



LA TROBE
UNIVERSITY

LaTrobe
University
Library

Reading Lists Management Framework

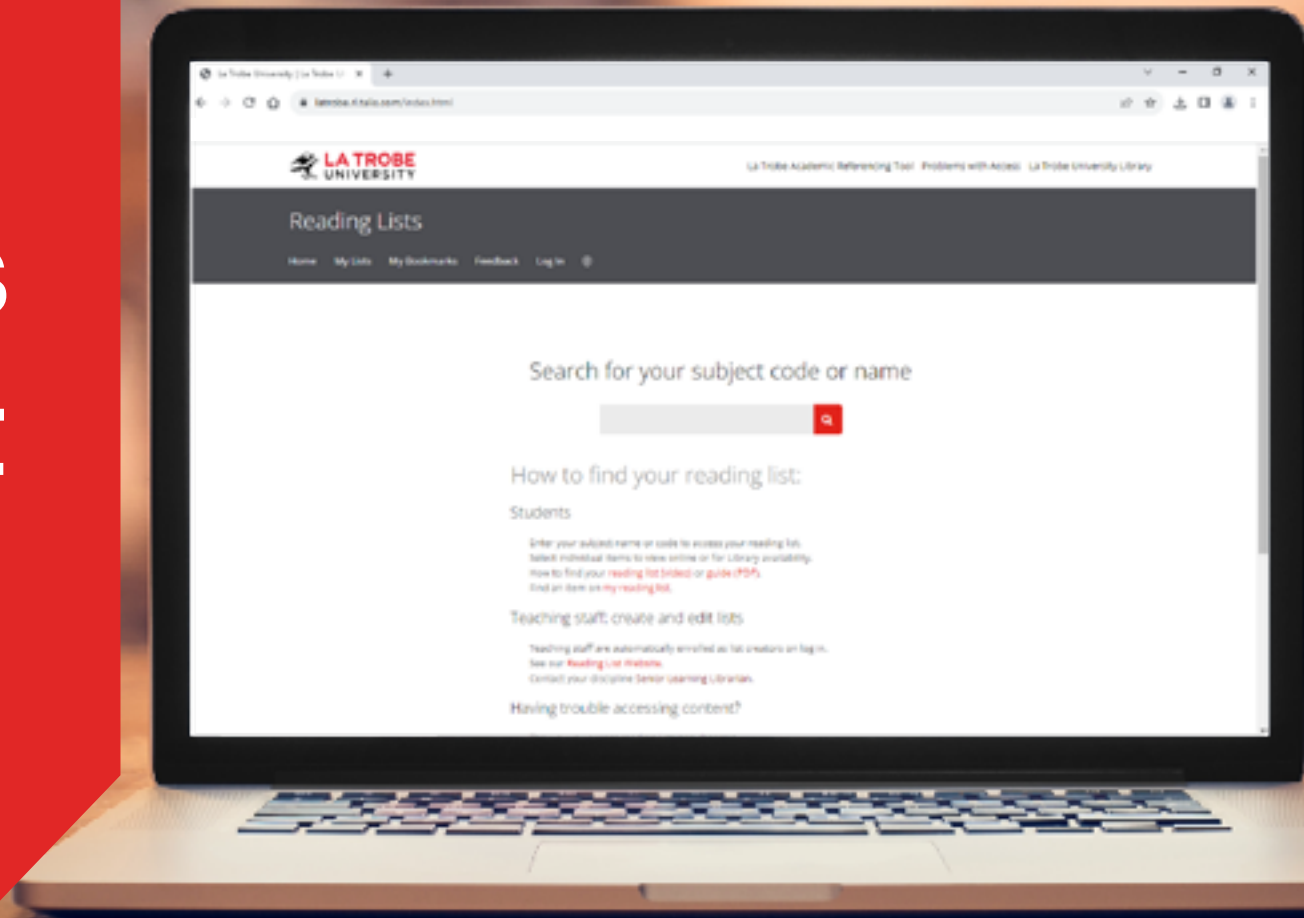


Table of Contents

Background	3
Scope	4
Principles	4
What are we trying to achieve?	5
How will we achieve it?	6
Outcome 1 — Accurate reading lists	6
Outcome 2 — Easy and free access to subject readings	8
Outcome 3 — Awareness of new or alternative publications	10
Outcome 4 — Open Educational Resources	11
How we will work	12
Responsibilities	13



