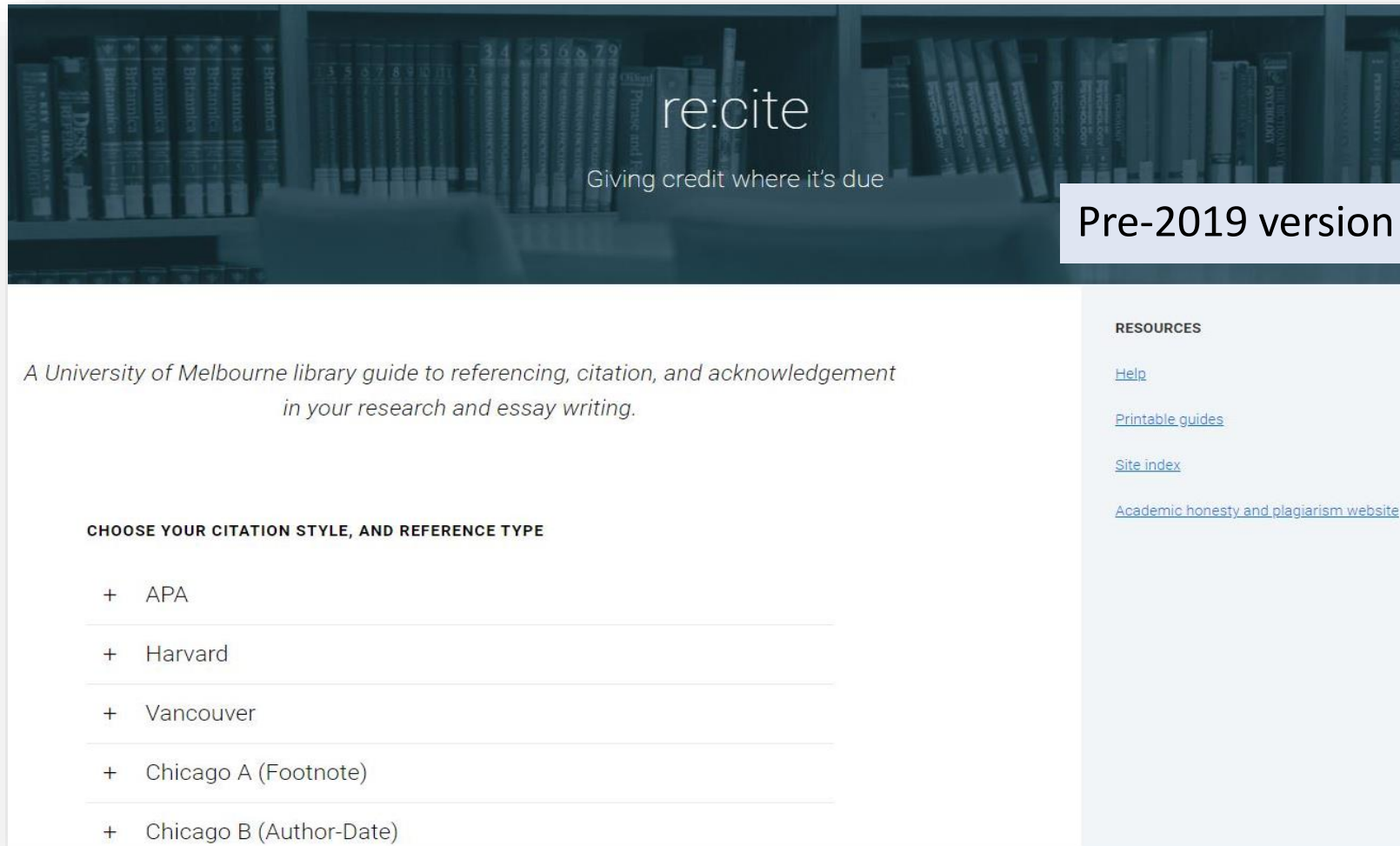
Example 1: Triangulation → action



Review data are complemented by interactive dashboards (Google Analytics Data Studio) for the Library's Re:cite website

2. Continuous improvement

Example 1: Triangulation → action



The screenshot shows the re:cite website interface. The header features the text "re:cite" and the tagline "Giving credit where it's due" over a background image of bookshelves. Below the header, a light blue box contains the text: "A University of Melbourne library guide to referencing, citation, and acknowledgement in your research and essay writing." To the right of this box is a "RESOURCES" section with links to "Help", "Printable guides", "Site index", and "Academic honesty and plagiarism website". On the left, under the heading "CHOOSE YOUR CITATION STYLE, AND REFERENCE TYPE", there is a list of citation styles with expandable options indicated by plus signs: APA, Harvard, Vancouver, Chicago A (Footnote), and Chicago B (Author-Date).

re:cite
Giving credit where it's due

Pre-2019 version

A University of Melbourne library guide to referencing, citation, and acknowledgement
in your research and essay writing.

