

Teaching and learning outcomes, the TEF (Teaching Excellence Framework) - a new world for libraries, publishers and intermediaries

UKSG. April 2018

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CONTEXT

Higher Education Library Technology

HELibTech
Briefing
paper
No.3

The new role of the library in teaching and learning outcomes

June 2017

DOI: [10.13140/RG.2.2.14688.89606/1](https://doi.org/10.13140/RG.2.2.14688.89606/1)

Briefing paper

Ken Chad & Helen Anderson

Higher Education Library Technology

HELibTech
Briefing
paper
No.4

The student consumer and the rise of e-textbook platforms

March 2018

DOI: [10.13140/RG.2.2.17262.51525](https://doi.org/10.13140/RG.2.2.17262.51525)

Briefing paper

Ken Chad

Trends

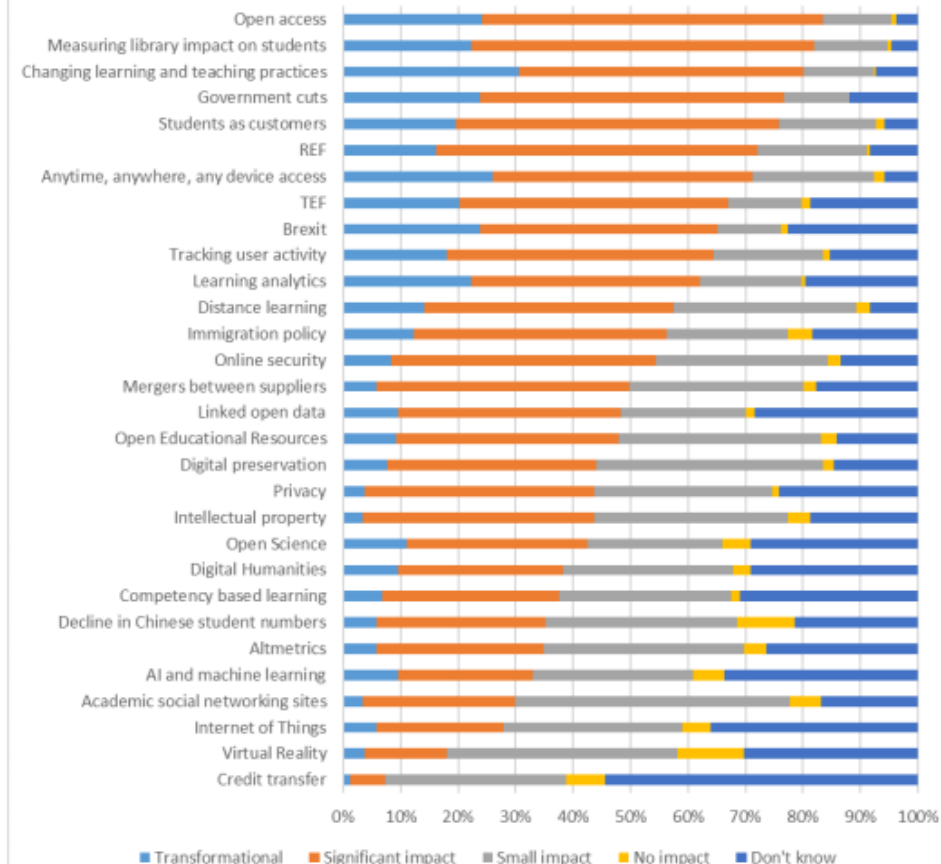


Key Trends and Their Potential Impact

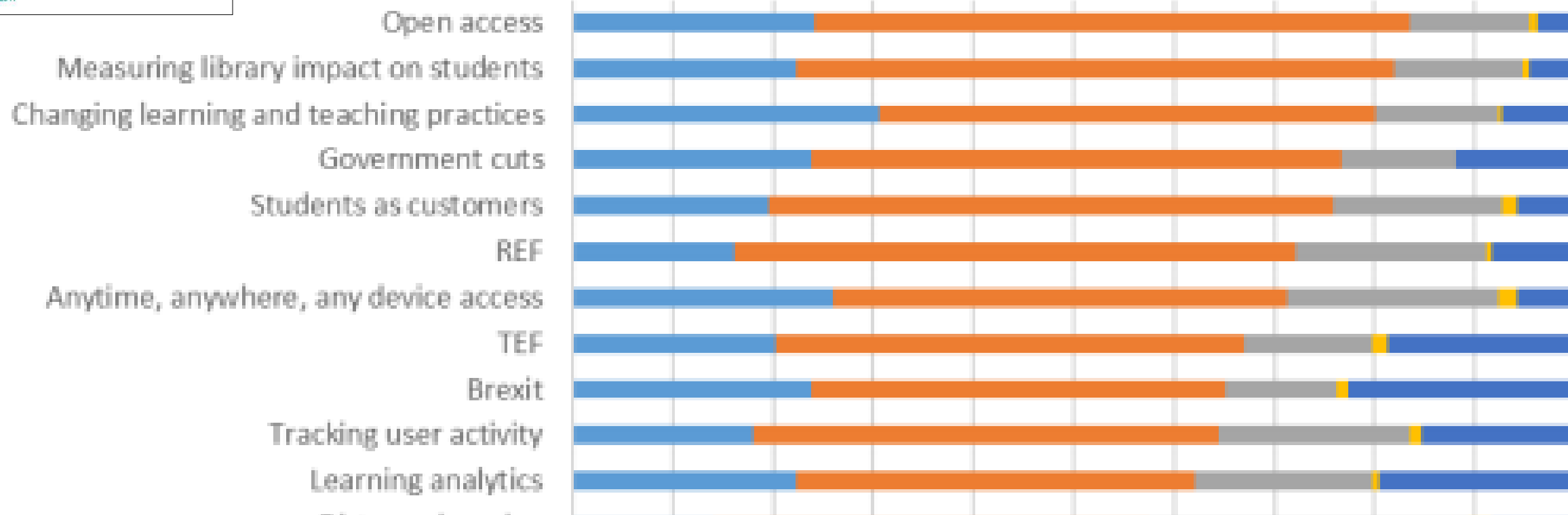
- Some agreement on key trends e.g. OA, changing L&T practices, political environment
- However, many trends considered significant and so no clear consensus on what is important
- Nearly all trends considered by some to be transformational but only for a minority in every case

