

DKIT Library Annual Report Academic Year 2017/18

Connecting – Developing – Partnering



Contents



-
- Introduction
 - Learning, Teaching and Research
 - L2L Project
 - Collections and Resources
 - Connecting with our communities
 - Library spaces - Physical and Virtual
 - Library Staff: Professional Development
 - Management and Organisation

Fast Facts

FAST FACTS

Space

280,096 visits
2,485 room bookings

Support

1,589 students attended
Information Skills sessions
829 Information Desk queries
answered

Circulation

26,633 check outs
5,378 via self service kiosk
4,354 Laptops loans
Busiest day = Tuesday

This Annual Report attempts to capture the range of Library activities during the 2017-2018 Academic Year

During the year, the Institute President and Registrar attended information sessions on our current services and future plans

This report records our activities during the academic year. It highlights developments in service provision and the Library's impact and details how resources are allocated in support of the Institute's mission.

Our goal is to have a positive and continuous effect on learning, teaching and research in DkIT and contribute to the intellectual and cultural life of the wider community. Through our annual reporting we hope to highlight whether and how this goal is met.

INTRODUCTION

Support for Learning, Teaching and Research

Information Literacy programmes

Information Literacy (IL) is defined as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ACRL 2000).

Our Information literacy programme facilitates learning in a variety of ways: through curation of the Library space; collection management; our approach to learning and teaching and also in the more formal teaching sessions we offer.



Classes offered include:

- Tour
- First Steps
- Next Steps in Scholarship
- Developing Your Research Skills
- Harvard Referencing and Plagiarism
- Mendeley Reference Manager
- Drop Ins
- One to One Classes
- Customized Classes





During 2017-18
163 formal classes were booked with a total
of 1,282 students attending.

In addition 27 Drop-in sessions were
offered during the year.



THE ENQUIRY DESK

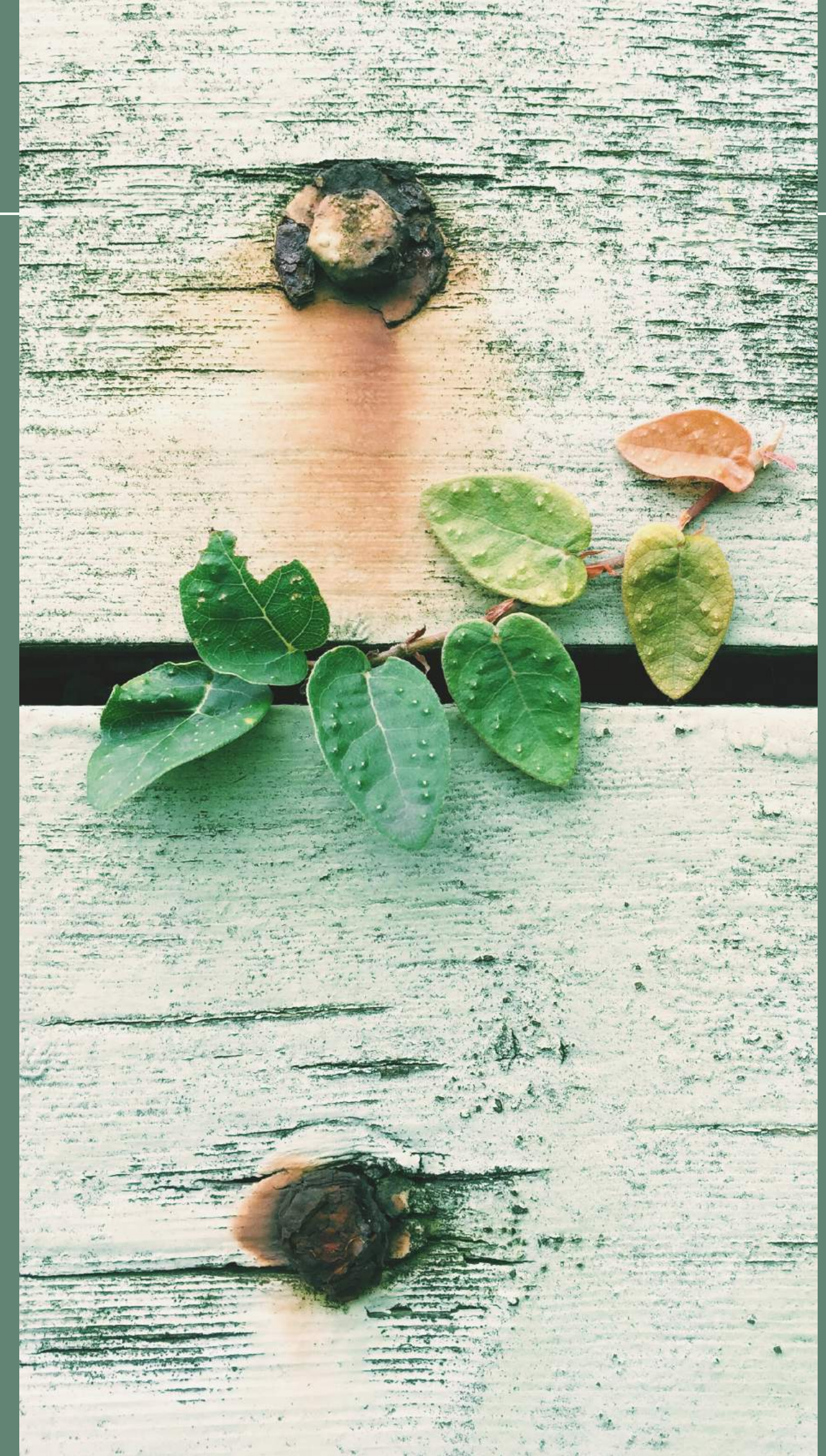
The Enquiry Desk is one of our core services where users can avail of the expertise of Library staff in support of their learning. We recorded over 800 enquiries ranging from general subject queries to information retrieval of specific resources..