CHOOSE YOUR CITATION STYLE, AND REFERENCE TYPE

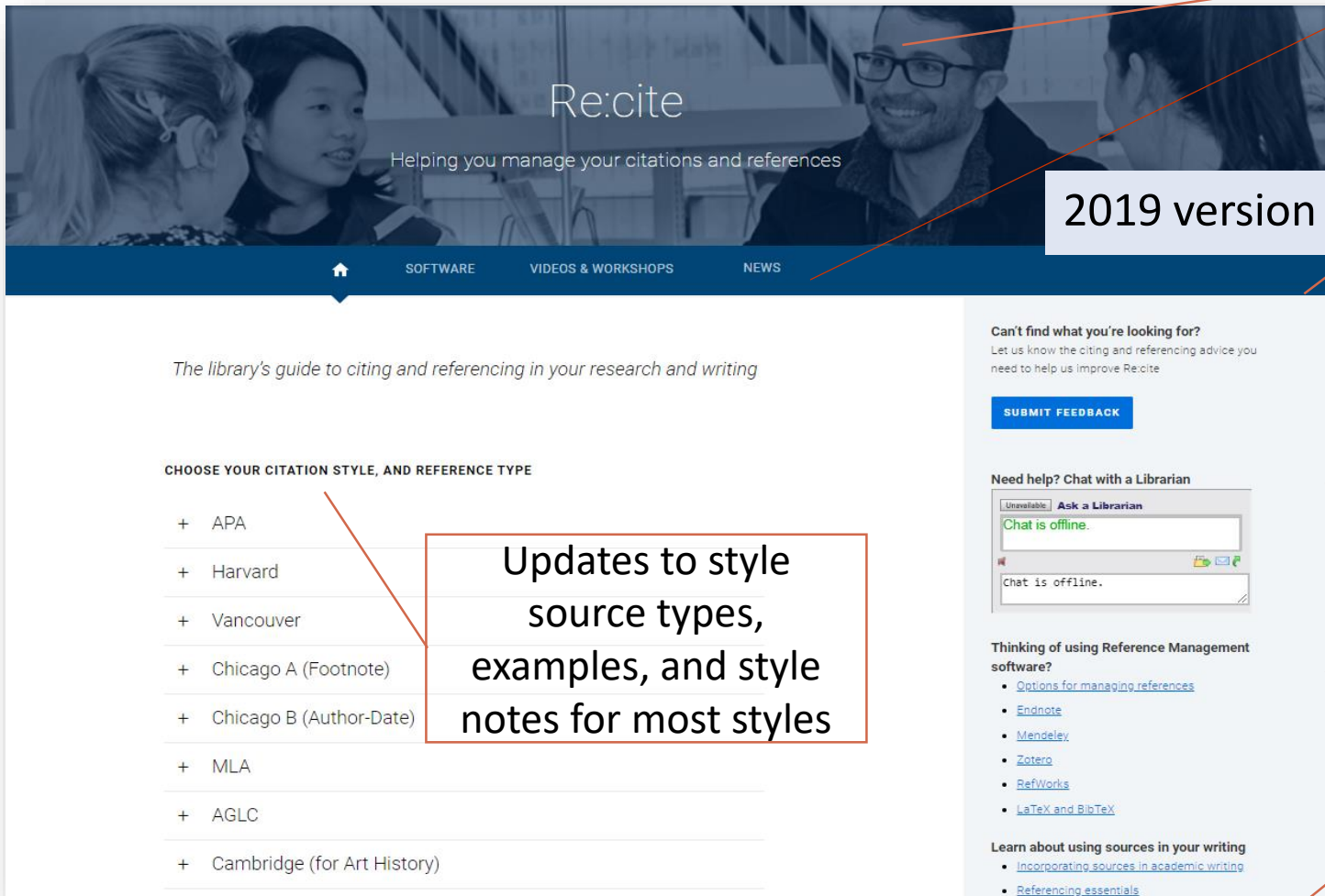
- + APA
- + Harvard
- + Vancouver
- + Chicago A (Footnote)
- + Chicago B (Author-Date)