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Key trends: What impact, if any, will the following have on your institution's library in the next 10 years?



■ Transformational ■ Significant impact ■ Small impact ■ No impact ■ Don't know



Excellence in teaching

“The importance of ‘high quality teaching’ in Higher Education (HE) is becoming increasingly emphasised both in the **United Kingdom (UK) and abroad**Excellence in teaching has become entrenched in higher education policy and in the educational strategies of academic institutions, and increasingly linked to the performance and assessment of these institutions”

Higher Education Academy (HEA), 2016

Teaching Excellence Framework

The TEF is important UK legislation for Universities and may ultimately align excellence in teaching with university income (student fees)

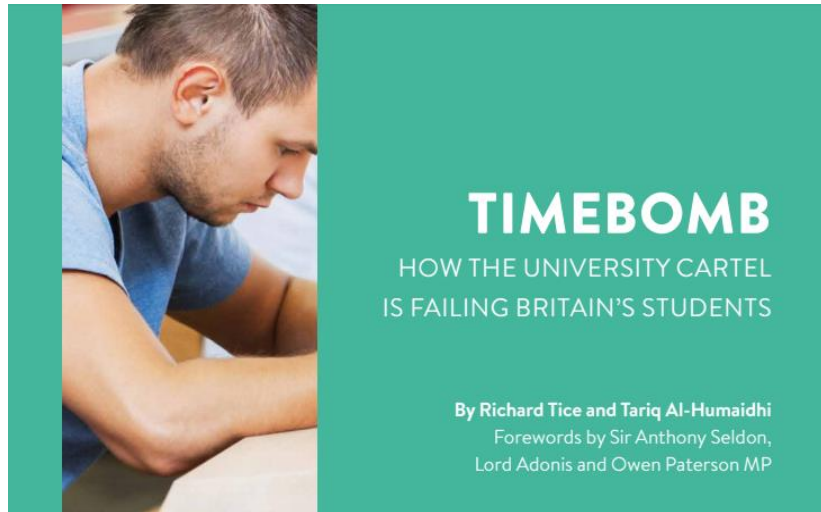
Teaching excellence was not measured directly but instead by a number of 'outcomes' namely graduate employment, student retention, and student satisfaction

