



BOURNEMOUTH UNIVERSITY

**LIRG/SCONUL Project on
Impact Measurement**

Final Project Report
November 2005

Jonathan Hutchins, Jill Beard,
Rachel Geeson, Chris Spencer

Authors and Project Team

Jonathan Hutchins, Institute of Health and Community Studies Subject Librarian and Service Development Manager [*Project Manager*]

Jill Beard, Deputy University Librarian

Rachel Geeson, User Services Manager

Chris Spencer, Library Procurement and Systems Development Manager

Acknowledgments

Institute of Health and Community Studies (IHCS), Bournemouth University, for their collaboration in the study

University of the West of England (UWE), for their partnership in the Impact Initiative

University of Bristol, for use of the Bristol Online Survey tool

Contents	Page
Executive Summary	4
1 Project background	5
1.1 First phase of project, 2003-4	
1.2 Second phase of project, 2004-5	
2 The project at Bournemouth	6
2.1 Project objectives	
2.2 Collaboration and communication with UWE	
3 Project methodology	8
3.1 Action research	
4 Statistics – description and results	9
4.1 Athens logins	
4.2 Other data collection	
4.3 Results	
5 Questionnaires	11
5.1 Ethical permission	
5.2 Student survey	
5.3 Staff survey	
5.4 Results	
5.5 Triangulation with Student Satisfaction Survey	
6 Interviews	16
6.1 Staff	
6.2 Students	
6.3 Results	
7 Conclusions	18
7.1 Methodologies – Online questionnaires	
7.2 Methodologies – Interviews/Participant observation	
7.3 Evidence of impact	
7.4 Future	
References	19
Appendix 1 - Questionnaire – staff: questions and responses	20
Appendix 2 - Questionnaire – student: questions and responses	32
Appendix 3 - Staff interview – questions	42
Appendix 4 - Staff interview – selected responses	43

Executive Summary

Bournemouth University (BU) Library participated in Phase II of the LIRG/SCONUL Impact Implementation Initiative in 2004/5. The chosen theme was an assessment of the impact of e-resources. In collaboration with the University of the West of England (UWE), objectives were set, success criteria and relevant evidence identified, and impact measures chosen. The overall methodological framework was that of action research, enabling a variety of data sources to be triangulated in the pursuit of a broad-based assessment of impact.

Online questionnaires targeting both students and academic staff were advertised by email and on the intranet of one particular School, the Institute of Health and Community Studies (IHCS). These included both factual and behavioural questions concerning use of e-resources, and in each case ran for approximately one month. Follow-up interviews were then sought with staff and students, in which further questions were asked to clarify attitudes toward, and use of, electronic library resources.

Responses received revealed both a widespread endorsement among staff and students of the principles of e-resource provision and its usefulness, particularly off-campus. This was tempered with requests for more e-journal titles and a widespread dissatisfaction with what were seen as difficulties or complications in accessing and/or searching e-resources.

Since this was the first year in which such a survey had been carried out, evidence of impact over time was scanty, although what there was indicated a marked upward trend in usage, varying by type of material accessed. A number of conclusions can be drawn which have implications for e-resource procurement, library skills teaching, and collaboration with academic staff. Moreover, the methodology of action research provides a solid framework not only for possible future iterations of this enquiry but also for impact assessment in other areas of library activity, or on e-resources with other academic Schools. In addition, other libraries may find some of the tools useful in their own settings.

1 Project background

1.1 First phase 2003-4

The LIRG/SCONUL Impact Implementation Initiative is a joint initiative of the Society of College, National and University Libraries (SCONUL) and the Library and Information Research Group (LIRG) of CILIP, aimed at developing impact measures for libraries in higher education. A special issue of Library and Information Research (Spring 2005, vol 29 no 91) is devoted to this Initiative. Ten libraries volunteered to take part in the first phase (2003-4), each choosing a theme for the assessment of impact, and developing objectives, success criteria, impact measures and an action plan.