Information Literacy

Information Literacy is a key focus of DkIT Library informing everything we do within the service.

Working with the National Forum for the Enhancement of Teaching and Learning framework - Professional Development Framework for all Staff who Teach in Higher Education - as lead partners in the L2L Project has prompted Library staff to re-conceptualise their teaching roles, both formal and informal. Several staff members have compiled individual teaching philosophies and work is underway on developing a Library Teaching Philosophy statement.

Developmental activities of Library staff in the area of learning and teaching are highlighted in the Professional Development section of this report.





Information Literacy for Secondary Schools

DkIT Library's Information Literacy for Schools Project, in place since March 2015, is about preparing secondary level students for study at third level.

Students learn to source information and use it in an ethical, academic way. 20 students from Our Lady's College visited the Library for an Information Literacy class and study session in March 2018. The

students were studying a philosophy module at school, so they used the Library catalogue and Subject Guides to source information on philosophy and religion

Their teachers expressed their gratitude to the Library and reported that the students found the class interesting and enjoyable. They also highlighted their own perspective on the importance of introducing second level students to some independent learning concepts that will be required once they progress into third level.

DkIT Library have also introduced a digital badge for Second Level Learners to help secondary students gain confidence as they progress to further study and become independent learners.



THE DIGITAL BADGE FOR SECONDARY SCHOOLS

The digital badge is intended to broaden the scope and reach of the Information Literacy programme to any schools who may wish to participate. The Library has published an online guide to help students and teachers navigate the steps to becoming information literate and achieve the DkIT Library digital badge micro credential.



Information Literacy Prize 2017

The information Literacy prize for 2017/2018 took place in the Semester 1 and was open to all 1st year students. The process centred on two distinct phases. Phase 1 invited students to submit a piece of writing, which could be an assignment they were working on as part of their programme. Students were also asked to complete a short online questionnaire detailing the library tutorials they had attended and the particular aspects of information literacy or academic writing that they wished to receive feedback on. Approximately 30 students submitted their work but many did not complete the accompanying questionnaire and so 14 entries were deemed to be valid. An assessment rubric was made available for students from the outset..

The submitted work was then read by two assessors, one of whom was a lecturer and the other a member of either Library or CELT (Centre of Excellence in Learning and Teaching) staff. Each piece of work was anonymised and assessors were assigned in such a way that none were assessing work from students he/she was teaching at the time. Detailed feedback was then returned to each of the nine students.