Background



Reading lists are a key component of most subjects taught at La Trobe University. Students who are willing and able to engage with assigned learning resources are proven to have higher levels of academic success and retention.¹

The work of the Library is central to this key component of student education. With responsibility for acquiring scholarly resources and making them accessible and discoverable, the Library holds unique expertise regarding what is available for use in higher education, and how it can (and cannot) be made available to students in pedagogically effective and equitable ways.

This framework outlines in broad terms how we will approach this work. One or more operational plans informed by this framework will outline the tasks of various teams and how they relate to each other in more detail.



See Williams, D, [Predicting Student Success Using Digital Textbook Analytics in Online Courses](#); Hardin, E et al, [What Happens When Trained Graduate Student Instructors Switch to an Open Textbook? A Controlled Study of the Impact on Student Learning Outcomes](#), Fischer, L, et al, [A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students](#)



Scope



This framework applies to subject readings in all active award courses delivered by La Trobe University to enrolled students. It does not at this point include short courses.

Principles



- Easy access to high quality subject readings is crucial to student success.
- Teams and individual staff within the Library will work together and with professional and academic colleagues from other University departments to achieve a shared vision for subject reading lists.
- Senior Learning Librarians in the relevant disciplines and Schools are the primary reading lists contact for all teaching academics.
- The University Librarian, and Associate University Librarian Learning & Development, are the primary contacts for Deans and Associate Deans Learning & Teaching (ADLTs) of Schools, and more senior staff.
- Librarians and academics are partners in creating effective educational experiences, each with their own relevant knowledge and experience working with mutual respect.

Achieving our aspirations is a long term aim – we will focus on establishing consistent processes and communication rather than expecting uniform outcomes.

What are we trying to achieve?



We will work in partnership with academic and professional colleagues towards our aspirational goals:

1. Subject coordinators are able to maintain an accurate list of subject readings for students using streamlined, consistent processes and in compliance with copyright laws.
2. Every student can access and engage with their subject readings easily, on demand, and at no cost to them.
3. Subject Coordinators are aware of recent publications that may be suitable as prescribed readings, and of the advantages of open educational resources (OER).
4. La Trobe academics are supported to create openly licensed subject readings via the La Trobe eBureau where existing teaching resources do not meet their needs.



How will we achieve it?



Outcome 1 — Accurate reading lists

Subject coordinators are able to maintain an accurate list of subject readings for students using streamlined, consistent processes and in compliance with copyright laws.

What we will do

1. Create subject reading lists in the University's dedicated reading lists platform (Talis Aspire) for every subject; and partner with Education Services to ensure they are embedded in the Learning Management System (LMS) for all new LMS Subject Sites and subject site templates.

Why?

Normalising the use of embedded Talis lists within each LMS subject through standardised processes will lead to a more consistent experience for students, provide greater awareness of subject readings for the Library, and help to bring reading lists and 'readings' into the Talis system if they are currently maintained outside of it. Coordinators of subjects that genuinely do not have subject readings will be able to hide the reading list section in their LMS subject.



2. Use reports and automated checks to ensure that any access problems with online resources are avoided or resolved quickly.

Why?

Relying on students to report access problems means that they may not be able to do the weekly readings in the assigned week. By being proactive we can fix issues before the affected students notice there was a problem.

3. Establish processes to check reading lists, and where necessary liaise with relevant subject coordinators when reviewing resource subscriptions and weeding collections, to ensure that access to subject readings is maintained.

