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Enhancing student access and engagement: a reading list migration project

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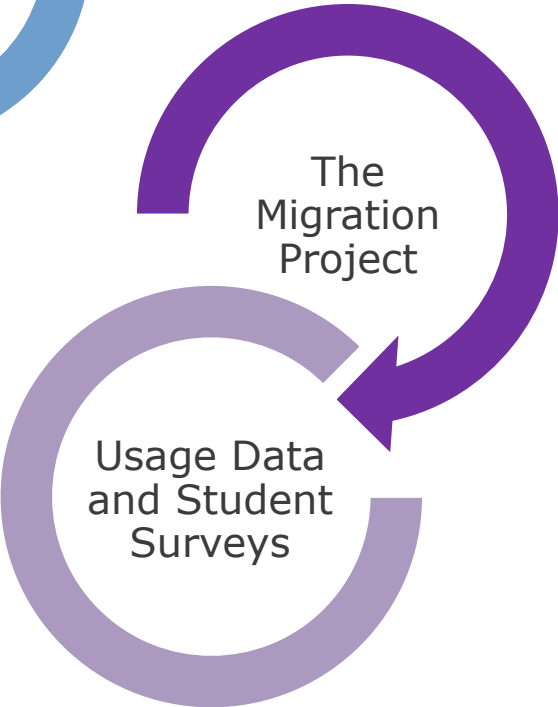
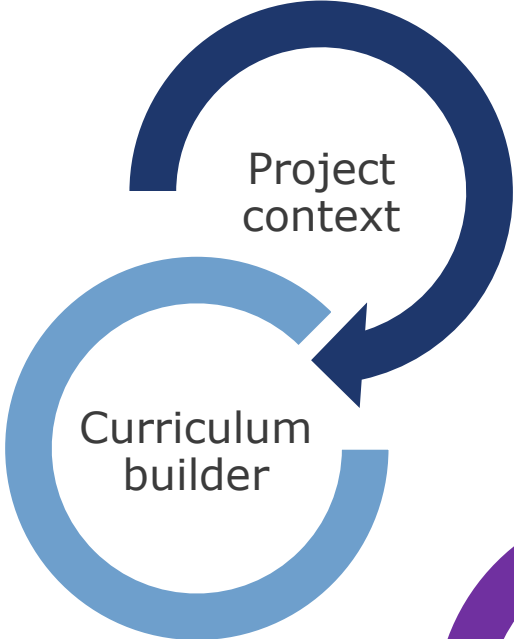
Enhancing student access and engagement: a reading list migration project

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June 2022

Introduction



Project context

- Hibernia College library is a fully online library.
- Reading lists have always been maintained by the library and are provided to students within each module on the VLE (Moodle).
- Reading lists were previously provided in PDF format and the maintenance of reading lists was a cumbersome and time-consuming administrative burden for library staff:
 - Reading lists were emailed to relevant faculty prior to their release. Changes emailed back to the library.
 - Time consuming to ensure all reading list items were in compliance with referencing guidelines.
 - Prior to release, list items were checked against the library system to ensure availability and online links were checked. Often items were not available.



Context cont.



- Student communication with the library via email queries indicated the students often became frustrated with PDF reading lists as they could not find items in the library, items recommended were not in the library at all, or links to websites were broken.
- Meeting between the library and academic staff indicated staff enthusiasm regarding the idea of changing to the new system.

Use of EBSCO Curriculum Builder

The library uses EBSCO Discovery Service. This system was introduced in late 2020. EBSCO's reading list tool, Curriculum Builder (CB), was included within the subscription.



The library decided to use this software because:

- It could be used at no additional cost.
- It integrated well with the library Discovery Service.
- The ability to include web links in the reading lists was another advantage.
- Existing EBSCO supports could be utilised during the migration.
- Overall functionality was adequate.

The migration project



- Migration began in autumn 2021.
- Including older cohorts that previously used PDF reading lists, all upcoming reading lists for all cohorts were migrated.
- Migration is happening on demand i.e. reading lists were released in tandem with module release. Prior to each reading list release date, the PDF reading list was migrated to the new software.
- Before creating the list in CB, the PDF list was send to the relevant tutor for review.
- During the migration phase, reading lists for new cohorts were either created from scratch in CB or copied over from an existing CB list created for an earlier cohort.
- We are still in the migration phase as of June 2022.