1.2 Second phase 2004-5

A second cohort of twelve libraries was recruited to the Initiative in July 2004. A two-day Impact Implementation Seminar was held at Charlecote Manor, Warwickshire, throughout which the project planning process was facilitated by David Streatfield and Sharon Markless of Information Management Associates (IMA). Working to an established impact measurement methodology, participants were encouraged to set measurable objectives for their chosen impact theme, identify success criteria, specify the evidence required to assess whether those criteria have been met, and to work out what impact measures they would use. By the end of the seminar, each institution had developed its own action plan relating to its chosen theme.

A review meeting took place in London in November 2004. The final review meeting will take place in Leeds in December 2005. The twelve participating institutions in Phase 2 are:

Institution	Impact investigation
University of Birmingham	Institutional repository and scholarly communications advocacy
Bournemouth University	Equality of access to e-resources
Brunel University	Information skills for research postgraduates
University of Edinburgh	Subject-specific electronic resources and the research process
University of Glasgow	Subject-specific electronic resources and the research process
King's College	Integrated enquiry desks
Newman College	Support for widening participation
University College Northampton	Support for widening participation
University of Southampton	Library support for non-traditional students of modern languages
Staffordshire University	Single point of access for IT and Library enquiries
University of Stirling	Student use of subject resources web pages
University of the West of England	Increasing amounts spent on electronic information services (EIS) each year

2 The project at Bournemouth

2.1 Project objectives

Project plan

The version of the Project Plan as given below is as adopted on 25 Nov 2004. Subsequent amendments are given in square brackets. The evolution of the success criteria and methodologies, and the changes in timescales, reveal the extent to which the Project was adapted along pragmatic and operational lines.

Theme: E-resources usage

Objectives:

- 1. To embed the use of e-resources within University culture**
- 2. To ensure that e-resources are of high quality and relevance to users**
- 3. To evidence improved competence in using e-resources**

SUCCESS CRITERIA – Objective 1

- **Increased access to a wider range of E-resources**
Methodologies
Capturing brief comments
Review provider data for quantitative changes in access to all databases from previous year
Questionnaire survey and interview with selected final year students [interviews not held]
Timescale February 2005
- **Improved access to E-resources**
Methodologies
Capturing brief comments
Questionnaire survey and interview with selected final year students [interviews not held]
Increased ability to access resources remotely
Timescale December 2004 [January 2005]
- **Increased use of E-resources (including off-campus use)**
Methodologies
Capturing brief comments
Review provider data for quantitative changes in use from previous year
Questionnaire survey and interview with selected final year students [interviews not held]
Timescale February 2005
- **Increased promotion of E-resources by academic staff**
Methodologies
Questionnaire survey and interview with selected academic staff
In-depth review of selected areas (if required)
Questionnaire survey and interview with selected final year students [interviews not held]
Timescale February 2005
- **Increased reference to E-resources in reading lists**
Methodologies
Capturing brief comments
Comparative review of proportion of e-resources in reading lists year-on-year
Timescale February 2005
[Not followed up as impracticable: however, the topic was covered in staff interviews]

- **Increased preference of E-resources over print**
*both from academics in the form of purchase requests and use by students/staff
Methodologies
Capturing brief comments
Questionnaire survey and interview with selected academic staff
[Survey of selected final year students - included]
Timescale March 2005
- **Increased presence and integration of E-resources within the institution's VLEs and portals**
Methodologies
Comparative review of number and nature of e-resources links within selected VLEs from year to year
Timescale November 2004 (baseline), March 2005, November 2005 [revised to November 2005 (baseline), November 2006]