Phase 2 asked students to reflect on the feedback they received and complete a second short questionnaire about this. By completing Phase 2 they were then in with a chance of earning the IL Prize. Nine students engaged with Phase 2. The questionnaires returned were very reflective and, as a result, two students were selected as joint winners of the Prize. Both received an iPad Mini.

The IL Prize is of real value to both staff and students. Feedback is an important educational strategy, and the IL Prize provided detailed feedback on information seeking, evaluation and academic writing early on in the students programme. The prize also provided a neutral space for students to engage with feedback. By asking students to reflect on their feedback they were encouraged

to practice taking a reflective look at their own work, which again will be of great use for all of their coursework. The IL Prize process was also very beneficial for staff as it allowed us to see exactly what kind of essays students were writing for a range of subject areas, how they sought and evaluated information, and how they presented this information in a formal academic piece.

Research

The Library works in partnership with the Research Office to advance the transition to more open models of scholarly communication. We provide DkIT researchers with advice on Open Access publishing and support the Green Open Access model through our management of the STÓR Institutional Research Repository.



In September 2017 all articles in STÓR were migrated to a DSpace platform and integrated into Research@THEA, which was launched in 2017 as a service for capturing, storing, preserving and showcasing the research output of all the Institutes of Technology in Ireland, whilst also providing a platform for their researchers/academic staff and students to publish and promote their work.

We deliver an introductory generic workshop to all new researchers, as part of the Institute's Postgraduate Research Skills Programme, to ensure they are aware of Library services and resources.

In addition, individual researchers have the opportunity to book discipline specific customised consultations with Library staff.



Plans are advanced to host monthly Researchers' Café events during the 2018/19 academic year. The Café is aimed at all researchers and will consist of a series of informal events where DkIT research students can meet, discuss research challenges and share knowledge across the various disciplines. Each Café will centre on a specific theme, with a member of Library staff introducing that topic for the initial 10 to 15 minutes.



Reader Services

BORROWING

In order to facilitate enhanced access to our collections we increased the number of 4 Day Loan items staff and students could borrow from 4 to 8. We also increased the number of items external patrons could borrow to from 7 to 8. The block on external patrons borrowing 4 Day Loan and Short Loan items was kept in place from September to May, with external members allowed to borrow 4 Day Loan books during the summer months only.



Reader Services

EMERGENCIES

The Institute closed twice due to bad weather, Storm Ophelia on 16th October 2017 and Storm Emma from 28th February until 2nd March. These emergency instances lead to us revising our loan practices. Loans are now set not to go overdue, thereby lessening the stress of patrons getting automated communications regarding overdue loans while the library is closed.

We liaised with Eircode to get a designated Eircode for the Library (A91 K584). The aim of this was to help emergency services reach us more quickly when called.



Reader Services

Data Protection

In preparation for the General Data Protection Regulation (GDPR) coming into force on 25th May 2018 all staff participated in GDPR training organised to ensure that staff would have the knowledge and understanding necessary to work with the increased responsibility on us as individuals and as an organisation to keep individuals personal data safe and secure. We reviewed existing data processing agreements with 3rd parties and as a result revised our '1 Card, 6 Libraries' Agreement with the County Library.

Both parties now delete expired patrons and we no longer transfer patron data electronically.

In addition we requested our Library Management System support organisation to have access to student's dates of birth taken off our system. This information had previously loaded into Koha from the Banner Student Administration system.

External Readers

In December and January we collected feedback from our external users via our Reader Survey. The majority used the library to access books (57.14%), with 38.10% of users using the library as a place to study. Over half our external users (54%) were students of another college, and with Dublin City University (DCU) taking up 60%, with University College Dublin (UCD) coming in a distant second at 20%.



Walk-in Access

‘Walk-In Access’ to a selection of databases for external users for non-commercial purposes was restored.

Access was via a dedicated PC in the Library at off-peak times.



