NoWAL Conference - 20th July 2017

Library evolution: developing academic libraries or the future

11.20 – 12.10   Breakout Sessions 1 – 4

Breakout Session 1 – Workshop

Presenter: Kate Holmes – University of Manchester
Title: Building Academic Libraries of the future

Considering the future needs of academic libraries requires planning and innovation. The constant evolution of technology and limitations on resources means that libraries need to be fully prepared in order to meet the changing needs of students and researchers.

Flexible and collaborative working spaces; the application of new and developing technologies; as well as building the skills of staff and students are just some of things that should be considered when planning the direction of academic libraries. It also requires innovation, teamwork and creativity to work around the limitations surrounding these areas.

This workshop uses the innovative methods of Lego Serious Play as a tool to engage participants and encourage collaboration. Participants will work together in groups to plan and build future library spaces and services using Lego. This method offers a fun and accessible means for participants to come together to share ideas. In this workshop, participants will consider the building blocks of new services and spaces that encourage future academic libraries to thrive.

Breakout Session 2 – Workshop

Presenter: Jane Cooke & Gopal Dutta – NoWAL procurement Group
Title: eBook accessibility audit

The workshop will be delivered by members of the national eBook Accessibility Audit team. A key message will be that collaboration between HEIs and book suppliers is essential to develop a better understanding of accessibility requirements to improve the user experience with eBooks.
The workshop will include
- an overview of the eBook Accessibility Audit project and the role of the NoWAL Procurement Group as a key stakeholder and as a member of the Joint Consortia group for Books, Standing Orders, eBooks and Related Materials.
- a demonstration of the simple survey tool used by the audit team for checking the accessibility of eBooks and will detail example queries from students about eBook accessibility
- a practical activity, during which delegates will have the opportunity to evaluate an eBook against a sample of questions used in the eBook Accessibility Audit. The activity will include using text-to-speech technology to test whether eBooks can be read aloud. Delegates will work in pairs or small groups for the activity. (NB: it would be helpful if delegates could bring their own login details to access an eBook platform).
- a facilitated discussion, including feedback from delegates on their experience of the activity, concluding with a reflection on eBook accessibility.

Breakout Session 3 – Workshop

Presenter: Sarah Monks & Rebecca Coombes – Leeds University
Title: Unlocking the Library – a locked box induction

There is a constant challenge in HE libraries to deliver library inductions to new students that are entertaining and memorable as well as informative. Leeds Trinity University used a new initiative for the first time last year - the locked box induction, loosely based on the escape room concept.

Escape rooms involve small groups of people working together to solve clues and puzzles in order to escape from the room in which they are locked in (Ung and Salisbury, 2017). In the summer of 2016 the library at Leeds Trinity University was approached by a lecturer who specialised in these escape room events with the idea of running something similar in collaboration with the library.

In this interactive session, delegates will get to see first-hand how a low-tech locked box style induction for Level 4 students at the start of the 2016-17 academic year was put together and hear about the 'Do's and Don'ts' of running this type of activity. They'll be given the chance to solve the clues and 'unlock the library' and discuss alternative ways in which the escape room format could be used to develop students' information literacy skills.

Ung, E. and Salisbury, F. (2017) There's no escape: using escape room game design principles to engage library users. ALIA Information Online 2017 Conference, 13-17 February. [online] Available at: https://informationonline.alia.org.au/content/there%E2%80%99s-no-escape-using-escape-room-game-design-principles-engage-library-users [Accessed 20 February 2017]

Breakout Session 4 – Lightning Talks x 4

Presenter (Lightning Talk): Eleanor Johnston – University of Staffordshire
Title: Thinking differently: how people made voting judgements in the US Election: an Information Literacy approach

The aim of this session is to pose a question and get the audience thinking and contributing: how did people make voting judgements in events such as Brexit and the US election?' The session will discuss the concept of Information Literacy and invite thoughts on 'Fake News' and 'Echo Chambers'. This is based on the speaker's experiences blogging the US Election in the USA in November 2016, and will contain excerpts from the interviews she carried out.