The foundations of teaching quality

“The foundations of high quality teaching ..include effective course design, evidence based assessment practice, and cross-institutional innovation in active learning pedagogies. Teaching quality is supported by sophisticated use of data to inform practice, robust mechanisms to ensure curriculum currency, and recognition and reward of excellent teaching”.

Nottingham Trent TEF submission

PROBLEMS & SOLUTIONS



Students get poor
value for money?

There is 'growing evidence of just what poor value for money many universities are providing', with students 'cheated of the benefits they were repeatedly assured they could expect in return for their money'.

'The producer interest reigns. The voice of the consumer, in other words the student, has not been taken greatly into consideration'.

Timebomb: how the university cartel is failing Britain's students. By Richard Tice and Tariq Al-Humaidhi. UK2020 Ltd. 2017.
http://www.uk2020.org.uk/wp-content/uploads/2017/09/JRTI5635_UK_higher_education_timebomb_report_170830_WEB.pdf

Role of the library?

“The findings of research carried out for the Booksellers Association (BA) by Linda Bennett and Annika Bennett point to a **troubling level of ignorance** amongst some senior administrators (those responsible for developing the TEF submission) about their own libraries and, by default, **about the ways in which libraries can play an important part in the quality of teaching and learning**”

TEF: what does it mean for academic libraries? By Maxine Melling and Margaret Weaver. Insights – 30(3), November 2017

Leadership

“[Library] not seen as a strategic concern other than in terms of future resource requirements” – and “there was a lack of detailed awareness of the proactive contribution of library leadership”

Career advice: librarians ‘must defy stereotypes’ to climb ladder. By Matthew Reisz THE. 2 November 2017

<https://www.timeshighereducation.com/news/career-advice-librarians-must-defy-stereotypes-climb-ladder>

Strategy

“It is increasingly necessary for libraries to find new ways of being mission critical to their sponsoring institutions”

Rick Anderson, Associate Dean for Collections and Scholarly Communication at the University of Utah

Where will the
money come from?

“Yes, we really, really, haven't
got any money.”

Librarian messages to publishers

UKSG Presentation 2016

https://docs.google.com/presentation/d/1suoalVAsrH5HQ_s8YZkA6YcBa5aKJ_klSXw-debl_eU/edit#slide=id.p14

Library resources

“If there is a failure to demonstrate [the] value [of library] resources there is a risk of a lower institutional priority being placed on them and a resulting reduction in funding, with those core users being disadvantaged over time”

TEF: what does it mean for academic libraries? By Maxine Melling and Margaret Weaver. Insights – 30(3), November 2017

Where will the
money come from?

Substantial funding *is* available
in response to good value propositions

£26 million

“The new library will provide our students with a state-of-the-art, high-quality study environment”

Stella Butler, Leeds University Librarian



“Pedagogy is the driver for the changes in library design”

Ann Rossiter, Director SCONUL

Value Proposition

“Additional capital investment of £5.3m in the last three years has been focused on a **complete refurbishment of the libraries .. and a new replacement library As a result, student use of library learning resources and facilities has significantly increased.**”

Nottingham Trent University TEF
Submission

Value Proposition

“Ourlearning resources are acknowledged within both the HE sector and professional associations are being amongst the best in class.”