Collections and Resources



Acquisitions Summary 2018

The overall spend per full time equivalent student(FTE) was €35.05, this represents a decrease of 19.9% on the 2017 spend

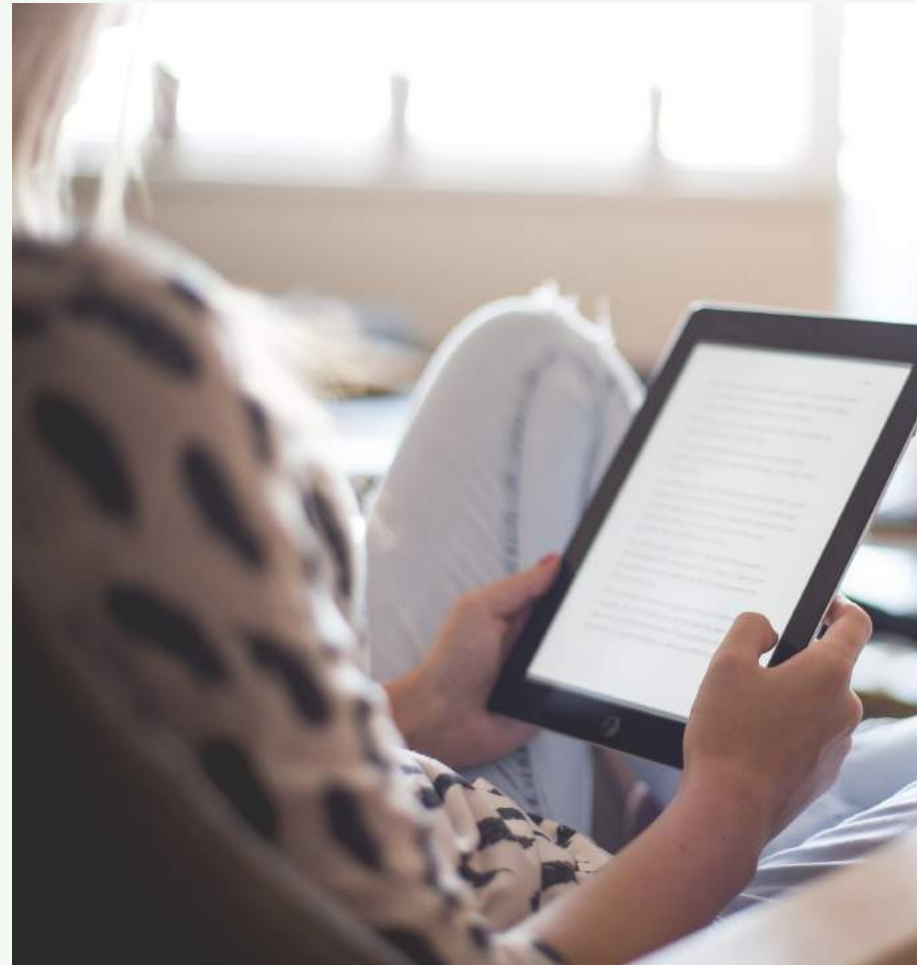


BOOKS

A total of 408 titles were ordered by the Library. 3323 items were added to stock. The book spend per FTE was €4.84. The average price of a book was €53.84. Books accounted for 14% of the overall spend on materials.

E - BOOKS

The library purchased 35 e-book titles in 2018. 165 short term loans were triggered during this period.



PERIODICALS

Periodicals accounted for 8% of the overall spend on materials. The periodical spend for FTE was 2.7%. Two titles were cancelled in 2018 (Economist and PC Advisor) and one title added (Journal of Advanced Nursing).


```
1000000
b(b){return this.each(function(){var
ent=a(b));c.VERSION="3.3.7",c.TRANSIT
(d||(d=b.attr("href"),d=d&&d.replace(
edTarget:b[0]})),g=a.Event("show.bs.ta
ivate(b.closest("li"),c),this.activat
arget:e[0]}))}}},c.prototype.activat
end().find('[data-toggle="tab"]').att
,b.addClass("in")):b.removeClass("fac
"aria-expanded",!0),e&&e()}var g=d.fi
length&&h?g.one("bsTransitionEnd",f).
Constructor=c,a.fn.tab.noConflict=fu
b.data-api",[data-toggle="tab"],e).
s.each(function(){var d=a(this),e=d.c
,d){this.options=a.extend({},c.DEFAU
.on("click.bs.affix.data-api",a.proxy
ckPosition());c.VERSION="3.3.7",c.RI
$target.scrollTop(),f=this.$element.
=c?!(e+this.unpin<=f.top)&&"bottom":
&"bottom"},c.prototype.getPinnedOffs
s.$target.scrollTop(),b=this.$elemen
(a.proxy(this.checkPosition,this)
e=d.top,f=d.bottom
```

DATABASES

The database spend per FTE was €27.33% and databases accounted for 78% of the overall materials spend. In 2018 the library accessed content of JSTOR's Arts & Sciences III, IV, VI, and VII Collections through Evidence Based Evaluation (EBE). These collections proved popular with patrons and the library will continue to provide access to these collections. Sage Research Methods Video Collections were also trialled during this period but due to budgetary constraints we were not in a position to subscribe.