RESOURCES

- [Help](#)
- [Printable guides](#)
- [Site index](#)
- [Academic honesty and plagiarism website](#)

2. Continuous improvement

Example 1: Triangulation → action



New banner, tagline, and header

New feedback form added to collect examples from users of styles and source types not covered

New Library Chat box embedded

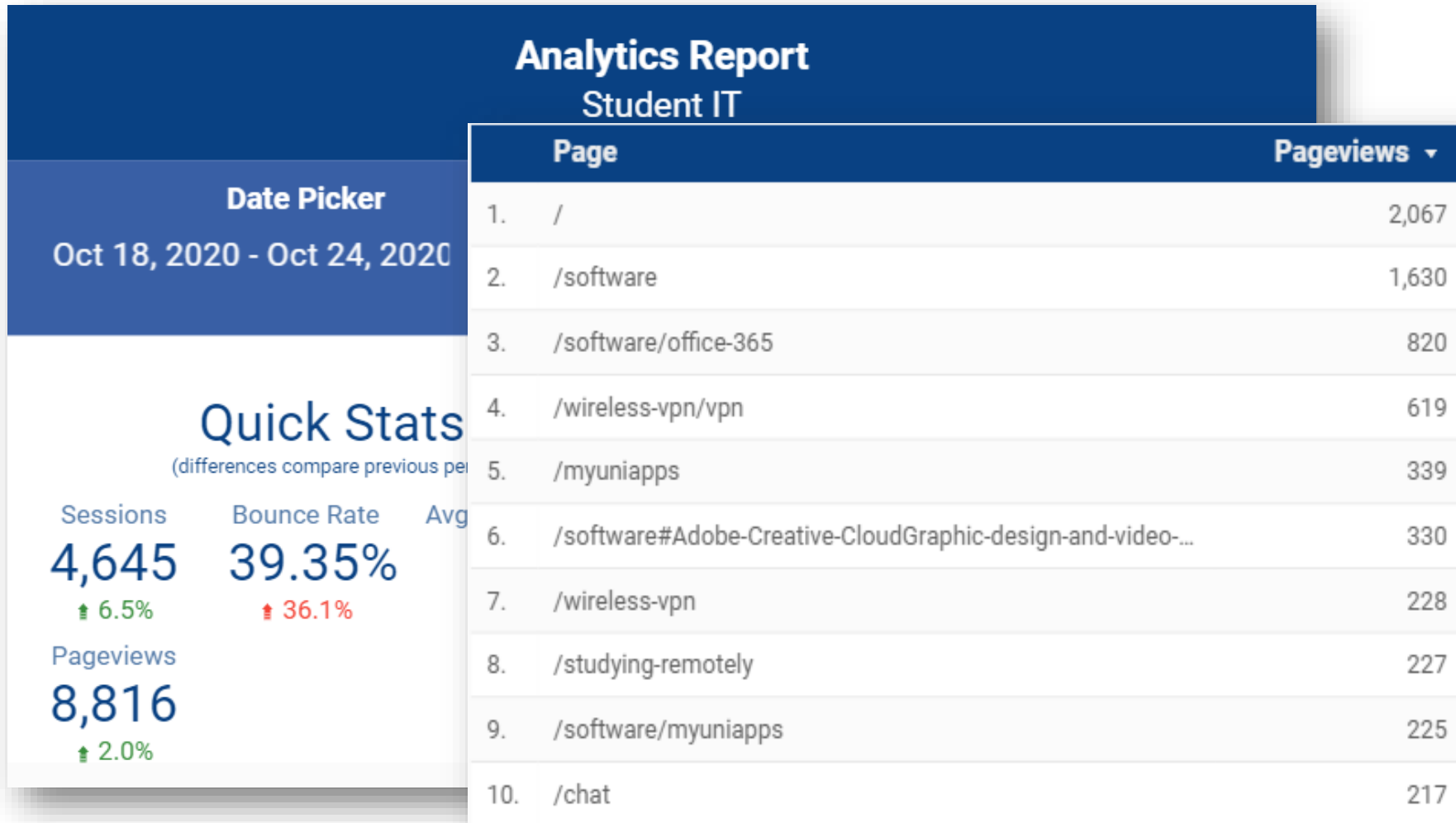
New links added to updated Reference Management software Library Guides

