

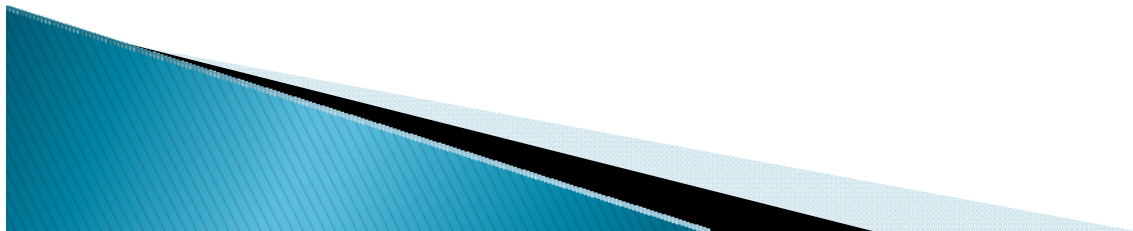
Empowering the academic: creative approaches to engaging academic staff with TEL to improve student access to information: a case study using Talis Aspire

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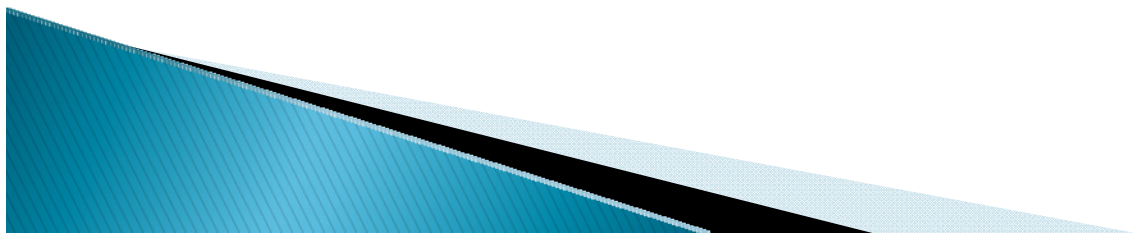
Outline of our presentation

- ▶ Our methodology and evaluation of the use of Aspire as a learning environment and a way of improving access to resources and IL skills, including evaluation, managing information and sharing information
- ▶ Participants' evaluations of Aspire and how it can improve IL skills and the resourcing of their modules
- ▶ Developments in subsequent uptake of Aspire and in the awareness of academic staff in how to resource their modules with more accurate, accessible and current material



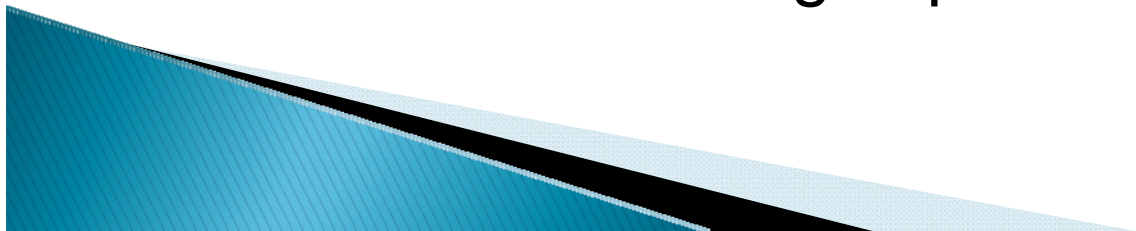
Problems with traditional, paper-based reading lists

- ▶ Often out-of-date - depends on someone checking
- ▶ Inaccurate – spelling mistakes, wrong titles/authors, old editions
- ▶ Not passed on to library staff – books not in stock
- ▶ Students lose paper
- ▶ No scope for collaboration
- ▶ Students need to check availability by typing titles/authors etc into catalogue – potential for spelling errors



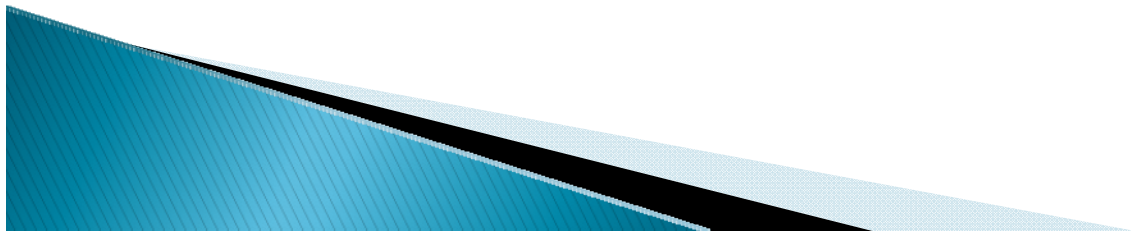
Our first session

- ▶ 1 hour session with academics doing the PGCAP course – part of Technology Enhanced Learning module
- ▶ 18 participants
- ▶ Session concentrated on evaluation of Box of Broadcasts (BoB) and Aspire, using an [Aspire resources list](#). As a way of modelling practice.
- ▶ Participants asked to evaluate how BoB and Aspire could be used for teaching and enhancing the student learning experience



Participants' Evaluation of Aspire

- ▶ 10 questionnaires completed
 - What did you like?
 - What didn't you like?
 - How easy was it to use?
 - How could it be used to enhance the student learning experience?
 - How could you use it in your own teaching?
 - Any other comments?