Interlibrary Loan (ILL) Service

The ILL service continued to supply items free of charge to staff and students throughout this academic year, at a cost of €1,824.16 (excluding postage fees and stationary).

This year, 155 requests were successfully filled. This is a slight increase on last academic year's total of 134 filled requests. The majority of filled requests (73%) were for loans.

Student requests accounted for 55% of the total requests filled. The largest proportion of filled requests was made by patrons in the School of Informatics and Creative Arts (34%) followed by the School of Business and Humanities (32%).

As there is no functional ILL module in Koha, the work of the ILL team had to be taken largely offline.

Loan refers to books, conference proceedings, theses, Government publications and technical reports. Photocopy refers to journal articles and chapters.



Engagement with our communities

The student voice

The library works in partnership with the student community and the DKIT Students Union, meets with incoming SU officers and regularly gathers student's thoughts and ideas, both formally and informally, on a variety of library related matters. This highly valuable input serves to shape the continuous enhancement and evolution of all our library services.

There is generally a strong response rate to surveys conducted by the Library. The high number of submissions demonstrates how interested students are in their library.

The analysis of survey results helps to inform, influence and improve service planning and provision..





What's Working Well – Feedback from Students

" I find the staff friendly and helpful."

"An environment that I can get work done in and keep focused."

"I like the DkIT Library a lot and its got a good environment."

"The staff are great and always polite, they are obviously pro-active which I like as they are always creating a fun, community, educational and friendly space."

What could be improved?

“A coffee shop open to match the opening hours would help a lot.”

.

“Better WiFi connection and just if there could be more access to plugs.”

“A chill out area would be good in the library with armchairs and sofas and informal furniture.”

“More guidance on how to research.”



Library Events

On 22nd September 2017 the Library Culture Night event included:

- **Banned Books**

Display: members of the public were invited to browse the books that ran afoul of the censor in the past. The exhibition examined what censorship means in a globalized age through a thought-provoking display

- **A Picture Paints A Thousand**

Words: A canvas was devoted to the theme 'What does Culture Mean to Me?'. Attendees set their imaginations loose through their paintings.

- **Culture Café:** consisted of five-minute 'discussion rounds' on the overarching theme 'Is the Book Dead?'

1st February 2018:

The **Make a Brigid's Cross**, cross-making workshop proved popular with staff and students from all across the campus

14th February 2018:

A Blind Date with a Book, book display and lending activity.

26th April 2018:

to celebrate **Poetry Day** a poetry reading evening.

We strive to create a positive learning environment for all our students, recognising the diversity of learning styles.

We work to anticipate and respond to periods of high demand in a timely way using evidence from previous years. We redesignate spaces from individual to group or group to individual as demand changes at specific times of year.

Library Opening Hours are decided each year based on demand and usage patterns. We survey students regularly to gather this evidence; we also conduct head counts throughout the year and liaise with the Students Union. Opening hours are extended before and during the Summer Examinations.



LIBRARY SPACES - PHYSICAL

Library Staff: Professional Development

The Library's role in the academic journey of DkIT's students and researchers is central to the strategic goals of the Institute.

The Library team is fully engaged with developments within the HE sector. We actively seek opportunities to implement service innovations and re-design learning spaces to meet changing student needs and a challenging information environment.

Over the past year we have managed our resources, physical, virtual and financial.



Members of the Library team, in collaboration with CELT and lecturing staff published an article in the May 2018 issue of Practitioner Research in Higher Education. The article reports on the evolution of the Information Literacy Prize, an initiative between librarians, lecturers and learning developers, designed to raise awareness of the role of feedback in developing academic literacies.