Sample of a PDF reading list



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Inclusion and Diversity

Core Text: Books

Conn, C. (2014) *Autism and the Social World of Childhood: A sociocultural perspective on theory and practice*. Oxon, Routledge. **EBSCO eBook Collection**.

Rose, R. & Shevlin, M. (2021) *Establishing Pathways to Inclusion: Investigating the Experiences and Outcomes for Students with Special Educational Needs*. London: Routledge. Chapters 2, 4, 5, 6, 11, 14 **EBSCO eBook Collection**.

Westwood, P. (2020) *Commonsense Methods for Children with Special Educational Needs*. London, Routledge. Chapters 1, 2, 3, 5, 6, 8, 10, 13, 15. **EBSCO eBook Collection**.

Core Text: Articles

Carter, C. and Sallis, R. (2016) 'Dialogues of diversity: examining the role of educational drama techniques in affirming diversity and supporting inclusive educational practices in primary schools', NJ: *Drama Australia Journal*, 40(1), pp. 78–88. **Taylor & Francis Social Science and Humanities Library**.

Fitzgerald, J., Lynch, J., Martin, A. and Cullen, B. (2021) 'Leading Inclusive Learning, Teaching and Assessment in Post-Primary Schools in Ireland: Does Provision Mapping Support an Integrated, School-Wide and Systematic Approach to Inclusive Special Education?', *Education Sciences*, 11(168), p. 168. doi: 10.3390/educsci11040168. **DOAJ**

Guðjónsdóttir, H. and Óskarsdóttir, E. (2020) "Dealing with Diversity": Debating the Focus of Teacher Education for Inclusion', *European Journal of Teacher Education*, 43(1), pp. 95–109. **Taylor & Francis Social Science and Humanities Library**.

Shevlin, M. and Banks, J. (2021) 'Inclusion at a Crossroads: Dismantling Ireland's System of Special Education', *Education Sciences*, 11(161), p. 161. doi: 10.3390/educsci11040161 **DOAJ**

Slee, R. (2019) 'Belonging in an Age of Exclusion', *International Journal of Inclusive Education*, 23(9), pp. 909–922.


Recommended reading: Books

Delaney, S. (2017) *Become the primary teacher everyone wants to have: a guide to career success*. Routledge. **eBook Central**

Imray, P. and Colley, A. (2017) *Inclusion Is Dead: Long Live Inclusion*. Milton Park, Abingdon, Oxon: Routledge. **EBSCO eBook Collection**

Powell, S. and Jordan, R. (2012) *Autism and Learning (Classic Edition): A Guide to Good Practice*. London: Routledge. **EBSCO eBook Collection**

Sample of a CB reading list




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English

Research Methods: Gradebook Spring 21: Reading List


Brought to you by Hibernia College



[Copy- and Print-friendly View](#)

[← Back to main list](#)


Research Methods (currently selected)



[A teacher's guide to classroom research. \[electronic resource\]](#)
By : Hopkins, David, 1949- Ahtaridou, Elpida ProQuest (Firm)
A teacher's guide to classroom research [electronic resource] / David Hopkins ; with the assistance of Elpida Ahtaridou., Published: 01/01/2008, Language: English

Online Access

Cite



[Advancing the Scholarship of Teaching through Collaborative Self-Study](#)
By : Louie, Belinda Y.; Drevdahl, Denise J.; Purdy, Jill M.; Stackman, Richard W.
The Journal of Higher Education, : 00221548, : 15384640, Published: 03/01/2003, Vol: 74, Issue: 2, Start Page: 150, Page Count: 22, Language: English


Full Text Full Text

Cite

[British Educational Research Association \(BERA\) \(2018\) Ethical guidelines for educational research. \(website launches in a new window\)](#)

[Creswell, D. and Creswell J. \(2018\) Research design: qualitative, quantitative and mixed methods approaches. 5th edn. London: Sage. Chapter 9 \(website launches in a new window\)](#)

[Creswell, J. and Poth, C. \(2018\) Qualitative inquiry and research design: Choosing among five approaches. 4th edn. London: Sage. Chapter 4 \(website launches in a new window\)](#)



[Doing Your Research Project : A Guide for First-time Researchers](#)
By : Bell, Judith; Waters, Stephen
Doing Your Research Project : A Guide for First-time Researchers, : 9780335264469, : 9780335264476, Published: 01/01/2014, Published: 04/29/2015, Language: English

Full Text

Cite

Main findings from usage and survey data

- Based on the sample cohorts for which data was gathered from the VLE, CB reading lists are accessed by students between 10 and 20 times during a module.
- EBSCO usage statistics show a general high level of usage of CB reading lists and of library resources linked within reading lists.
- Survey data indicates overall student satisfaction with CB reading lists.
- The lowest level of satisfaction was seen among students who had experienced using both PDF reading lists and CB reading lists.
- The highest level of satisfaction was expressed by undergraduate Nursing students.

