University of Huddersfield Repository

Sharman, Alison

MyReading Project

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/13908/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
MyReading Project
Alison Sharman
Academic librarian at University of Huddersfield
What is MyReading?

• Reading list software including:
  – Books, journals, video, web links
  – Real time book availability information
  – Direct links to electronic texts
  – Directed, annotated lists
  – Links to purchasing options
What is MyReading?

• Innovative software was developed in-house by a project group at the University of Huddersfield in consultation with academics and students.
Overall Project Goal

“Ensure the provision of reading lists is a managed, positive experience for students”
Teaching and Learning Committee agreed in June 2008

- *Reading Lists should be updated by academic staff on an annual basis with copies of all made available to library staff*
- *Librarians will promote current awareness to academic staff …..*
- *A reading list template will be adopted …..*
The story in 2010…

- Library received lists for only 25% of modules
- Lists contained out of date or inaccurate information
- Manual processes for reading list management laborious and outdated
- Systematic, automated approach required
The library’s answer

- Provide direct access to reading lists
- Enhanced access to full text online
- Provision of sufficient print copies within the library
“...an information [seeker] will tend to use the **most convenient search method**, in the least exacting mode available. Information seeking behaviour stops as soon as **minimally acceptable results** are found.”

(Wikipedia, 2012)
“Why will our students not get up and walk a hundred meters to access a key journal article in the library? ... the overwhelming propensity of most people is to invest as absolutely little effort into information seeking as they possibly can.”

(Bates, 2002)
“...numerous studies have shown users are often willing to sacrifice information quality for accessibility. This fast food approach to information consumption drives librarians crazy. ‘Our information is healthier and tastes better too’ they shout.”

(Morville, 2005, p.51)
“As early as 2004, in a focus group for one of my research studies, a college freshman bemoaned, ‘Why is Google so easy and the library so hard?’”

(Tenopir, 2009)
S. R. Ranganathan
“Five laws of library science” (1931)

- Save the time of the reader (4th Law)
Our wish list...

- Easy to use front-end for students
- Academics maintain and update their own lists – library staff have got better things to do!
- Simple workflows for adding material from the OPAC and Summon
- Integrated approach with existing university platforms, e.g. Blackboard, Summon, OPAC and ASIS
...and there’s more!

- Automatic integration with library ordering processes
- Automatic updating of links to the OPAC, e.g. When we buy an e-book, any lists using a print edition have the e-book link added automatically
- Automatic updating of article links so that when we change subscriptions, links don’t break
- A “social layer” that allows students to fully interact with their reading lists...
  – ratings, notes, comments, discussions, etc
Why build it “in house”?

Commercial offerings didn’t have the deep integration into our other systems that we felt would be needed:

- Student Records
- Library Management System
- E-Resource products (Summon, 360 Link, etc)
- VLE
- Off-air TV recordings
Why build it “in house”? 

- Open Source systems (e.g. LORLS from Loughborough) had more potential for integration, but seemed to be primarily designed around traditional reading list materials
Project Steering Group

• Chair: Pro-Vice Chancellor (Teaching and Learning)
• Head of Library Services.
• Head of Computing Services.
• Heads of Department
• Academics
• SU VP Education
• Academic Librarians
• Systems Manager
• Project Manager
Technical team established

• Systems Manager
• Academic and Subject Librarians
• Acquisitions staff
• Librarian responsible for document delivery
Sept 2010-Feb 2011
- Software development/ Strategy & policies to be devised and approved

March–April 2011
- Testing of software with one school
- Policies/ guidelines applied across university
- Marketing/Publicity launch

May-July 2011
Roll out across university
Populate with data by student team

Oct– Dec 2011
Evaluation/ Feedback/ Usage statistics

Jan-July 2012
Refinements to software/ Training for academics

Inspiring tomorrow’s professionals
By August 2012
System free-standing and sustainable!
• Academic consultation vital to success of project
  – Focus groups with academics and students
  – Online survey for collection and analysis of comments
  – Presentations in university departments
  – Project blog to collect feedback
  – Online voting system to prioritise developments
Consultation with academics