Nottingham Trent University
TEF 2 Year Provider Submission

Thinking about Textbooks

Innovation -
overcoming the
“textbook taboo”

“At a time when it is increasingly necessary for libraries to find new ways of being mission-critical to their sponsoring institutions, this aversion to textbook provision seems to me increasingly self-defeating”

Academic Libraries and the Textbook Taboo: Time to Get Over It? By Rick Anderson. The Scholarly Kitchen 7 July 2016

<https://scholarlykitchen.sspnet.org/2016/07/07/academic-libraries-and-the-textbook-taboo-time-to-get-over-it>

£2 million invested

Middlesex University free
books for everyone

“Money was allocated by the
University Executive. This was
new money which had not
previously been allocated
either to Schools or the
Library”

“The Library is responsible for
administering the project”

UKSG webinar Q and A



Textbooks

@UKOpenTextbooks



Open Textbooks have seen impressive growth and impact in the North American context, through providers and initiatives such as OpenStax, the Open Textbook Network, BC Campus, and Lumen Learning.

The UK Open Textbooks project aims to test the transferability of the OpenStax and OpenTextbook Network approaches to the UK context

<http://ukopentextbooks.org/>

Textbooks

“The advent of the TEF provides another incentive...to raise the topic of institutionally produced textbooks higher on the agenda” Lara Speicher, Publishing Manager, UCL Press

The Challenge of Open Access Textbooks. Jisc [Blog] 9 May 2017.
<https://etextbook.jiscinvolve.org/wp/2017/05/09/the-challenge-of-open-access-textbooks/>



Institution as e-textbook publisher

Investigating the viability of higher education institutions publishing their own e-textbooks.



The fundamental question the project seeks to address is whether the institution as e-textbook creator will help students by making higher education more affordable, and promote a better, more sustainable information environment for libraries, students and faculty

Institution as e-textbook publisher. Investigating the viability of higher education institutions publishing their own e-textbooks. Jisc R&D project 2014-2018

<https://www.jisc.ac.uk/rd/projects/institution-as-e-textbook-publisher>



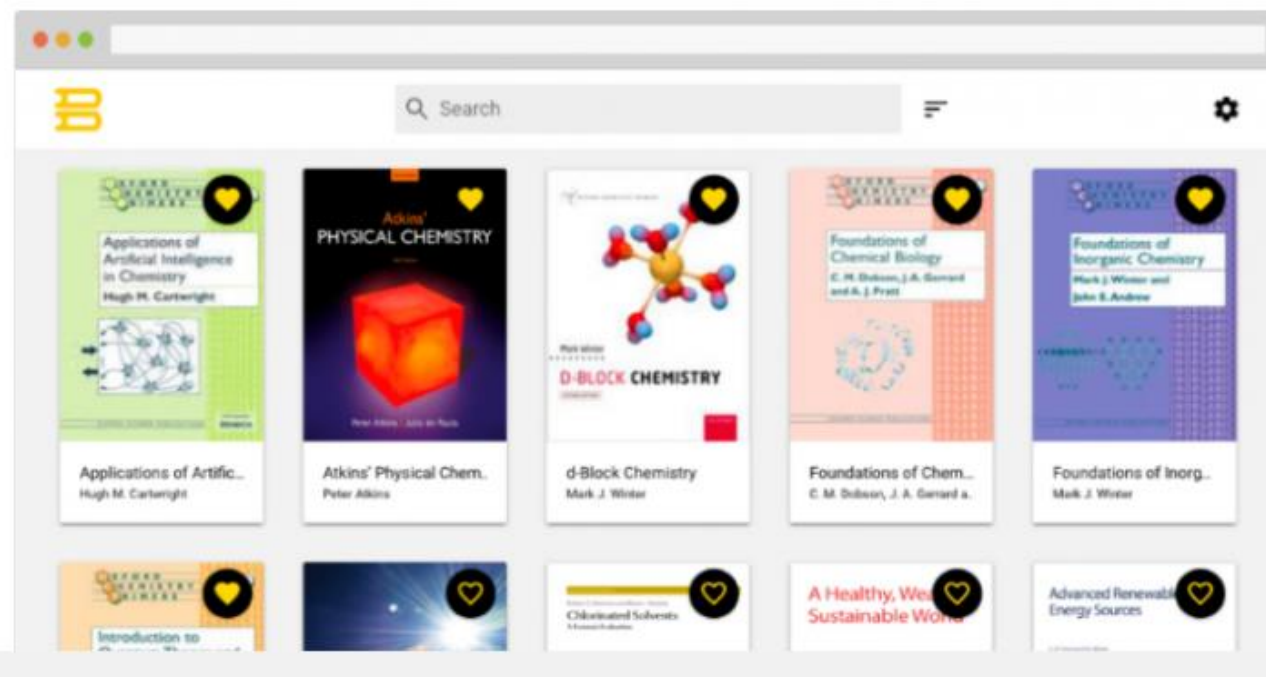
“It’s great to be launching this partnership with Bibliotech. It was set up by students who saw the potential of technology to provide online access to thousands of textbooks and learning materials, and gives a truly affordable option for many students, who would otherwise struggle to pay for these resources”