Curriculum Builder usage data gathered from the student VLE (Moodle)

Two cohort sample of reading list usage September-December 2021

Cohort	Masters in Primary Education Autumn 2021	Masters in Post-Primary Education Autumn 2021
Student no.	501	289
No. of times reading lists accessed	11,500	3,000

EBSCO Curriculum Builder usage

EBSCO data for overall Curriculum Builder usage from September to December 2021

Month	Number of Sessions	Total Search Clicks	Total item Requests	Total Full-Text Requests
December	3832	2965	876	394
November	10017	7433	3947	2371
October	9889	7810	5646	4467
September	1507	2389	1655	966

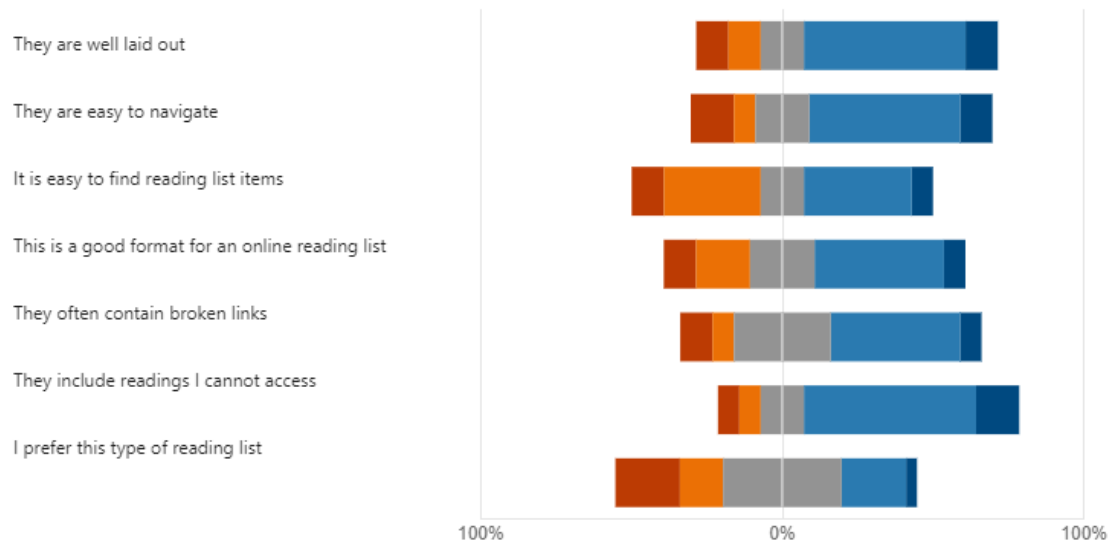
Student satisfaction survey

Survey of Masters in Primary Education, Spring 2021 cohort .

This cohort used PDF reading lists at the beginning of their programme and moved to Curriculum Builder in autumn 2021.