L2L

Library staff in the Technological Higher Education Sector teach both formally and informally. The multi-layered nature of library work and our unique role as 'third space' professionals means we are dealing with complex, complicated and evolving professional development needs. Given our role as both librarians and academics, we were seeking a professional development process which gave us a framework and map for development and that prompted deeper exploration of our roles, identity and experience. Between September 2017 and August 2018 DkIT Library, (as lead project partner, in collaboration with the libraries in DIT and IT Carlow), continued development and implementation of the L2L : Library Staff Learning to Support Learners Learning project that was funded by the National Forum for the Enhancement of Teaching and Learning.



Four staff members were involved in moving this project to completion, one was seconded full-time. The L2L project hosted 6 seminar/workshops during this period on topics such as academic writing, Library staff identity and action research. Also during this period, the L2L team developed an L2L website, incorporating reusable learning objects and multimedia videos and presentations for use by the wider library community. The L2L project team undertook to write chapters for a book and under the tutelage of Helen Fallon (Maynooth University Library) began compiling reflections of the professional development experiences.

As part of the L2L initiative Library staff participated in a range of Professional Development seminars, including workshops on:

- Academic Writing
- Action Research
- Mentoring
- Reflective Professional Practice
- Reimagining Identity
- Showcasing Library Initiatives and Research
- Writing for Academic Publication



In addition staff participated in other external events, including:

- AISHE – The All Ireland Society for Higher Education
- Dublin Business School Library Annual Seminar
- Social Media training workshop
- Why Learning Space Matters: Aligning learning landscapes with Health Sciences Curricula



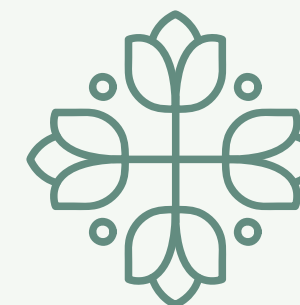
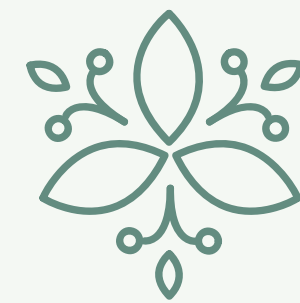
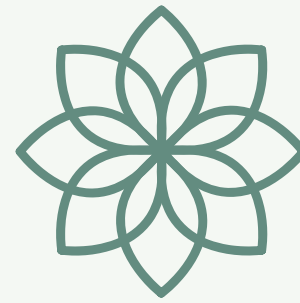
Management and Organisation

Technologies

LIBRARY MANAGEMENT SYSTEM (LMS)

This academic year was the first using Koha and Ebsco EDS, our new library management system and discovery service. Increased traffic at the Issue Desk meant that Koha's features and functionality could be fully tested out in an authentic environment, and any areas that need further work were identified.

Over the months following the implementation of Koha, as staff gained familiarity with the software, significant operational shortcomings with the system in the day-to-day operations and delivery of Library services were discovered. Other Institute libraries also reported shortcomings in Koha.



The five most important Koha issues experienced by THEA Libraries were:

1. Systems Governance and Business Continuity Analytics, Auditing, Reporting
2. Catalogue Searching Capability and Functionality
3. Workflow Processes and Support.
4. User Interface Access
5. Performance Administration and Service Level Agreements

While Library staff endeavoured to ensure the transition to a new system was as seamless as possible for library users, the ongoing issues in relation to functionality have adversely affected the quality of services delivered to Library users. The LMS is not considered to be fit for purpose and the amount of staff time being spent working on supporting it, in an effort to match functionality we had available in the previous system, has impacted on all other areas of our work.

Educampus and the supplier of support for the THEA libraries instances of Koha are in ongoing dialogue with the THEA libraries in an effort to resolve a range of issues around the system.



Radio Frequency Identification (RFID) stock security system and Self-Service Kiosks

The Library took the opportunity to move from an Electromagnetic system, which was no longer fit for purpose, with a new stock security / stock management system based on Radio Frequency Identification (RFID).

RFID tags were added to the majority of the book collection over a number of weeks. Library staff completed this tagging project in preparation for the move to the new technology.

An RFID reader was installed at the main issue desk negating the need to manually scan barcodes when checking books in and out.

In addition, the new RFID self-service kiosk ensures that readers have an intuitive and easy to use facility for borrowing, renewing and returning Library items. This service enhancement was supported with Institute Devolved grant funding.