It will then be explained how this experience can be used to support library users and meet their evolving teaching, learning and research needs, through the critical evaluation of resources.

Presenter (Lightning Talk): Emily Shields – Manchester Metropolitan University
Title: Borrowit@MMU

Borrow it @ is a Google Chrome Extension which works with Amazon and other booksellers, to link directly to your Library's Discovery Service to save students money whilst utilising the browsability of these commercial websites. The extension is quick and easy to download and when in place it positions a 'Borrow it @ Your Library' button on to a bookseller's interface. When the user finds a title of interest on the site, clicking on this button will run a simple title / author search on the Library's Discovery System to find out if the library has a copy for the user to borrow.

Borrow it@... is intended to combat issues users have finding books using recommendation features and to act as a catalyst for discovery of library resources. It's also an opportunity to find new keywords and concepts previously unexplored due to lack of knowledge. This extension can give the same

experience of browsability and unexpected discovery for books that many database features do for journal articles.

Delegates will have a chance to see the app in practice and discuss its application in IL teaching and promotion of the Library's resources more widely. It will also be an opportunity to discuss how to utilise it within delegates' own services and what enhancements may feed into the development of this extension.

Presenter (Lightning Talk): Samantha Gillies & Kate Johnson – Edgehill University
Title: Library Tab to improve the User experience

The session will outline the experience of developing a tailored "My Library" tab in the VLE, a departmental specific library tab as part of a base-line suite of tools. The presenters will look at how the tab is used as part of student induction and also within digital literacy sessions.

The initial conception of a library tab in 2013 was the culmination of a project to surface library content, services and support in the heart of every student's learning environment. In 2016, there was an impetus to improve the content and therefore the user experience; so a joint project between library staff and colleagues from Learning Technology Development used UX to find out what students wanted and how they access information, rather than how we think they access information. Usability testing was a key process involved in finding out exactly how students use the online library systems.

The Library tab offers links to subject-specific resources for each student and incorporates a range of help, support and resources including access to online skills modules for study skills, digital literacy and access to journals and databases. Digital literacy sessions and inductions all focused on the Library tab as an entry route to resources, and feedback from students and academics has been overwhelming positive.

Presenter (Lightning Talk): 4.Ken Chad and Helen Anderson – Ken Chad Consulting
Title: TEF - a new opportunity for libraries?

The Teaching Excellence framework is part of the Higher Education and Research Bill and many people see it a one of the biggest changes in HE for decades. In short the better the university's ranking in the TEF the more income it will be able to obtain. This is clearly a strong strategic motivator for institutions to engage with the initiative, how can libraries respond? This session will be based on the forthcoming (in Feb 2017 but published by June 2017) Higher Education Library Technology Briefing paper.

This presentation will outline the need for librarians to be 'strategic and savvy' in exploiting existing strong evidence for the importance of the library, library resources and library technology in helping to achieve better teaching and learning outcomes. In this way the library may be able to not only protect current investment levels but increase them. It will cover issues such as the growing importance of learning analytics, new models for, especially digital content and library technologies such as Reading List solutions.

12.15 – 12.45   Breakout Sessions 5 - 8

Breakout Session 5

Presenter: Angela Walker - University of Salford
Title: NoWAL Critical Friend Project

The NoWAL Development Plan 2014- 2017 identified running a pilot to test a critical friend process to assess if this would be helpful for NoWAL libraries. The project was led by one of the NoWAL Directors, Susan Murray Liverpool Hope University, with initial planning stage contributions from Angela Walsh, University of Chester. The aim of the pilot was to identify within one of the NoWAL libraries a project which may benefit from a Critical Friend review to strategically support a team to achieve their aims and objectives. This could be introducing a new service or changing existing provision. As the Critical Friend would be from outside of the organisation, they would offer a different perspective and hopefully recommendations and support.