SUCCESS CRITERIA – Objective 2

- **E-resources available are deemed to be fit for purpose by users**
Methodology
Capturing brief comments
Questionnaire survey of selected final year students
Questionnaire survey of selected academic staff
Timescale April 2005
- **Diverse range of E-resources cited in bibliographies** [Not followed up as impracticable: however, the topic was covered in staff interviews]
- **E-resources offer value for money**
Methodology
Review of usage data (cost per download); cost of electronic versus paper (quantitative)
Review of evidence of the requirement for specific e-resources in order to attract funding, high calibre researchers etc. [Methodology not adopted]
Review of quality of UG and PG dissertations and course work [Methodology not adopted]
[Questionnaire survey of selected final year students - included]
[Questionnaire survey of selected academic staff – included]
Timescale April 2005
- **E-resource development influenced by existing and future requirements of HE**
Methodology
Review correlation between e-resource development and University/School/AS business plans/strategies
Review availability and success of licences available through bodies such as CHEST, JISC, NESLI2, HE Consortia, the e-books for nursing initiative coordinated by Bournemouth University, and the SUPC e-book contract
Timescale November 2005

SUCCESS CRITERIA – Objective 3

- **Increased knowledge of range of E-resources available**
Methodology
Capturing brief comments
Questionnaire survey of selected final year students
Questionnaire survey of selected academic staff
Timescale March 2005

- **Increased confidence in use of E-resources**
Methodology
Capturing brief comments
Observation of student behaviour in selected hands-on training sessions [Not followed up]
Questionnaire survey of selected final year students
Questionnaire survey of selected academic staff
Timescale March 2005
- **More ‘advanced’ use of E-resources** [Not followed up, as the study was refocused on increase in use rather than nature of use]
- **Changed pattern of subject enquiries (fewer basic queries about E-resources at subject enquiry desk etc)** [Not followed up, as the study was refocused on increase in use rather than nature of use]

2.2

Collaboration and communication with University of the West of England

The Measuring Impact Initiative is based on action research principles (see below), which encourage reflection by the participants and the evolution of the research process. At the initial meeting of all participants in the 2004/05 Impact initiative, encouragement was given to working in partnership. This was seen as facilitating increased development of a common model for measuring impact.

As the University of the West of England (UWE) and BU had chosen similar themes on the topic of EIS this afforded the project teams from these two institutions an opportunity for collaboration. It was recognised that the inclusion of the concept of triangulation within action research methodology, would enable the research to obtain diverse views from multiple data sources, while the methodology’s participatory style would provide the framework for collaboration between the two institutions.

Three joint meetings of some or all members of the two planning groups were held, two at Bournemouth and one at Bristol. A joint paper was presented to the IFLA 6th Northumbria International Conference on Performance Measures in Libraries and Information Services at Durham on 23 August 2005 (Beard, Chelin, Geeson, Hutchins, Nelson, Redman, Shaw & Spencer, in press)

3 Project methodology

3.1 Action research

Action research was the framing methodology adopted for the study because it encouraged the triangulation of multiple data sources which enabled the research to obtain diverse views, to reflect on practice and make adjustments as a result. The methodology pursues action which often encompasses change and research which generates understanding at one and the same time.

“Action research is a multi-disciplinary, experimental research method that relates knowledge to practice. It involves collaborative partnerships and is participative and grounded with practical concerns” (Reason & Bradbury 2001).

The methodology's participatory style encouraged the researchers to seek and consider users' views throughout and provided the framework for collaboration between the two institutions.

The study incorporated different instruments at different times and each informed the next phase of data gathering both within and across the institutions. It was hoped that the project would result in a group of workable survey instruments that could be used in the future to provide more information about the impact that e-resources were having within our two institutions. This thesis is supported by the work of Heron and Reason (2001) who emphasise the connection of researcher and the community they are researching using the phrase "co-operative enquiry" "conducted with people rather than on people" (p.179). In addition it is suggested that the concentration is on devising practical approaches to help people discover how to address issues in their community, rather than simply expanding on a theory. The use of Action research in this project was facilitated by the experiences gained from use in previous studies at Bournemouth University (Beard, DeVekey and Ball. 2003).