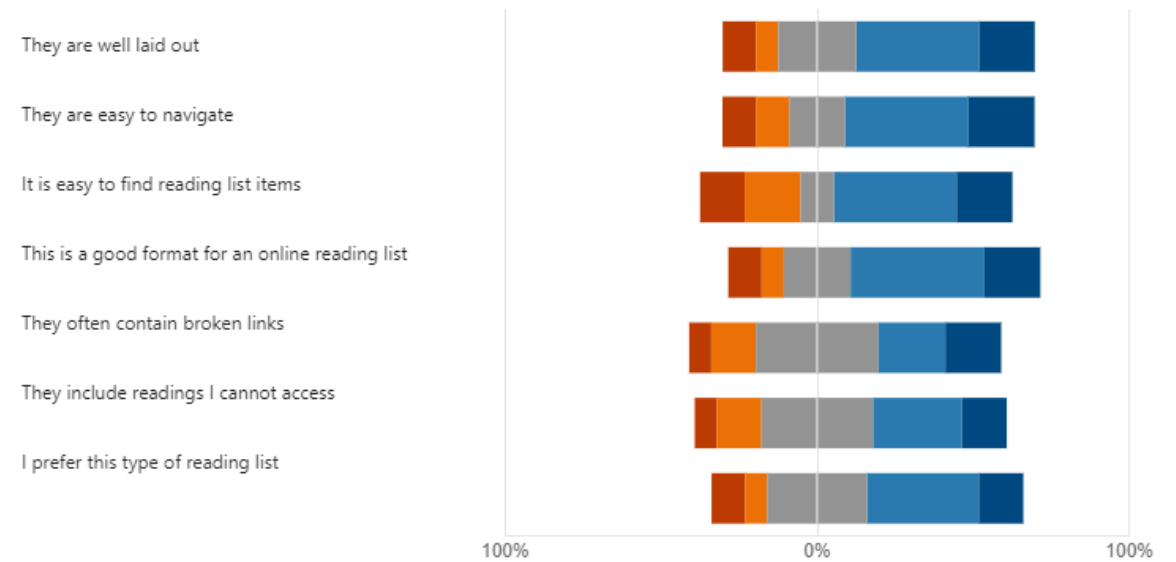
Question: Regarding PDF reading lists, rate your level of agreement with each statement

Strongly disagree Disagree Neutral Agree Strongly agree



Question: Regarding Curriculum Builder reading lists, rate your level of agreement with each statement

Strongly disagree Disagree Neutral Agree Strongly agree



Student satisfaction survey

Survey of Masters in Primary Education, Autumn 2021 cohort.

This cohort used Curriculum Builder reading lists from the start of their programme.

Question: How often do you typically access your reading lists?

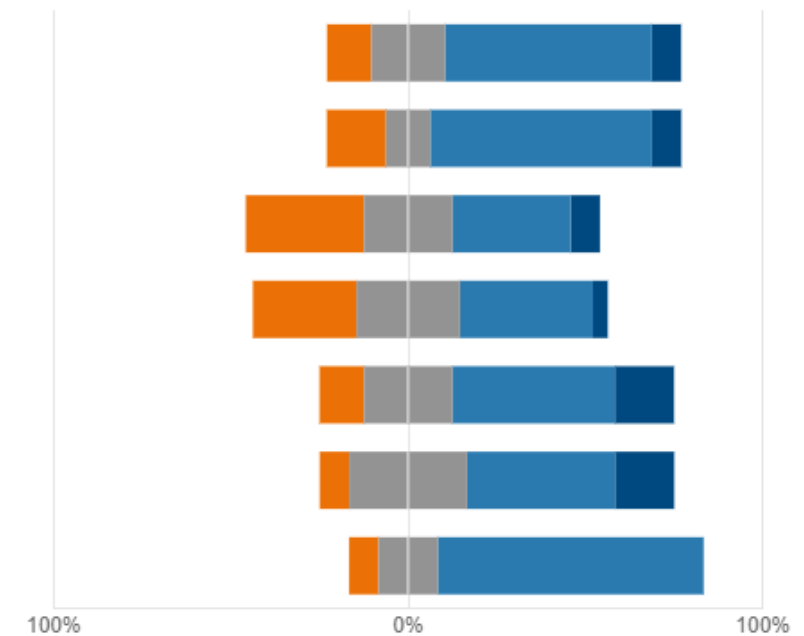
● Daily	0
● Weekly	11
● Monthly	11
● More rarely	2
● Never	0



Question: In terms of your reading lists, rate your level of agreement with each statement:

Strongly disagree Disagree Neutral Agree Strongly agree

- I like how reading lists are structured
- They are easy to navigate
- They often contain broken links
- Accessing the full-text of library items is easy
- I would like more guidance within the reading list
- I would attend an 'introduction to reading lists' webinar
- Overall, I am satisfied with the reading list software used

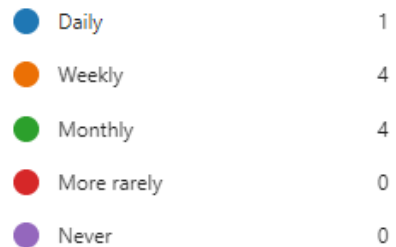


Student satisfaction survey

Survey of Undergraduate Nursing students, Spring 2022 cohort.