- Support for multimedia content in lists
  - UniTube, YouTube, Vimeo, Flickr, SlideShare, podcasts, etc

- Widgets
  - allow reading list sections (or individual references) to be dropped into blog posts, VLE, etc

- Usage stats
  - do students borrow/access the items on the list?
Consultation with academics

• Incorporate existing library work on generating reading recommendations
• Allow students to bookmark, comment, export and annotate individual items on the list
• Allow students to suggest other items that they think should be on the reading list
Integration with Blackboard

- MyReading went live in UniLearn at the start of the academic year
- MyReading button visible in every module noticeboard
- All reading lists submitted before July 2011 should be visible
Marketing

- Logo designed
- Leaflets created
- Cards for induction wallets
- Posters
Current stats

- MyReading currently contains 35,632 references
- There are 2,330 active modules in the current academic year, 71% of which have references
- Since the system went live, 53,971 reading lists and 42,984 references have been viewed
- On a typical day by 09:52, 87 reading lists and 25 references will have been viewed
Empowers academics and stimulates creativity

- Organise their lists – mark items as essential, recommended etc.
- Hide sections
- Add notes to specific items
- Digitise popular book chapters
- Encourage students to rate items and send their tutor notes
- Add weblinks

Inspiring tomorrow’s professionals
Training provided

• Extensive training provided to academics/Learning Technologists

• Online Screencasts
Latest developments

• Stats for monitoring stock levels:
  – calculate the % of time each item spends on loan
  – good indicator of demand
  – e.g. Giddens “Sociology”

• Other metrics available:
  – http://library.hud.ac.uk/my/BMO0194

• Reports
  – http://library.hud.ac.uk/myreading
Coming soon!

- Redesigned interface (using HTML5 & CSS3)
  - better support for mobile devices
  - tidy up of the interface to remove clutter
- More work on the social aspects
  - threaded discussion
- Integration with Dawson
  - streamline the acquisitions workflow
  - check for latest editions, e-book availability, etc
### 1 - Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The empire writes back : theory and practice in post-colonial literatures</td>
<td>Ashcroft, B., Griffiths, G. and Tiffin, H.</td>
<td>2002</td>
</tr>
<tr>
<td>Colonial discourse, postcolonial theory</td>
<td>Barker, F., Hulme, P. and Iverson, M.</td>
<td>1996</td>
</tr>
<tr>
<td>Colonial and postcolonial literature : migrant metaphors</td>
<td>Boehmer, E.</td>
<td>2005</td>
</tr>
<tr>
<td>Contemporary postcolonial theory : a reader</td>
<td>Mongia, P.</td>
<td>1996</td>
</tr>
<tr>
<td>Learning journals : a handbook for reflective practice and professional development</td>
<td>Moon, Jennifer A.</td>
<td>2006</td>
</tr>
<tr>
<td>Postcolonial criticism</td>
<td>Moore-Gilbert, B. J., Stanton, G. and Maley, W.</td>
<td>1997</td>
</tr>
<tr>
<td>Postcolonial theory : contexts, practices, politics</td>
<td>Moore-Gilbert, B. J.</td>
<td>1997</td>
</tr>
<tr>
<td>Sovereign subjects : indigenous sovereignty matters</td>
<td>Moreton-Robinson, Aileen</td>
<td>2007</td>
</tr>
<tr>
<td>Talkin’ up to the white woman : aboriginal women and feminism</td>
<td>Moreton-Robinson, Aileen</td>
<td>2000</td>
</tr>
</tbody>
</table>