Why?

Academic publishers have been increasing prices above inflation for decades. This requires difficult budget decisions every year. When reviewing resource subscriptions (including, where relevant, for ebooks and other learning material) we need efficient and effective processes to ensure that when access to subject readings can no longer be provided, this is understood at the time of cancellation and not done accidentally due to lack of accurate and timely information.

4. Provide Subject Coordinators with adequate support and information to enable them to maintain reading lists, including via:
 - a. guides and videos that can be viewed on demand,
 - b. drop-in training and troubleshooting sessions, and
 - c. targeted information for new academic staff via email, training sessions, and one on one discussions.

Why?

The Library does not have the resources to maintain Talis reading lists on behalf of academic staff. Academic staff, on the other hand, are also busy people. By providing clear documentation, support and training we can help academics spend less time maintaining lists and more time teaching and researching.

5. Gain the endorsement and advocacy of Deans and ADLTs regarding the use of the University's reading lists platform by subject coordinators and lecturers.

Why?

Leaders within Schools have influence over the behaviour of academics in their schools.

6. Gain the support of Education Services to endorse and encourage the use of the University's reading lists platform by subject coordinators and build it in to LMS templates and defaults.

Why?

Education Services determines the default system settings in the LMS, and trains academics on digital pedagogy and how to use the LMS. It is crucial to our success that Ed Services and Library are aligned on the integration of Talis and the LMS.

How we will measure success

- Proportion of access problems (e.g. broken links) with reading list resources identified and resolved before users report a problem.
- Proportion of Subject Coordinators actively maintaining lists in Talis.
- Proportion of active subjects (that have subject readings) that embed Talis list in LMS.

Outcome 2 — Easy and free access to subject readings

Every student can access and engage with their subject readings easily, on demand, and at no cost to them.

What we will do

1. Train, support, and provide adequate time to all relevant Library staff to identify appropriate learning resources – with a particular focus on openly-licensed and free-to-read resources – to be able to confidently provide high quality advice to academic colleagues.

Why?

The Library is responsible for curating and providing access to relevant scholarly resources for learning and teaching in the University. In order to identify and suggest new learning resources to teaching academics competently and confidently, we must be well informed and well prepared.

2. Where possible and appropriate, provide customised suggestions for high quality openly-licensed or copyright-free learning resources within a given subject, course, or discipline.

Why?

When available, openly licensed and copyright-free learning resources (OER) are nearly always the most accessible resources available. For a range of reasons, knowledge and adoption of OER in university teaching is not yet widespread, so academics are often unaware of the range of OERs available and relevant to their subject.



3. Where prescribed readings and pre-reading texts are available in digital formats with reasonable licensing, acquire electronic copies and add access points to the reading list.

Why?

Digital copies are usually more accessible and convenient for students than print copies. Sometimes academics are unaware that a resource is available electronically (e.g. an ebook version of a print textbook), or the assigned reading is only a single chapter – in which case we can legally digitise it for the class. It is already standard practice for our Reading Lists & Resource Sharing team to undertake these checks.

4. Work proactively in partnership with AccessAbility and other relevant stakeholders to provide subject readings in relevant accessible formats for students with specific accessibility needs, to the extent allowed under Australian Copyright law.

Why?

La Trobe University is committed to supporting students with disabilities to succeed in their studies. Relevant laws allow for format-shifting and other techniques to support people with disabilities to access study and learning resources. The Library is responsible for providing all students with access to learning resources.

How we will measure success

- Self-reported confidence levels in supporting readings lists work amongst Senior Learning Librarian.
- Total number of targeted OER suggestions made, and successful.
- Proportion of subjects where all prescribed and pre-reading resources are available in digital formats with less restrictive license conditions/Digital Rights Management.
- Satisfaction with Textbooks and Learning Resources, and Library Resources and Facilities of students with disabilities (SES survey).