This cohort used Curriculum Builder reading lists from the start of their programme.

Question: How often do you typically access your reading lists?



Question: In terms of your reading lists, rate your level of agreement with each statement:

Strongly disagree Disagree Neutral Agree Strongly agree

I like how reading lists are structured

They are easy to navigate

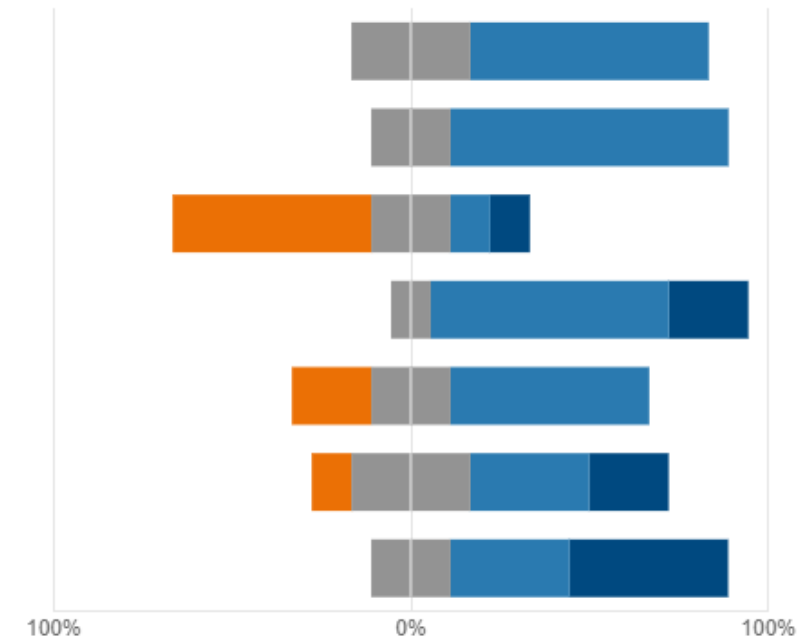
They often contain broken links

Accessing the full-text of library items is easy

I would like more guidance within the reading list

I would attend an 'introduction to reading lists' webinar

Overall, I am satisfied with the reading list software used



A sample of comments from student surveys

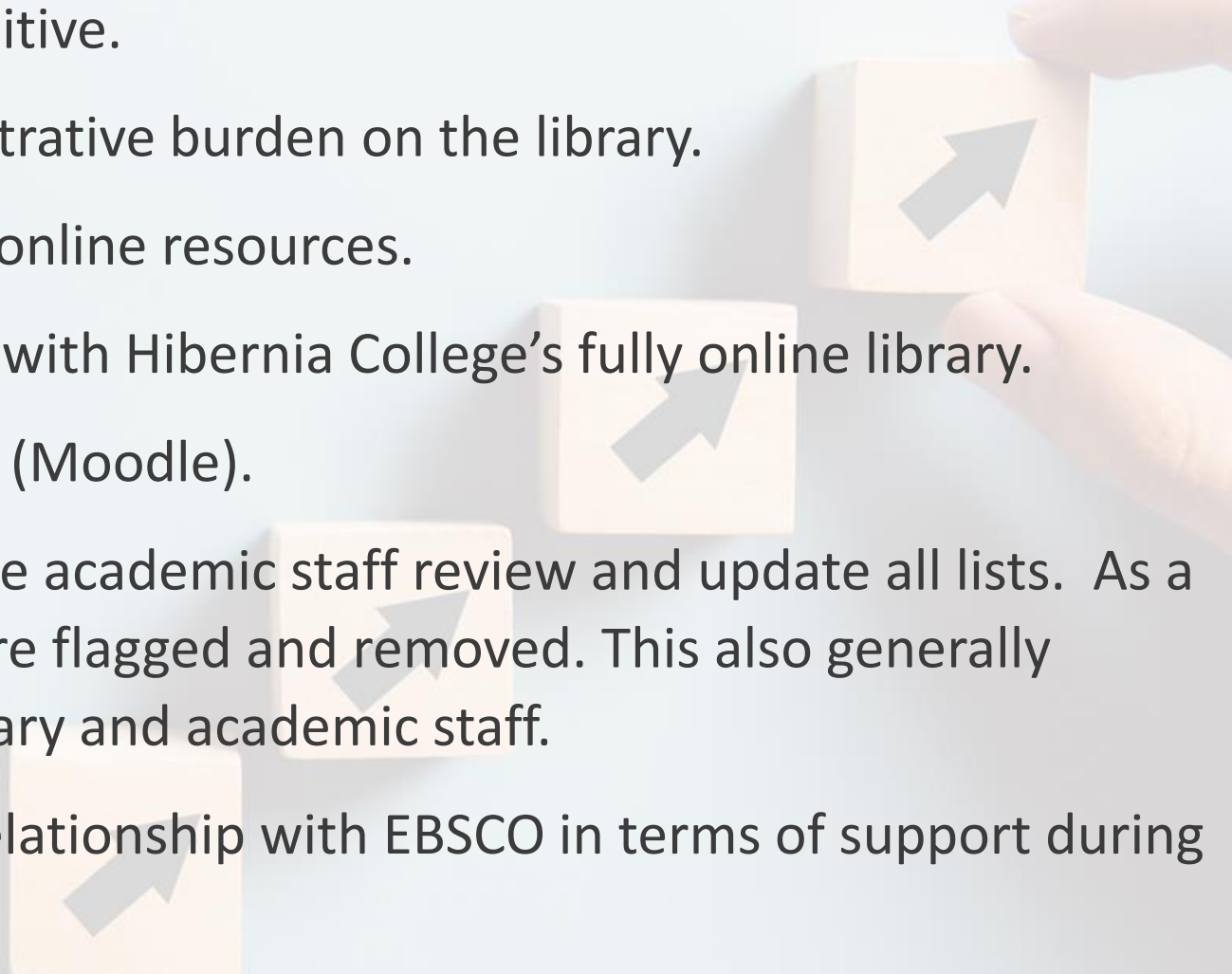
"The new system is far superior. It literally has saved me so much time looking for documents recently."