Caroline Mackay, licensing manager at Jisc Collections

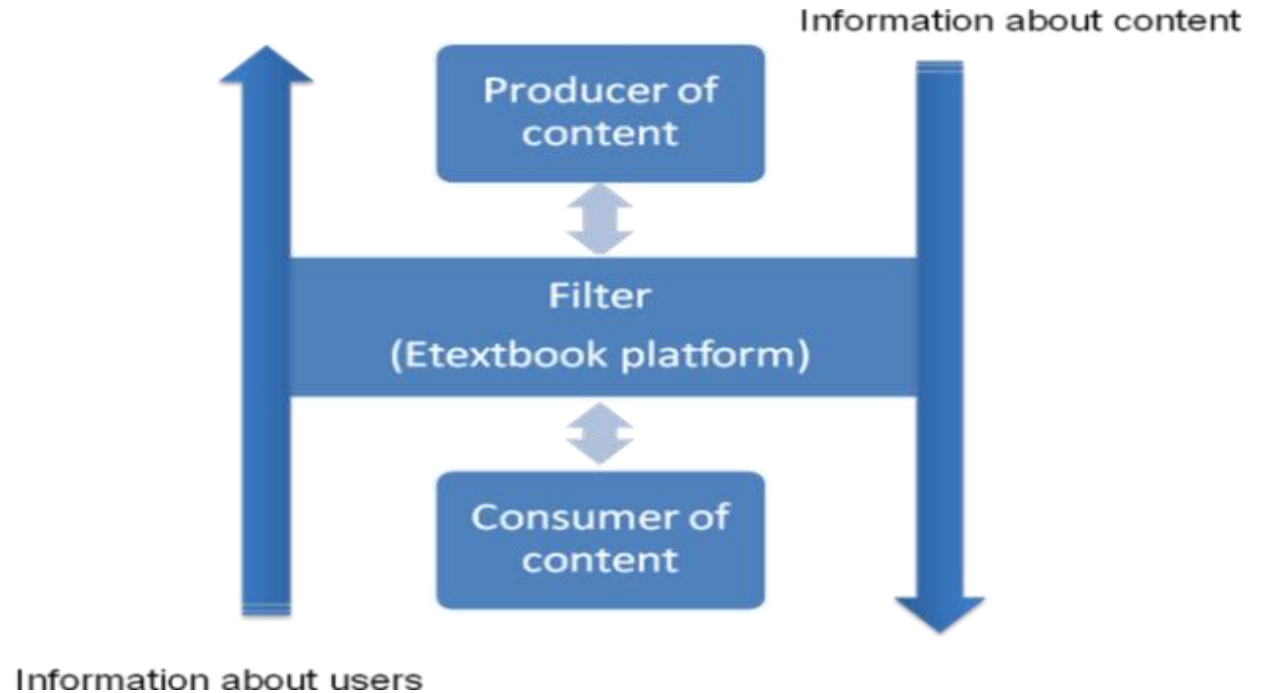
The Spotify of the textbook world takes off as Bibliotech is go

1 August 2017

As libraries look to widen access to core texts, how can they make this affordable to both universities and students?



The rise of the platforms



The platform can be thought of as a filter. Just as Uber delivers the 'best' taxi ride or Airbnb the 'best' accommodation, the e-textbook platform delivers the 'best' learning resource. Data is the driving force.

Textbooks

[Publishers] are unlikely to be the ones who decide what the future of textbooks will look like. That decision will get made by students....and by faculty, who are in the best position to know which types of digital materials produce the best learning outcomes.