### 2 - Task Two

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does race exist?</td>
<td>Ramchand, Michael</td>
</tr>
<tr>
<td>in Scientific American</td>
<td>2003</td>
</tr>
<tr>
<td>Title</td>
<td>Author(s)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>The empire writes back: theory and practice in post-colonial literatures</td>
<td>Ashcroft, G., Griffiths, G. and Tiffin, H.</td>
</tr>
<tr>
<td>Colonial discourse, postcolonial theory</td>
<td>Barker, E., Gilmore, P. and Herring, M.</td>
</tr>
<tr>
<td>Colonial and postcolonial literature: migrant metaphors</td>
<td>Boehmer, E.</td>
</tr>
<tr>
<td>Contemporary postcolonial theory: a reader</td>
<td>Mongia, P.</td>
</tr>
</tbody>
</table>
**Discussion Topics**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Replies</th>
<th>Last Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>In dignissim convallis nulla blandit accumsan</td>
<td>3</td>
<td>11/Jun/2012</td>
</tr>
<tr>
<td>started by Ethan Parker on 27/Jun/2012</td>
<td></td>
<td>Rebecca</td>
</tr>
<tr>
<td>Suspendisse vehicula maurs sed quam laoreet sagittis</td>
<td>7</td>
<td>27/Jun/2012</td>
</tr>
<tr>
<td>started by Peter Grimmett on 11/Jun/2012</td>
<td></td>
<td>Jilten</td>
</tr>
<tr>
<td>Donec imperdiet mollis faucibus</td>
<td>2</td>
<td>28/Jun/2012</td>
</tr>
<tr>
<td>started by Mohd Ahmad on 15/Jun/2012</td>
<td></td>
<td>Gail</td>
</tr>
<tr>
<td>Proin sed thomus fells</td>
<td>5</td>
<td>19/Jun/2012</td>
</tr>
<tr>
<td>started by Scott Cooper on 19/Jun/2012</td>
<td></td>
<td>Stuart</td>
</tr>
<tr>
<td>Nulla vehicula consequat nibh, at dictum magna orare vitae</td>
<td>1</td>
<td>16/Jun/2012</td>
</tr>
<tr>
<td>started by Emma Clark on 23/Jun/2012</td>
<td></td>
<td>Deborah</td>
</tr>
<tr>
<td>Nulla vehicula consequat nibh, at dictum magna orare vitae</td>
<td>4</td>
<td>12/Jun/2012</td>
</tr>
<tr>
<td>started by Yu Han on 27/Jun/2012</td>
<td></td>
<td>Memory</td>
</tr>
<tr>
<td>Sed risus nulla, utricrises ac sollicitudin non, dictum sit amet purus</td>
<td>7</td>
<td>28/Jun/2012</td>
</tr>
<tr>
<td>started by Anne Smith on 11/Jun/2012</td>
<td></td>
<td>Jaiilab</td>
</tr>
<tr>
<td>Nam cursus convallis du, sed scelerisque justo voluptat id</td>
<td>3</td>
<td>24/Jun/2012</td>
</tr>
<tr>
<td>started by Thomas Kowalski on 15/Jun/2012</td>
<td></td>
<td>Oliver</td>
</tr>
<tr>
<td>Phasellus dignissim aliquament, sit a met imperdiet sem pratum in</td>
<td>6</td>
<td>20/Jun/2012</td>
</tr>
<tr>
<td>started by Mercer Wilkens on 19/Jun/2012</td>
<td></td>
<td>Robert</td>
</tr>
<tr>
<td>Nullam tincidunt accumsan metus, non lacinia leo vulputate vitae</td>
<td>1</td>
<td>16/Jun/2012</td>
</tr>
<tr>
<td>started by Nathan Winch on 23/Jun/2012</td>
<td></td>
<td>Emma</td>
</tr>
</tbody>
</table>
editing options for staff
same web page automatically optimises itself for mobile devices with narrower screens
“My reading has made the design of research informed teaching and learning so much easier and I have observed the student cohort engaging in wider reading because of the immediate access from Unilearn to library.”

Julie Drake, Department of Accountancy
More info

- Project Blog
  http://library.hud.ac.uk/blogs/projects/myreading

Inspiring tomorrow’s professionals
References