The action research cycle as outlined by Gray (2004, p.378 -383) encourages group planning to decide what to research; is there support and commitment; what actions might influence change; why undertake the study; how will it be done; what are the ethical issues; who will do the work, where and when and what will the milestones be.

4 Statistics – description and results

4.1 Athens log-ins

Over a three year period, August 2002 to April 2005, log-in data from a sample of 23 services using Athens authentication was analysed. The services were a mix of single e-resources and groups of e-resources supplied by a specific host; abstracting and indexing services and full text e-journal packages; subject specific and multi-disciplinary.

The reporting period was sub-divided into three periods representing the three academic years covered by the full period. Criteria followed:

- The reporting period for each year was August to April inclusive;
- Each service was available for the full reporting period within each year.

Bournemouth University has structured its Athens accounts so that it is possible to gather data at both Institutional and Academic School level.

4.2 Other data collection

During the reporting period the Library introduced e-journal management tools that enhanced the accessibility of full text and the ability to gather quantitative data, whilst the availability of Counter compliant data from service providers became increasingly available. This increasing functionality prompted us to gather data on total full text downloads and at e-journal title level. For this study usage data was collected as follows

- Full text downloads from 12 services for the period August to April inclusive during years 2003-04 and 2004-05;
- Use of E-journal management tools EBSCO A-to-Z and EBSCO EJS for the period August 2004 to April 2005 inclusive, the first full year of use;

- Use of the Ovid link resolver in 7 databases, primarily health related databases, for the period January to June 2005 inclusive, the first year of use;
- E-book accesses on NetLibrary for the period August to April inclusive during years 2003-04 and 2004-05

4.3 Results

4.3.1 Athens log-ins

Athens log-ins have increased significantly over the reporting period both at University and Academic School level (see table below). Although there was a small dip of 1.4% during 2004-05 in the IHCS percentage of total University log-ins, this can be attributed to an increase in the use of e-resources by Bournemouth University students studying at Partner Institutions, a result of concerted promotion of e-resources to those students.

Reporting Period	Total University log-ins	% increase on Period 1	IHCS logins	% of total University log-ins	% increase on IHCS Period 1 logins
Period 1 (August 2002 to April 2003)	70778	n/a	8156	11.5%	n/a
Period 2 (August 2003 to April 2004)	119689	69%	19613	16.4%	140%
Period 3 (August 2004 to April 2005)	177915	151%	27015	15%	231%

4.3.2 Other data collection

	Period 2 (August 2003 to April 2004)	Period 3 (August 2004 to April 2005)
Total full text downloads from 12 services	413,003	455,645 (10% increase on Period 2)
Use of EBSCO A-to-Z	n/a	Over 62,000 link outs to e-journals (11 of top 20 titles are Nursing)
Use of EBSCO EJS	n/a	Over 48,000 full text downloads
Use of Ovid Link resolver	n/a	Over 17,000 link outs from A&I databases to full text
Accesses of e-books on NetLibrary	1271	2996 (135% increase on Period 2)

4.3.3 Discussions on Impact

Collection and analysis of usage data is a very useful mechanism for informing on the impact e-resources have and is used to support collection development decisions. Triangulation with qualitative data obtained from surveys, questionnaires, focus groups etc enhances the value of the data and further supports strategies and decision making processes adopted to maximise the Library's impact. Assessing impact in this fast-moving area certainly presents challenges of interpretation. For example, the big increase in e-book usage can be confidently interpreted as rapid uptake of a comparatively new service, while the small increase in full-text downloads reflects incremental growth of an already heavily used and highly popular service. Taken in conjunction with several comments in the online student questionnaire (see below) expressing a desire for more and better e-access, it can be seen that the impact of e-resources is overwhelmingly positive.

This positive impression is reinforced by comments following the introduction of a large e-book collection in November 2005, which strongly approve the functionality of the tools provided to browse, search and copy from the collection, and also on the equality of access this provides to students studying at a distance.