The Death of Textbook Publishing & the Future of College Course Content. By Philip Preville Top Hat [White Paper]. 2017? <https://tophat.com/ebooks/death-textbook-publishing-future-college-course-content>

**Thinking about
learning
resources**

Library vs. learning resources?

“There is a burgeoning area of overlap between the ‘learning resources’ which academics wish to install in their VLEs, and the digitised learning resources which libraries are making available” John McColl

Virtuous learning environments: the library and the VLE.
MacColl, J. Program: electronic library and information systems, 35(3): 227-239. 2001. <https://research-repository.st-andrews.ac.uk/handle/10023/1825>

“It doesn’t take a genius to figure out that the adoption of technology in the learning sphere is mostly determined by its ability to produce enriched and personalised learning experiences”

The Evolution of the Digital Learning Experience. Amy Donelan. Kortext Blog 30 Nov 2017

<http://www.kortext.com/blog/the-evolution-of-the-digital-learning-experience/>

The Evolution of the Digital Learning Experience

Kortext

UNIVERSITIES PUBLISHERS PARTNERSHIPS

Blog



Digital learning resources

“what these texts also offer students is the opportunity to increase their engagement with the material and work in a collaborative way with their lecturers and peers. ..devices allow students to be constantly connected to their friends; sharing ideas and messages between one another.

Digital learning resources allow students to create working groups, in which they can share notes between themselves and with their lecturers.

By empowering students to access their materials in a flexible, responsive way, lecturers may get more out of the sessions they provide with a classroom that is better engaged with the course materials.”

Widening student participation through technology. John Donovan Research Information 20 November 2017

VitalSource

Innovation The BOOC

Books as Open Online Content (BOOC)

“These innovative ‘living books’ feature articles of various types, in a non-linear thematic presentation that offers readers the option to select and sort subjects they wish to read. With long and short articles, blogs, videos, audio and Storifys, these ‘books’ grow over a period of time.” UCL Press



Academic Book of the Future

BOOC (Books as Open Online Content)

Show all

Academia

Publishing

Libraries

Bookselling

About BOOC

Introduction:
Academic Book of
the Future BOOC
Samantha J. Rayner

Open Access Book
Publishing and the
Prisoner's Dilemma
Marcel
Knöschelmann

The Academic Book
of the Future and
Its Readers
Silvia Pirola

Academic Book
Discovery,
Evaluation and
Access: A Report
Anna Faherty

The Academic Book
in the South:
Conference Report
Stephanie Kitchen

The (Open)
Academic Book of
the Future
Sarah Lippincott

American
Mathematical
Society: Publishing
Maths in the USA
Robert Harrington

What Is the Point
of the Academic
Book? Part One
Rebecca Lyons

What Is the Point
of the Academic
Book? Part Two
Mari Shallow

What Is the Point
of the Academic
Book? Part Three
Tim Hitchcock

What Is the Future
for the Academic
Book?
Sussex Research
Hive

Peer Review in
Practice
Dorothy Butcherd,
Simon Rowberry,
Claire Squires, &
Gill Teaker

The Future of the
Academic Book in
the USA

My Acts of Reading
Andrew Prescott

Students and the
Digital Edition: A
Polemic
Stephen Gregg

Open Access and
Academic
Publishing
Ian Lovecy

Open Access: A
Personal Take
Alastair Horne

Towards an Ethics
of Circulation: A
Manifesto in
Tweets
Haidy Geismar

Creative Writing
Theses:
Discoverability and
Open Access
Rebecca Lyons

What Is the Future
for the Academic
Book? BSECS 2016
Storify

What Is the Future
for the Academic
Book?
James Baker

The Academic Book
in the South
(Storify)

What Is the Point
of the Academic
Book? BSECS Panel
Storify
MH Beale

Lincoln's
[Im]Possible
Constellations
Paul Moore

Lincoln's
[Im]Possible
Constellations
Catherine Grant

Lincoln's
[Im]Possible
Constellations
Karen Savage

Lincoln's
[Im]Possible
Constellations
Miley Murray

Publishers Address
the Academic Book
of the Future

What Is the Future
for the Academic
Book? – Video
recording of a
panel
Caroline Bassett et al