Outcome 3 — Awareness of new or alternative publications

Subject Coordinators are aware of recent publications that may be suitable as prescribed readings and of the advantages of open educational resources (OER).

What we will do

1. Proactively contact subject and course coordinators at key times within the subject and course review cycle and/or the teaching period cycle to offer tailored advice on available learning resources, updated editions, and alternative resources with improved access.

Why?

Generic “awareness raising” regarding the use of OERs and other learning resources with improved access for students in specific subjects is of limited effect. Experience has shown us that contacting subject coordinators at the right time – e.g. when a new edition of a textbook is released, when the subject is up for review, or when the course accreditation is happening – is the most affective strategy.

2. Develop and implement a consistent whole-of-library approach to advocating for the use of OERs in subject readings at all appropriate opportunities including academic consultations, discipline and school meetings, ADLT meetings, and meetings with Deans, PVC Learning & Teaching and DVC Academic.

Why?

All stakeholders should hear a consistent message from the Library no matter what the forum or who is delivering the message, whether the University Librarian speaking to the Vice Chancellor, or a Collections Librarian in the coffee queue with a new lecturer.

How we will measure success

- Number of subjects where readings support offered.
- Regular scheduled reflective debriefs on progress of advocacy, barriers identified and overcome.

Outcome 4 — Open Educational Resources

La Trobe academics are supported to create openly licensed subject readings via the La Trobe eBureau where existing teaching resources do not meet their needs.

What we will do

1. Through the La Trobe eBureau, support academic colleagues to create or customise high quality learning resources that support subject learning outcomes, diversity, First Nations cultural safety, inclusion, and accessibility.

Why?

Open Textbooks and related OERs published by LTU authors for use in LTU subjects with the Library's eBureau will be aligned to the intended learning outcomes of the subjects and able to be easily updated and re-used in future due to their open licenses. They allow us to collaborate with academic colleagues to create a "gold standard" for subject readings in terms of cost, accessibility for students with disabilities, inclusive content, and cultural safety for Indigenous students.

How we will measure success

- Number of eBureau titles used in LTU subjects.
- Number of LTU subjects using eBureau titles in reading list.



A Guide to Writing in Law School



Making public histories: Australian history beyond the university



Gender-based violence and health care in Timor-Leste



Threshold concepts in Biochemistry



Foundations of Biomedical Science: Quantitative Literacy Theory and Problems



Australian Pulp 1939-1959: You go high, we go low



Fighting language endangerment: Community directed research on Sm'algayax



Democracy in difference: Debating key terms of gender, sexuality, race and identity



Research and evidence in practice



The Little Cell Who Lost Its Way



Don't cheat yourself: Scenarios to clarify collusion confusion



Key concepts in the humanities and social sciences

How we will work



As noted in the *Background*, one or more work plans will be developed by library staff to operationalise this framework. The Framework itself will be reviewed annually.

Our approach will be iterative – learning what works and does not work, and applying what we have learned in future plans and amendments to the Framework. We will share our progress and lessons learned across the university and the library sector. Responsibility for success will be held collectively.

Responsibilities



The [Reading List Processes](#) document outlines who does what, how and when throughout a typical Academic year when it comes to delivering reading list support to students and Academics.

Team	Responsibilities
Library Executive	<ul style="list-style-type: none"> • Lead advocacy to University executive with regard to supporting OER use and creation by academic staff. • Advocate to Deans and ADLTs about OERs and library role in reading lists, including on Coursework Committee. • Advocate for creation of eBureau texts to be recognised and rewarded by University as part of academic workload calculations and promotion decisions. • Liaise with senior DVC-A colleagues to align Education Services, Quality & Standards, and Library work regarding subject readings.
Library Learning Services Team	<ul style="list-style-type: none"> • Liaise with Subject Coordinators regarding their subject readings needs. • Maintain awareness of textbook and other learning resource publications in discipline area, including open educational resources. • Liaise with Collections and RLRS teams as needed to ascertain licensing options for possible replacement resources. • Advocate to academic colleagues on benefits of open educational resources. • Provide suggestions for potential subject readings to Subject Coordinators as appropriate. • Liaise with Subject Coordinators regarding embedding of reading lists in LMS. • Support RLRS team in development of training material for using Talis Aspire reading lists software.
Researcher Liaison Team	<ul style="list-style-type: none"> • Advocate to academic colleagues on benefits of open educational resources in their teaching where opportunity arises and the potential for research outputs to be an eventual outcome of publishing with eBureau (via a research project focused on the use and improved outcomes associated with using an eBureau text in their teaching for example). • Raise awareness of eBureau services for publishing OERs aligned to LTU subjects, and related research projects.