Usage data collected from the e-journal management tools and Ovid link resolver clearly demonstrates the benefits of having additional tools to aid the users exploitation of e-resources. It is expected that the introduction of a link resolver across all abstracting and indexing databases will further enhance the user experience.

The Athens authentication process itself has a significant impact. Users require equitable and flexible access to e-resources. The adoption of Athens authentication by an increasing number of service providers ensures that user requirements are achieved. Future enhancements to Athens and/or replacement authentication technologies will continue to increase impact.

Adoption of Counter compliant usage data by service providers enables consistent data collection. As usage data becomes increasingly important in aiding decision making processes the requirement for software to integrate all data collection processes becomes increasingly important.

5 Questionnaires

The BU study concentrated on the students and staff of one particular School – the Institute of Health and Community Studies (IHCS). It was decided that this School would be the focus of the study as students need to access current, evidence-based information and many are located at distance. The top five full text journal article downloads across the entire University are from nursing and midwifery titles.

An online questionnaire was chosen as the survey method as it was simple to administer and analyse, low in cost, and would be easily accessible by potential respondents based off-campus. Two separate online surveys were devised, the first aimed at students and the second at staff. In both samples respondents were self-selecting. Although the surveys covered the same general topics, questions differed in each. The questionnaire was designed in paper format first as a pilot, and IHCS students and staff were invited to complete it at the Subject Advice Desk in the

Library. Subsequently, an analytical tool developed by the University of Bristol, the *Bristol Survey Tool*, was used to create the online survey, for its ease of use both in structuring the questionnaire and analysis of results. The survey was hosted on the Bristol server so there were no issues in negotiating space on a Bournemouth University server.

Links to each questionnaire were prominently displayed on the staff and student portals to the School intranet. Active promotion was by a single initial broadcast email, followed up by one further reminder email a week from the closing date. The only significant difference in the way they were structured and delivered is that the student questionnaire was incentivised: those respondents who consented to be identified were entered into a prize draw.

5.1 Ethical permission

After consultation with the Head of Research of the School under study, who is the author of the University's ethics protocol, it was agreed that no formal ethical approval for such a study was required. Students were made aware that their decision to participate in the online survey carried an implicit consent to their responses being used for the research and management objectives of the Library.

5.2 The Student Survey

The student survey was launched first and was active for one month. The opportunity to enter a prize draw for a £50 book token was offered as an incentive. The survey was anonymous unless students opted to give their name and email address in order to enter the draw. It was stressed that personal data would only be used for the purpose of administering the prize draw. A link to the survey was posted on the School intranet, and students were alerted to its existence by email and word of mouth in Library skills training sessions.

The survey was deliberately kept brief in order to encourage a high response rate – it consisted of three sections and a total of 16 questions (a mixture of multiple choice, Likert scale and free text). The first section covered personal details (e.g. course, year, gender and age), the second part asked about the e-resource the student had used most recently, and the final section asked about the student's use of e-resources more generally. If free-text sections were used, the questionnaire took at most between five to seven minutes to complete.

5.3 The Staff Survey

The staff survey was launched after the student survey had ended and was also active for one month. A link to the survey was posted on the School intranet, and staff were alerted to its existence by email. The survey was anonymous but respondents were given the choice of providing their name and email address if they wished to be made aware of electronic options when ordering books and journals in the future.

This survey was also kept brief, with a total of 21 questions (a mixture of multiple choice, Likert scale and free text). It was divided into two sections – the first asked for personal details (e.g. academic group, teaching level, level at which research

undertaken) and the second covered the academic's use of e-resources and their perception of students' use of e-resources. If free-text sections were used, the questionnaire took at most between seven to ten minutes to complete.

5.4 Results

5.4.1 Response rate

- 251 responses from students (=8%)
- 53 responses from academic staff (=16%)

It is not known whether the prize draw promotion of the student questionnaire made a difference to the response rate. However the UWE questionnaires were not incentivised and yet the total number of respondents was strikingly similar.