New links added to Academic Skills and Academic Integrity resources

Updates to style source types, examples, and style notes for most styles

2. Continuous improvement

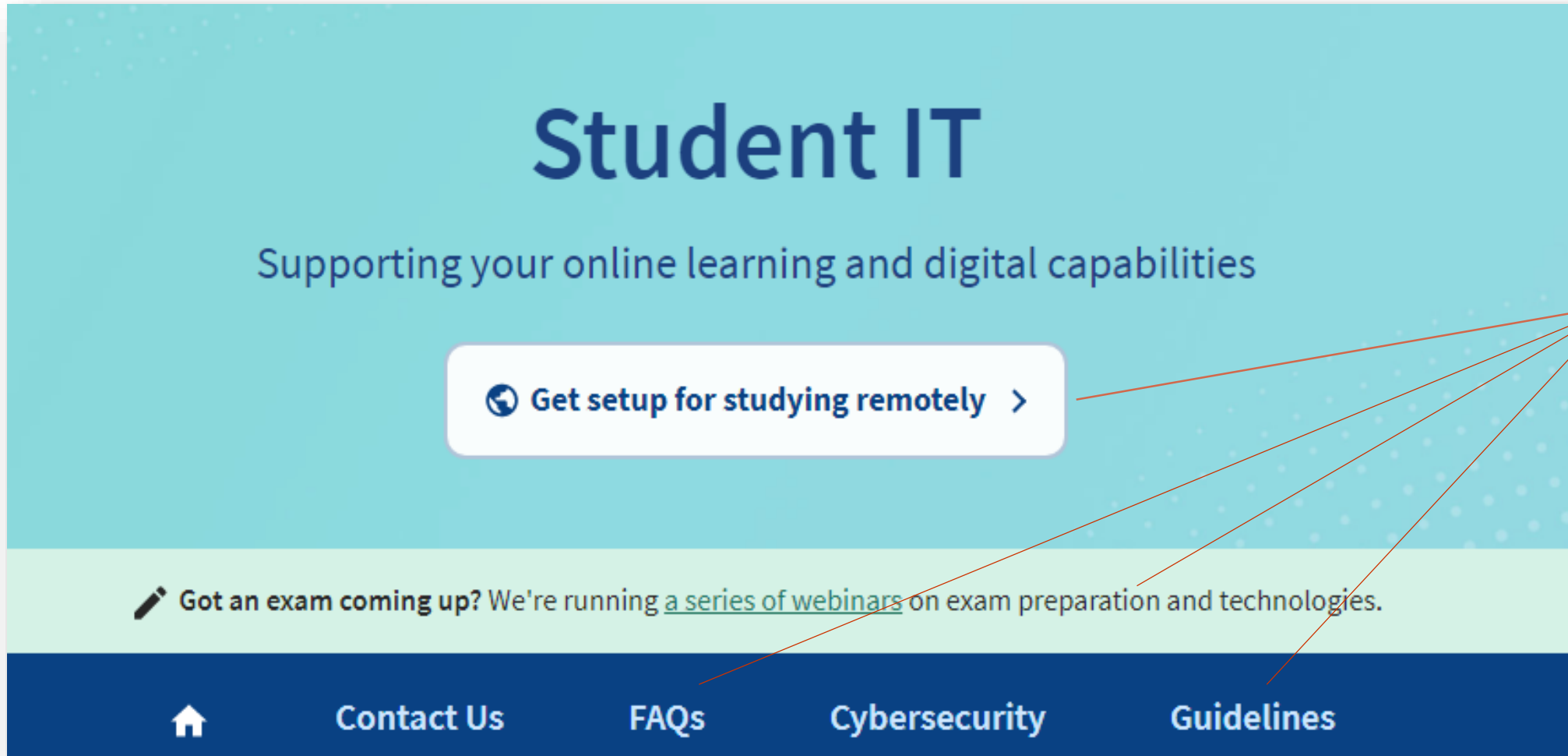
Example 2: Embedding evidence-based decision making



Weekly team meetings start with reviewing each service channel's data to optimise online resources.

2. Continuous improvement

Example 2: Embedding evidence-based decision making



Dynamic
content
updated
daily/weekly

3. Meaningfulness

Example 1: Metrics for Library Guides



Create resources as assets in Library Guides to enable 'resources accessed' metric.