Responsibilities cont...

Team	Responsibilities
Collections Team	<ul style="list-style-type: none"> • Maintain accurate and accessible records regarding license conditions for library resources. • Ensure reading list resources are purchased and accessioned in a timely manner and according to the most favourable license conditions possible. • Troubleshoot access issues with vendors in collaboration with RLRS and Digital Discovery teams.
Reading Lists & Resource Sharing (RLRS) Team	<ul style="list-style-type: none"> • Proactively create draft (empty) reading lists for every active subject in the University. • Monitor Talis reading lists for accuracy, broken links and other access problems and resolve issues. • Troubleshoot access issues with vendors in collaboration with Collections and Digital Discovery teams • Digitise and OCR resources as required and in compliance with relevant copyright laws. • Liaise with Collections team regarding purchasing of new items listed on reading lists as required. • Liaise with Education Services team regarding embedding of reading lists in LMS. • Liaise with Learning Services team regarding changes to reading lists, and training needs for academics. • Develop, use, and provide regular reports to guide reading lists work. • Develop training material and provide training for subject coordinators in use of Talis Aspire, including embedding in LMS.
Digital Discovery Team	<ul style="list-style-type: none"> • Troubleshoot access issues with vendors in collaboration with Collections and RLRS teams. • Assist other teams with data collection, dissemination, and management. • Maintain and where possible enhance authentication and discovery platforms used to access subject readings. • Provide advice and training for Library staff regarding finding, using, and advocating for OER in reading lists. • Publish OER texts via eBureau.

Responsibilities cont...

Team	Responsibilities
Library Community Programs & Engagement (LCPE) Team	<ul style="list-style-type: none"> • Maintain useful and accurate advice regarding reading list management for Subject Coordinators and other teaching academics on intranet. • Support evidence-gathering activities, in partnership with LPBI where relevant.
Library Planning & Business Insights (LPBI) Team	<ul style="list-style-type: none"> • Support reporting and evidence-gathering activities, in partnership with LCPE where relevant.
Education Services	<ul style="list-style-type: none"> • Build the embedding of reading lists in the LMS into LMS templates and procedures. • Advise academics on use and benefits of Talis reading lists and LMS in alignment with Library.
Quality and Standards	<ul style="list-style-type: none"> • Notify relevant Senior Learning Librarian when a subject is up for review or a new subject is up for approval in Courseloop.
Subject Coordinators	<ul style="list-style-type: none"> • Select readings for subjects. • Maintain accurate reading list information using Talis Aspire system (directly or via LMS LTI connector). • Consult with Senior Learning Librarian when reviewing subject readings or developing new reading lists.
Deans and Associate Deans Learning & Teaching	<ul style="list-style-type: none"> • Consult with Library regarding appropriate readings when proposing new subjects or reviewing existing subjects. • Encourage teaching academics in school to consider OERs in reading lists. • Support academics to create eBureau texts where appropriate, and advocate for this work to be recognised and rewarded by university as part of academic workload calculations and promotion decisions.



Reading Lists Management Framework

Approved: 22 September 2023

Next review date: 1 September 2024

Responsible: Associate University Librarian, Learning Development



LA TROBE
UNIVERSITY

LaTrobe
University
Library