Summary of feedback

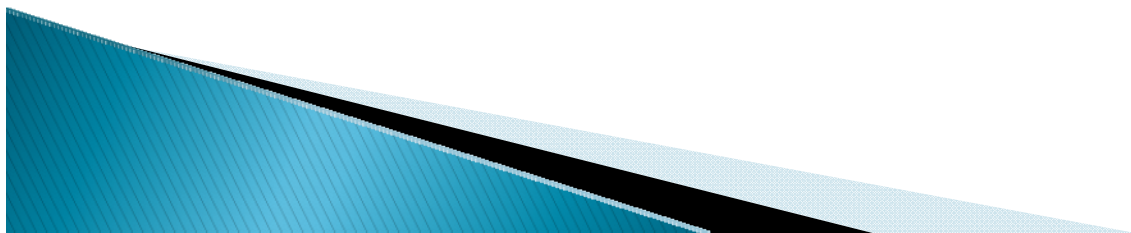
- ▶ *Well laid out and clear*
- ▶ *Useful for linking to specific journal articles*
- ▶ *Saves time*
- ▶ *Useful to all modules as links can also include YouTube clips, podcasts etc.*
- ▶ *Highlights relevant books and articles*
- ▶ *E-literacy skills can be learned if students can contribute to the lists*
- ▶ *A revelation to me!*
- ▶ *Not very intuitive*
- ▶ *Can't really understand the use of Aspire*
- ▶ *Not sure how to create a list myself*
- ▶ *Takes a lot of time for staff – would need to be organised and specific*
- ▶ *I found it quite tricky when I was on my own rather than watching someone create a list*

Positive comments

Negative comments

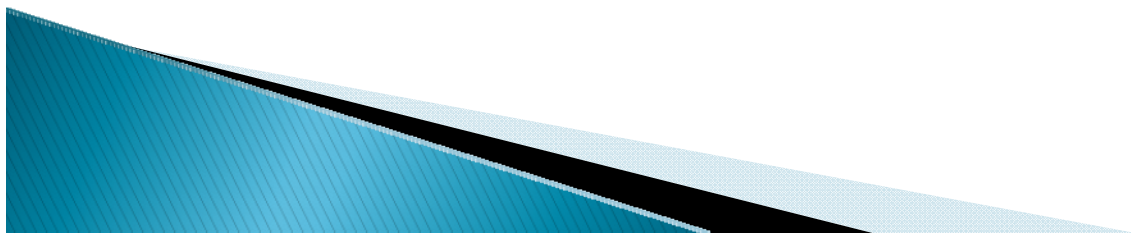
Our reflection on the first session

- ▶ 1 hour too short – in reality it was about 45 minutes (logging in time and previous session overran)
- ▶ Evaluating 2 resources was too much
- ▶ Trying to focus on Aspire as a TEL and for them to think about how they would use it
- ▶ Participants got caught up on how to use Aspire which was not the point of the session



Our second session

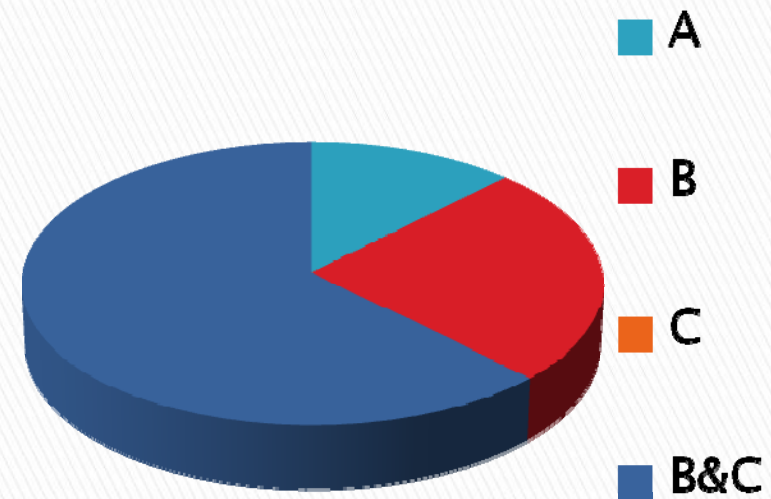
- ▶ Part of the PGCAP induction – “Critical Resources Skills”
- ▶ Different approach taken in the light of our critical reflection of the first session
- ▶ Focus on demonstration of Aspire rather than an evaluation of the technology
- ▶ Analysis of participants’ resourcing needs, looking at currency, availability and accessibility of materials