Library Guides

Online guides to the research resources and tools of the University of Melbourne Library

Essential Guides

**Guides by Subject
Area**

General Guides

**Guides for
Researchers**

3. Meaningfulness

Example 1: Metrics for Library Guides

January – October 2020

Total page views

- 1,803,282

Total resources accessed

- 202,022



Books from the Catalogue:
14,654



Links: 140,076



Databases: 41,238



Documents: 6,054



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2020
draft
update

Meaningfulness
example 2:
Discipline-specific
reporting

Scholarly and Digital Capabilities Framework

Building students' capabilities with data, information, knowledge and technologies for 21st century learning, research and work



| Capabilities | Directed research | Guided research | Self-directed research | Independent research |
|---|---|---|---|---|
|  Search, navigate, locate | <p>Clarify understanding of the question. Identify key concepts and plan an approach for searching and determining types and scope of data, information and knowledge required for task or project.</p> <p>Identify and navigate recommended technologies, tools and platforms to enact searches and locate relevant data, information and knowledge.</p> | <p>Develop manageable questions or projects, draft a search strategy and determine types and scope of data, information and knowledge required.</p> <p>Identify and navigate relevant technologies, tools and platforms for interrogation and discovery of data, information and knowledge.</p> | <p>Plan advanced lines of enquiry and strategies for accessing a broad range of data, information and knowledge when scoping select questions and projects.</p> <p>Configure, use and refine advanced features across a selection of tools, platforms and technologies for navigating and locating data, information and knowledge.</p> | <p>Formulate complex lines of inquiry and search strategies and determine the type and scope of data, information and knowledge required for literature reviews and research projects.</p> <p>Systematically navigate a network of discipline-specific, multidisciplinary and emerging technologies, tools and platforms, knowledge for</p> |
|  Evaluate, analyse, review | <p>Evaluate recommended technologies, tools and platforms for study and research.</p> | | | <p>data, information and knowledge by the efficacy of</p> <p>s, tools and platforms and is uncovered</p> |
|  Organise, manage, curate | <p>Use organisational structure information.</p> <p>Understand when and why technology is used.</p> <p>Awareness of migrating technology.</p> | | | <p>organising, managing and knowledge</p> <p>ling emerging and sets of data, all aspects of</p> <p>hiving research and sharing</p> |
|  Create, collaborate, reflect | <p>Use and from original given tasks.</p> <p>Create and emerging specific</p> <p>Individual learning</p> | | | <p>tribution to practice using</p> <p>ms</p> <p>asing and ways</p> <p>and profiles awareness</p> |
|  Communicate, connect, share | <p>Communicate and collaborate with prescribed groups through the use of social platforms. Understand the ethical, safety and security issues involved in sharing across specific spaces.</p> <p>Maintain a digital profile as the basis for making and building connections and aiding the sharing of content with peers and specified audiences.</p> | <p>Responsibly share content across a range of collaborative spaces and social platforms. Connect with peers and learning communities.</p> <p>Maintain digital identities that assist with communication and access of content for select audiences. Understand platform settings for safety and data security.</p> | <p>Responsibly share content across a range of collaborative spaces and social platforms. Connect with peers, learning communities and broad interdisciplinary networks.</p> <p>Maintain digital identities that assist with communication, discovery and access of content. Understand platform settings and policies governing sharing, safety and data security.</p> | <p>Understand legalities and ethics in sharing scholarly contributions across multiple collaborative, social and research platforms. Translate new knowledge to connect with broader communities.</p> <p>Use digital identities to build networks and professional track record and contribute to the impact of original research across the globe.</p> |

• *Can this framework meaningfully communicate to Faculties?*

• *Does it meaningfully capture discipline-specific scholarly and digital capabilities developed by Library Liaison teams?*

