Say what you see: capturing impact through academic staff

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University Library
Explore the possibilities

Newcastle University Library

Philip Robinson Library – Arts, Humanities, Social Sciences, Science and Engineering, Agriculture, Education, Psychology

Marjorie Robinson Library Rooms – a rich mix of individual and collaborative study spaces with Library staff on hand to help

Walton Library – Medicine, Dentistry, Biomedical Sciences, Pharmacy

Law Library – providing extensive resources for all those engaged in learning and researching law

Across the sites – 0.8 million print books; 1.8 million ebooks; 300 databases; 3200 study spaces; 820 desktop PCs; 110 loanable laptops; over 1.6 million visits a year; 250 lovely, helpful staff across the service

And <9 miles to the beach and Riley's Fish Shack!

Gathering feedback vs measuring impact

- Feedback gathered via:
  - Direct question/response face-to-face and at the time
  - 'One thing' post-it notes
  - OMBEA and other response systems
  - Printed evaluation forms (enquiry monitoring weeks for Library standard)
  - EVASYS module evaluation forms
  - Workshop bookings system online evaluations (PGRs)
  - Student/Staff Committee meetings and other School meetings
- Impact measured through very few assessment links:
  - Annotated bibliographies
  - Search strategy appendices
  - Completion of blended learning module in VLE (PGR)

Measuring the impact of Library Liaison team teaching sessions

Form emailed to the academic staff member(s) who asked for the teaching (timed at our discretion) asking for:

- Module information
  - Module code(s)
  - Module title(s)
- Impact and evidence
  - What impact (if any) did the Library Liaison Team teaching session/online learning resource have on your students? Please tell us how that impact has manifested itself, with examples.
  - If you have any suggestions for how we might do things differently or improve the session/online learning resource in future, please tell us here.
  - If you have any further feedback or comments, please tell us here.

Preliminary results

- 17 forms returned from across 3 Faculties
- Most responses have concentrated on feedback ("all very positive"; "found it useful"; "thank you…always appreciated")
- Very few have given evidence as seen in students' work (improved referencing since emphasising Cite Them Right; reduced text-matching since giving guidance on note-taking)

- *What would that evidence look like?*
- *How can we make it easier for academic staff to recognise it and students to record it?*

"[T]here has been a definite reaction from students in terms of understanding how to search for relevant sources and importance of correct citations, based on the number of queries that have been made in seminars"
Stage 1, Business module

Newcastle University

Recognising and recording evidence of impact

Working in partnership dialogue

https://www.ncl.ac.uk/library/services/academic-staff/education-support-liaison

Digital and information literacies development and progression outline

https://www.ncl.ac.uk/library/services/academic-staff/education-support-liaison#student-development-progression

Questions for you

- Do you use this kind of teaching offer and learning outcomes outline at your institution? Would it work for you?

- What strategies do you use to instigate programme-level dialogue on skills development and progression? Does this help you measure impact?

Thank you

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