University of Cumbria identified a potential project around a review of their virtual presence. Directors were asked to identify potential staff from their teams to undertake the role of Critical Friend and Angela Walker, Digital Library Manager at University of Salford, offered to be involved.

The presentation will discuss the background to the project, as well as exploring the process and the outcomes.   Angela will also explore her experience as a Critical Friend and there will be feedback from colleagues from Cumbria on the experience.

Breakout Session 6

Presenter: Holly Singleton - University of Coventry
Title: Digital Leaders: running a peer assisted digital skills programme

In September 2015, the library partnered with the Disruptive Media Learning Lab to develop the concept of 'Digital Leaders', a student-led project with a focus on digital and information literacy (see website). Through a series of thematic workshops, concepts around security and privacy, online communication and being critical of online content were explored. The students submitted video applications to become Digital Leaders who would go on to develop, create and run their own 'digital initiatives' to pass their learning onto their peers and the wider community.

Of 41 workshop attendees, 16 students became 'Digital Leaders' and are now planning a variety of projects: running workshops on social media, creating YouTube videos and podcasts, running coding clubs in public libraries and more. This is a pilot project currently in its first year, but it is hoped that it can be made self-sustaining by training Digital Leaders to help run the project next year.

Breakout Session 7

Presenter: Cath Dishman & Katherine Stephan – Liverpool John Moores University
Title: Make the table rather than be asked to it: how library services can bridge the research gap

A recent report concerning Early Career Researchers (ECRs) (*Early Career Researchers: The Harbingers of Change, August 2016*) indicated an apparent lack of visibility of the library and the support services that it provides - the library was 'seen as somewhere for undergraduates to work, and their discovery systems are bypassed in favour of other sources'. At LJMU, staff found that many specific support services offered to postgraduate researchers (PGRs) and ECRs are often isolated, rather than joined-up, and this isolation often results in a weak message about why people should use the support their University is providing them.

The Research Support Team decided to extend its reach as a 'neutral friend' to the wider university support staff. With contacts in the Graduate School and Research and Innovation Support, staff sensed an opportunity to exploit expertise and avoid duplication by forming the Research Support Network. The aim of this new cross-service group is to support the research journey from PGR to ECR to established academic, to utilise the team's knowledge base of skills/events/contacts across the university and make connections with the wider academic and research community in the process.

The talk will demonstrate how 'creating a table' at which to sit with other colleagues across departments who you may not normally work with can actually create opportunities that otherwise might have been missed.

Breakout Session 8

Presenter: Michael Williams – Bodleian Libraries, University of Oxford
Title: How off-site storage is enabling the Bodleian Libraries to develop spaces and collaborate to benefit users

In 2010, the Bodleian Libraries built a vast warehouse to store its collections on the outskirts of Swindon. This paper looks at the benefits this has brought to collection management and the direct impact it has had on library spaces and the services to readers. By moving seven million collection items off-site, library space has been released which has presented opportunities to repurpose the spaces for users. Repurposed library spaces have been opened and physically separated services have been reintegrated to provide a complete package of services in a single location.

Offering empty storage space to other institutions has enabled collaboration to enable service improvements and short-term refurbishment projects. This has enabled partner libraries to maintain existing services in what could have been a very disruptive period for users.

Those attending will learn how space redevelopment can support current and future users of academic libraries and how collaboration can bring mutual benefits for all parties through shared services and efficiencies at larger scales.

14.40 – 15.10   Breakout Sessions 9 - 12

Breakout Session 9

Presenter: Paul Verlander and Charlotte Gleeson – University of Chester
Title: Demonstrating our value to teaching and learning: a new curriculum for information literacy at the University of Chester

Like many institutions, a key strategic priority for the University of Chester is a positive outcome to the recent Teaching Excellence Framework (TEF) submission. It is vital that the library is seen to directly add value to teaching and learning. A coordinated and embedded approach to information literacy teaching is a key means of demonstrating that value. Library staff have a long tradition of contributing to the taught curriculum at Chester; however, until recently, there has been no institution-wide shared understanding of what skills all students, irrespective of discipline, require at each level in relation to their effective use of information.