PGCAP – not used Aspire

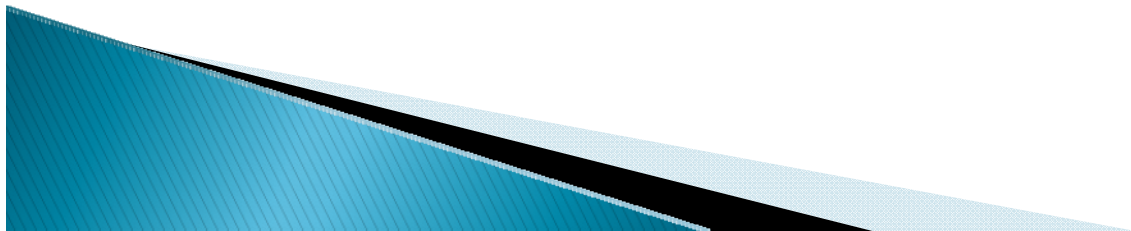
- ▶ 17 surveyed
- ▶ 8 replies
- ▶ Reasons:
 - a) I cannot see how I could incorporate Aspire into my subject at the moment (1)
 - b) I am interested in taking this further but do not have time at present to set up lists (2)
 - c) I need some further training as a reminder (0)
 - Both (b)+(c) (5)

PGCAP – not using
Aspire



Regular users' responses

- ▶ 3 responses from 5 regular users who were at the second PGCAP session (first year of teaching)
- ▶ 11 responses from 33 regular users who are experienced lecturers



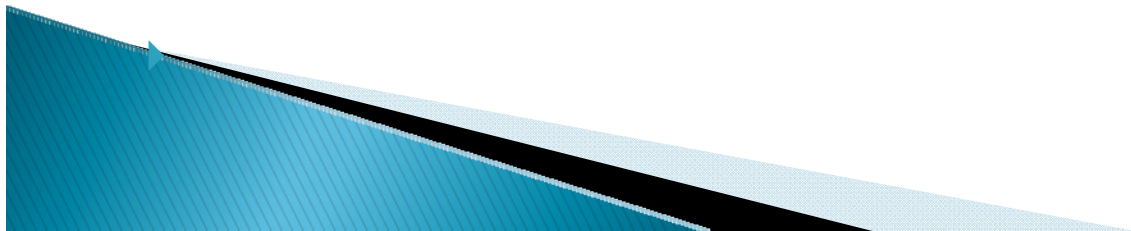
Evaluations – questions asked

- ▶ To what extent has Aspire helped you to focus on improving your students' use of resources?
- ▶ Has your students' work improved? Are they using a wider variety of sources of information, e.g. books, journal articles, as well as web-based resources?
- ▶ Has using Aspire allowed you to focus on your resourcing needs?
- ▶ Do you now put more thought into the selection of recommended reading?
- ▶ Are your students able to access resources more easily as a result?




To what extent has Aspire helped you to focus on improving your students' use of resources?

- ▶ *It has ensured that we are now able to point students in the right direction and that the visual aid and library listing illustrates that the library has information that's not just WWW based*
- ▶ *It has made my search for resources more considered and focussed as students see the reading lists as definitive*
- ▶ *It is easy to use and easy to update. The live nature encourages students to return to see if the resources have been updated*
- ▶ *It was very useful to reassess the reading lists when I did my Aspire lists, to make sure that things were still relevant and up to date, and to let the library know where resources needed to be ordered*

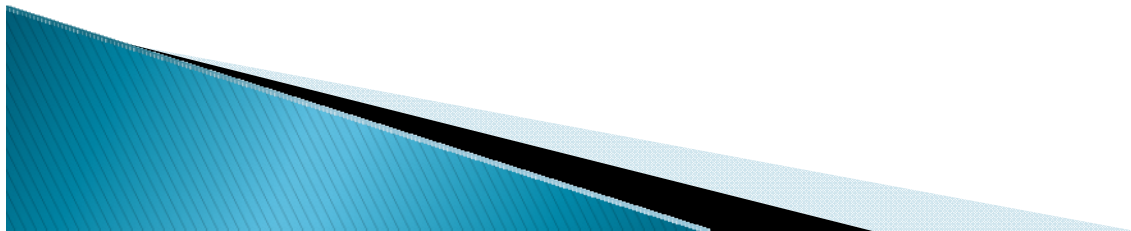


Has your students' work improved? Are they using a wider variety of sources of information, e.g. books, journal articles, as well as web-based resources?