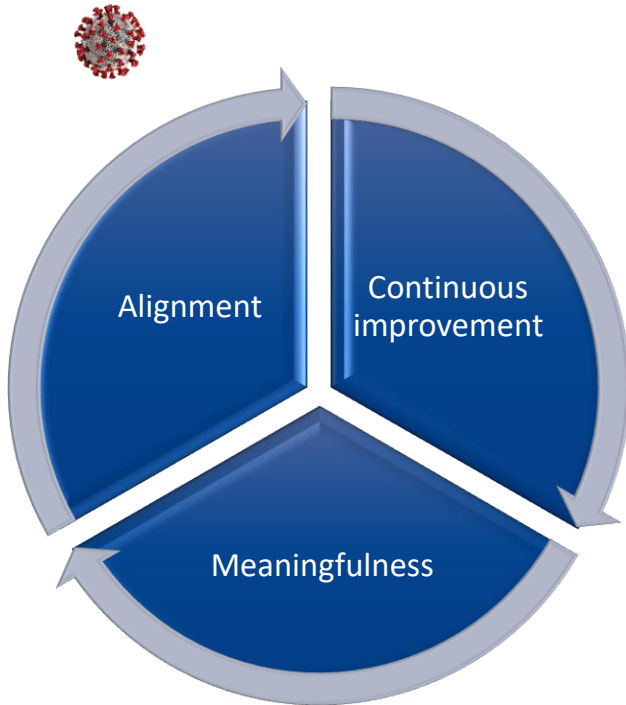
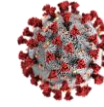
Currently exploring...

- ✓ Granular mapping of scholarly and digital capabilities
- ✓ Discipline-specific language
- ✓ Visual communication approaches

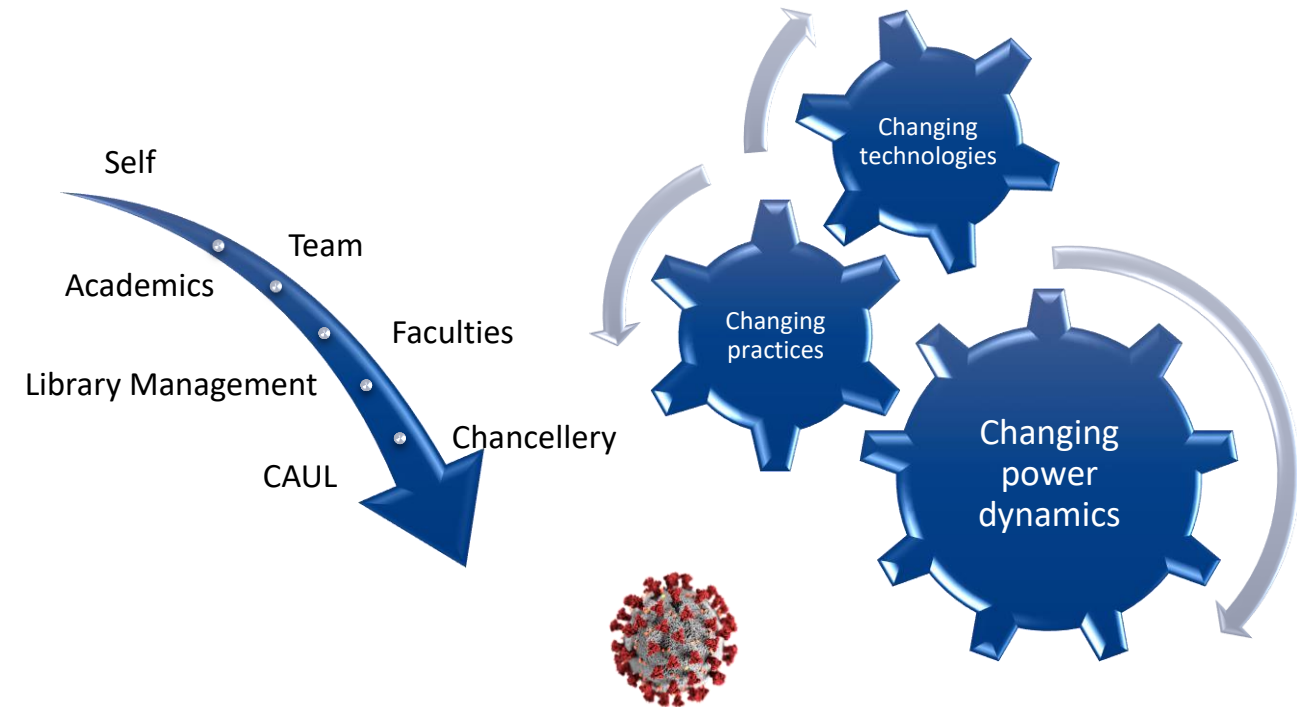


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How is 2021 looking?



- Hybrid physical-digital environments
- Multi-channel service delivery
- Digital uplift to mature online delivery and digital experience



As we continue our active sensemaking of 2020...

Is it time to tinker or overhaul our metrics, data and reporting?



Thank you

Questions, comments, or to continue the conversation:

thennessey@unimelb.edu.au