This short paper will discuss the new framework for information literacy at Chester, launched in 2016-17, which informs the library's contribution to teaching and learning across the academic disciplines. The new framework for teaching IL (based on the ANCIL framework) is designed to incrementally build students' skills as they progress and to develop critical information skills from transition to HE through

to postgraduate level. The framework is also being mapped to the graduate employability profile – "the Chester difference graduate profile" - and is designed to deliver specific content on information literacy for employability. Chester's academic liaison librarians are currently working on a project to develop a suite of online learning objects to directly support the framework with a view to launch in September 2017.

Breakout Session 10

Presenter: Michael Dunne - University of Lancaster
Title: Thinking out of the box – MagicBox®

The Library has been looking at how to promote the existence and usage of its special collections, particularly the unique and distinctive collections that Library users may only see by appointment or during occasional exhibitions. Staff looked to the public library and museum sector for inspiration and noticed that many had implemented digital screens that promoted their physical collections and that encouraged some interaction with their users.

Lancaster chose the MagicBox® interactive display unit developed by CCS in Germany. The MagicBox® is described as "an astonishing innovation that magically fuses traditional display cases with actual hands-on experience. Print publications, up to now limited to a look-only display spread, will be fully tangible at the fingertips of the audience. Physical objects can be combined with video and 3D animation to enhance the understanding of their functionality and history."

It is the first university in the UK to purchase MagicBox. Delegates will be able to see MagicBox in action. The challenges of working with this kind of technology and the responses of users will be highlighted in our presentation.

Breakout Session 11

Presenter: Lesley English - University of Cumbria
Title: Mind the gap: Using MOOCs to provide pre-entry skills support

Provision of academic skills delivery to University of Cumbria students presents a range of challenges relating to ability, geography and existing experience. Cumbria's student population includes those entering HE for the first time, on standalone continuing professional development modules through to returning students engaging in Masters-level study.

This paper will focus on the use of pre-entry online skills programmes to bridge the skills gap and prepare students for the expectations of University level study. From Head Start, the Level 4 programme, to the creation of two Massive Open Online Courses (MOOCs) using the Blackboard Open Education platform: Head Start Plus (levels 5 & 6) and Preparing for postgraduate study (level 7). These programmes have been created by staff within the Academic Services and Retention team, which brings together subject librarians, information literacy practitioners and learning and skills development expertise. Collaboration with the academic Quality and Development team and colleagues with e-learning expertise has provided scalable and sustainable solutions for our extended provision of pre-entry support for students.

This presentation will highlight both the benefits and challenges of using an online skills programme as a transitional tool in a small, multi-campus University and will be of interest to other librarians involved in skills delivery, creation of online content, retention and induction activities.

Breakout Session 12

Presenter: Mike Kelly - University of Manchester

Title: Expansion & contraction – the evolution of an Academic Library
The University of Manchester Library plays a key role in supporting students and staff in all areas of their study, research and work. Since its inception in Manchester, the Library and its buildings have continuously expanded and contracted to reflect the changing landscape within the University and across the city.
Focusing on the creation of the Arts library in Manchester, this session will chart how the Main Library building has adapted and changed over the past 80 years and how library architecture of the past, present and future is responding to the ever changing demands of library users and a constantly evolving academic library service.