"I think both have advantages and disadvantages. I like the pdf layout but the new way is handy as you can just click the link. Visually I definitely prefer the older version."

"As a new student some [CB] reading lists have broken links"

"Thank you, find the library staff so helpful too."

Migration benefits

- Student feedback has been generally positive.
 - The new software has eased the administrative burden on the library.
 - CB allows seamless access to library and online resources.
 - Online reading list software is consistent with Hibernia College's fully online library.
 - CB integrates easily with the student VLE (Moodle).
 - Migration offered the opportunity to have academic staff review and update all lists. As a result, outdated or unavailable items were flagged and removed. This also generally strengthened collaboration between library and academic staff.
 - The library benefited from the existing relationship with EBSCO in terms of support during the migration.
 - EBSCO offers basic usage data for CB.
- 
- A hand is shown placing a wooden block with a grey arrow pointing up and to the right onto a staircase of four similar blocks. The blocks are arranged in a diagonal line from the bottom-left towards the top-right, creating a step-like effect. The background is a light, neutral color.

Migration challenges

- While student feedback is generally positive, particularly among more recent cohorts, those who used both the old and new systems expressed greater discontent with the change. This may have been a result of change resistance during the migration.
- The volume of work to migrate initially was challenging.
- There is still an issue with broken links when items are removed from databases or when websites no longer work. Regular checks are necessary.
- Only very basic usage data for CB is available from EBSCO.
- The lists have the capacity to be ordered and for notes to be added however, a greater level of structural delineation or hierarchy for reading lists would be welcome by students.
- Confusion has been expressed from some academic staff regarding the new software and how it works.

What we learned

- Changing format does not necessarily resolve existing issues E.g. changing the reading list format has not fully resolved the issue of broken links, we still require a regular procedure to check for broken links.
- While it's a huge improvement for library staff, it's a more modest improvement for students (survey feedback).
- It's a work in progress. We are still in the migration phase and have learned a great deal, but a second phase to implement changes based on our knowledge is possible.



Next steps

- Continue to collect student feedback regarding their experience with the software in order to gain a better understanding of how they are using it and what the next steps should be.
- Better support and training for staff – to involve academic staff more into the maintenance and updating process once the reading list has been constructed.
- Create a clearer feedback mechanism for students regarding broken links etc. to minimise frustration.
- EBSCO are phasing out CB by 2024. It remains to be seen if the new system will retain the functionality of the current software and if migrating to the new system will be achievable. We may need to decide whether to continue using the new reading list software from EBSCO or to switch to a different programme.

Please contact us for
further information.

library@hiberniacollege.net

Thank you