- ▶ *It is difficult to assess, as this is my first year working full-time in the post, and I do not conduct any analysis of their achievements in relation to the reading list provided. Therefore I cannot say if their work has improved. They are using a wide range of material, however emphasis is placed on the quality of resources, and remains focused on the academic material.*
 - ▶ *I can not categorically say that it has improved their work, but some students now see the worth of suggested reading lists.*
 - ▶ *It is difficult to say, as I haven't compared them to use of resources pre-Aspire. Some students still are very weak at using a good range of quality resources.*
- 

Has using Aspire allowed you to focus on your resourcing needs?

- ▶ *Yes it has helped*
- ▶ *Yes, encourages regular updating of resources*
- ▶ *Yes, it made me reassess the resources needed and the availability of these. It was particularly helpful where I was developing a new module and therefore a new resource list*

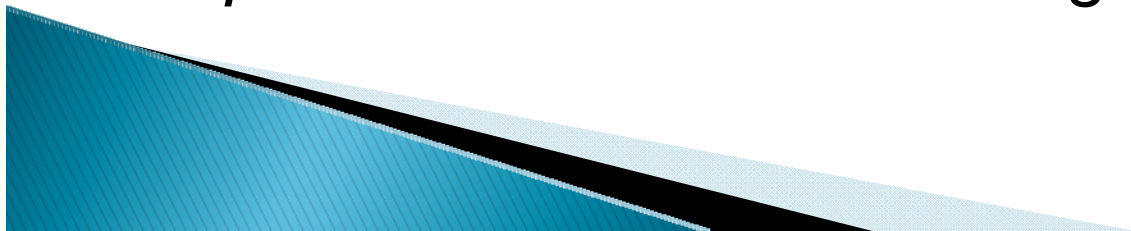


Do you now put more thought into the selection of recommended reading?

- ▶ *Yes, I looked at the recommended reading for each and every one of my sessions as part of setting up my aspire lists.*
 - ▶ *I don't think so. Actually, I may put less 'effort' in, as I can update and change it as often as I like. Rather than just issuing a reading list at the start of term*
 - ▶ *Yes and on a plus point the other members of our academic team have started to use it and add or amend the original lists*
 - ▶ *No. Though it does help to make me check that things are available for them which is useful.*
- 

Are your students able to access resources more easily as a result?

- ▶ *Yes, I would think so, but one thing I would say is that it would be very helpful if the aspire lists could be listed alphabetically.*
- ▶ *An educated guess would be yes but I do not have any firm evidence of this*
- ▶ *Yes, far more accessible*
- ▶ *I would hope that using Aspire to access recommended reading will greatly enhance student's learning particularly as the course in question is distance learning*



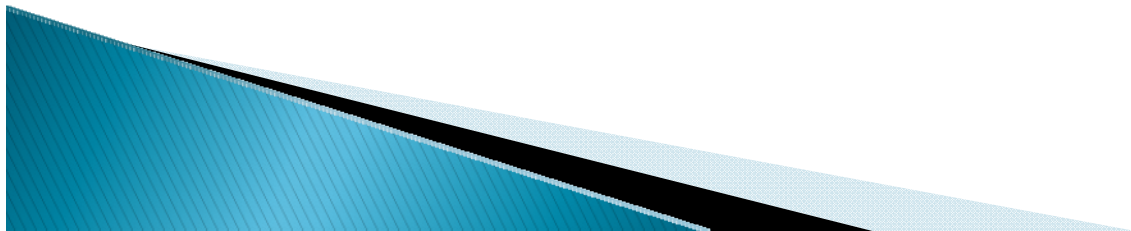
Conclusions

- ▶ Our second approach, focussing on the problem of how to resource modules rather than the tool itself was more effective
- ▶ Where lecturers are using Aspire, it has enabled them to focus on up-to-date, accessible resources
- ▶ Most feel that it has helped them to improve their selection of material
- ▶ It is difficult to judge whether using Aspire has yet had a positive impact upon students' work
- ▶ Most lecturers would like to use Aspire once it is introduced to them, but time pressures hinder uptake



The future

- ▶ Aspire was purchased for the academics and students with librarians as the facilitators. However, librarians get the benefit if the information literacy skills of the lecturers and students are improved and use of the library resources increases
- ▶ We need to assess its use further by encouraging user feedback once the lists have been in place for a while
- ▶ Follow up in our team



Any questions?

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