15.30 – 16.00   Breakout Sessions 13 - 16

Breakout Session 13
Presenter: Nicola Grayson & Ruth Burns - University of Manchester ***Title: Redefining library culture: participation and collaboration as a new way of working***
At the University of Manchester Library staff have made a concerted effort to work together to generate a strategic vision for the future. The method of articulating the library's position, establishing its role, and setting its objectives is indicative of a new way of working which emphasises collaboration and partnerships. In the past there was separation between library teams, students were 'customers' and the library strategy was imposed upon staff working on the front-line services. With the development of the new strategy the Library has sought to utilise the skills and ambitions of staff as individuals; strategy groups have enabled cross team collaboration and there has been an increased recognition of the value of partnerships.
The session will set the context for this approach and will discuss the challenges faced in respect to organisation, managing operational demands and trialling a new document sharing platform. Insights will be shared into the benefits of the new approach and there will be a focus on the task of one particular strategy group (related to defining library culture) as it is integrally connected to the way the collaboration and partnerships approach has evolved.
Those who attend this talk will leave with a sense of how collaboration can assist in promoting culture change and how it enables staff to articulate a shared vision in which all are invested by increasing inclusivity and encouraging participation.
Breakout Session 14
Presenter: Phil Reed - University of Manchester ***Title: Exploring what a library Digital Humanities service might look like***
Research projects in Arts and Humanities are increasingly requiring researchers to study and interrogate collections and data sets. This can be achieved by using more computationally advanced methods that might be more familiar to those in the Sciences. Libraries provide many of the collections that these *Digital Humanities* projects are dependent on, but librarians may not yet have the necessary skills, tools and support mechanisms to offer these collections at their greatest potential. For example, text and data mining may be possible on a given resource to aid the discovery and answering of interesting and new research questions, but the approaches between providers varies greatly, the access details can be difficult to find, and the permissions on storing the generated data can be unclear. The project the speaker has undertaken aims to explore these matters while considering and

contributing to the Library's strategic goals and those of the Faculty of Humanities. The end result will be to propose how a Digital Humanities service at the University of Manchester Library might look.

The presentation will explain what the term "Digital Humanities" means, then will summarise the journey of the project (which will be nearly complete at the time of the conference), highlighting where the findings will be highly applicable across institutions. It will also demonstrate one or more of the tools the speaker has written to explore digital text collections.

Breakout Session 15

Presenter: Stephen Robinson & Josh Sendall - University of Lancaster
Title: Shh – it's a library

For academic libraries, finding the balance between providing a quiet place for study and a vibrant place for the generation of ideas is an ongoing challenge. After a successful refurbishment, the library was open and vibrant; however there was no clear indication of the type of study and working environment each area was designed to support. Throughout the past year there have been many approaches to regulating the library working environment ranging from shushing to peer to peer regulation but the balance was never found.

With the aim of finding the balance, staff looked at the approaches taken by other libraries across the UK, but none of these approaches seemed suitable for their needs so a bespoke approach was undertaken. At the start of 2017, in collaboration with the Students' Union, a joint "considerate working environment" campaign in the Library was launched. From start to finish this has been driven by students and when implementing the solution to handling noise, this was continued with a student developer.

The session will show the outcomes of this collaborative approach and how this has empowered users and supported staff to ensure a considerate working environment during the main exam season. It will look at the links that can be made with the intelligent library project and how data can be used to move to a proactive approach, trialling new methods and ideas to control noise levels whilst ensuring the changing requirements of users are met.

Breakout Session 16

Presenter: Frances Machell - University of Birmingham
Title: Managing high and low use collections

Most libraries face a challenge in managing their space effectively. How much space is devoted to physical collections, and how much to study areas and student facilities? At the University of Birmingham, the new university library opened in September 2016 and was designed to bring more of the library collections into a single building, whilst catering to the needs of modern users by offering a variety of learning spaces. However there is only space for 20% of the collections on the open shelf with the remaining 80% housed in a closed access "Research Reserve". Moving into the building therefore entailed a complete re-thinking and rearranging of the library's collections.

This presentation will offer delegates a real life case study of how this was approached, and the challenges and opportunities of moving nearly 50,000 linear metres of collections, including deciding which 20% of the collections to put on the open shelves and implementing dynamic collection management procedures to ensure stock is shelved in the most appropriate location on an on-going basis.

By presenting Birmingham as a case study, the session will offer delegates an opportunity to discuss and compare their approaches to collection management and their decisions about how to prioritise space.