Academic
Publishing in the
South: The
Ghanalan
Experience
A Ofori-McNash

New Directions,
New Models
Abhijit Gupta and
Padmini Ray
Murray

Panel Discussions:
Academic
Authorship and
Knowledge
Production
S Kitchen et al

Panel Discussions:
The Role of
Libraries and
Archives
Gillian Evison et al

Final Panel
Discussion &
Concluding
Comments
Ola Uduku

Panel: The Role of
Libraries and
Archives
Nureldin Sami

The Academic Book
of the Future
Project Film

Panel: Academic
Authorship and
Knowledge
Production
Sari Hanafi

Panel: The Role of
Libraries and
Archives
Shamil Jeppia

Panel: Academic
Authorship and
Knowledge
Production
Sukanta Choudhuri

Panel: Academic
Publishing in the
South
Walter Egoys

Library vs. learning resources?

As part of strengthening their value proposition we expect to see more libraries take a holistic view of the management, discovery and delivery of a wide range of learning resources. At the moment many valuable resources stand apart from the conventional library collection

The new role of the library in teaching and learning outcomes. By Ken Chad & Helen Anderson. Higher Education Library Technology (HELibTech) briefing paper (No. 3). June 2017

**Thinking about
library
technology**

Value Proposition

Reading list systems have achieved a high adoption rate because they are seen as providing high value.

Indeed some university libraries pay more for their reading list system than their ILS.

By “investing our efforts into developing a genuinely effective, interactive and responsive reading list system” librarians at the **University of Birmingham** are **aiming to “transform the teaching and learning experience for students and academics”.**

Aligning resources to
courses

“our resource list management service ensures that learning resources are aligned with academic courses”

Nottingham Trent University
TEF 2 Year Provider Submission

LibTech & EdTech

‘All this suggests a trend for library technology and educational technology to merge. We will certainly see reading list systems, VLEs and digital textbook platforms better integrated and perhaps even subsumed into common *learning services platforms*. ‘

The new role of the library in teaching and learning outcomes. By Ken Chad & Helen Anderson. Higher Education Library Technology (HELibTech) briefing paper (No. 3). June 2017

Data

Value Proposition

The
Economist

“The world’s most valuable resource is no longer oil, but data.

Smartphones and the internet have made data abundant, ubiquitous and far more valuable”

“Jisc is spending more than £1 million over two years to provide academics with “everything you require to track student learning activity so that you can improve retention and attainment”.

Data helps makes a
difference

Nottingham Trent University Student Dashboard

Nottingham Trent's learning analytics initiative is designed to 'increase retention, improve attainment and increase belonging within the course community'

Engagement scores for each student are calculated from Virtual Learning Environment (VLE) access, library usage, card swipes and assignment submissions

Data Analytics

The value of data analytics will surely be a key driving force. Data from reading lists and digital textbook platforms combined with information from other institutional systems on student retention and academic performance will produce powerful insights. Such analytics will be invaluable to institutions, publishers and intermediaries as they look at new ways to deliver content.

The new role of the library in teaching and learning outcomes. By Ken Chad & Helen Anderson. Higher Education Library Technology (HELibTech) briefing paper (No. 3). June 2017

Conclusion

Leadership

“Strong digital leadership is a key feature of effective educational organisations and its absence can be a significant barrier to progress. The digital agenda is therefore a leadership issue”

Rebooting learning for the digital age: What next for technology-enhanced higher education? Sarah Davies, Joel Mullan, Paul Feldman. Higher Education Policy Institute (HEPI) Report 93. February 2017. http://www.hepi.ac.uk/wp-content/uploads/2017/02/Hepi_Rebooting-learning-for-the-digital-age-Report-93-20_01_17Web.pdf

Conclusion

“By the time the next TEF submissions are drafted, it is to be hoped that there is not an academic registrar in the country who can claim ignorance of the direct role his or her library service plays in ensuring teaching excellence.”

TEF: what does it mean for academic libraries? By Maxine Melling and Margaret Weaver. *Insights* – 30(3), November 2017

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