Given the modest scale of promotion of the questionnaire, it is felt that 251 students and 53 staff was a good response.

5.4.2 Representativeness of sample by academic group (undergraduates)

If respondents on Masters programmes (n=9) and those who cannot be identified to academic group, are excluded, the remaining students are categorised (below) by discipline and by percentage of total IHCS student population. There is a marked correlation between the groups.

	Acute & Critical Care Nursing	Midwifery & Child Health	Social Work & Learning Disabilities	Rehab & Health Sci
% questionnaire respondents	63	20	10	7
% total IHCS u/g students	75	14	6	5

5.4.3 Age and year profiles of student respondents

An excellent student profile was achieved, with an almost equal three-way split in student respondents between:

- 1st, 2nd and 3rd years
- three specified age ranges (<25, 25-45, >45)

Academic staff respondents were quite equally spread in terms of teaching level across 1st, 2nd, 3rd year and postgraduate.

5.4.4 E-resources accessed

22 different e-resources from a drop-down list of 27 were named in response to the question "select the e-resources you have used most recently" (Individual e-journals and e-books were not listed).

The top three were:

- British Nursing Index (34.1%)
- EBSCOhost EJS (13.9%)
- CINAHL (11.5%)

Inspection of the results also shows:

- The 5 resources not recently accessed are all listed on the Library's IHCS subject webpages. 4 of them are bought from library funds (with 1 free), and 3 of them are routinely recommended in library undergraduate teaching sessions.
- 4 resources recently accessed are neither identified nor recommended by library staff.

From this it may be deduced that student behaviour in e-resource choice is only in part influenced by subject librarians' teaching and training and recommendations. Fellow students, academic staff, and the NHS environment, may be responsible for use of, for example, PubMed or SCIE. In this context it should be noted that the BU definition of e-resources was limited to paid-for databases and document collections plus selected free resources, while UWE data included Google, blogs and many other 'electronic resources' in the widest sense of the word. A further comparative study of student use of University-funded resources and freely available alternatives, will be considered. For the initial phase of this study at Bournemouth it was agreed to concentrate on paid-for resources. Survey respondents were able to include either free or paid-for resources in their responses.

In April 2005, data from various e-journal management tools revealed that the top five journal downloads across the whole University, irrespective of School, were all IHCS journals:

1. British Journal of Nursing
2. British Journal of Midwifery
3. Journal of Advanced Nursing
4. Nursing Standard
5. Midwifery

Though this is striking, it is perhaps not unexpected given that IHCS has an expressed commitment to e-resources which was 38.5% of total resource spend in 2004/05.

5.4.5 E-resource access from home

- 72.4% of student respondents accessed the most recently used resource from home.

Whatever else this remarkably high percentage may imply, it can with certainty be stated that it entirely vindicates BU's commitment to investment in extensive off-campus e-resource authentication, and confirms just how widespread domestic internet use has become.

5.4.6 Year-on-year usage

As explained above, much of the data collected must be regarded as a baseline for future work, but in this initial year respondents were invited to make a retrospective comparison. Both students and academic staff were asked if they used e-resources more this year than last year.

- Excluding first-year students, to whom this question is irrelevant, 66.48% of students claimed they did, and 66% of academic staff.

The correspondence between the two figures is striking. Management information derived from Athens logins confirms a 38% increase in usage by IHCS staff and students during the 8 months to April 2005, compared with the previous year. We can confidently say that usage is increasing for individuals in IHCS, and as can be seen below they expressed satisfaction in this use.

5.4.7 Expressed satisfaction with e-resources

Satisfaction with range of e-resources available, and confidence in using e-resources, both rated significantly higher among academic staff than students, which is perhaps to be expected, since staff have been using e-resources for a number of years and have acquired greater experience and expertise.

Of 115 free-text student responses to an invitation to comment on e-resources in general, the majority of responses could be grouped under these three broad headings:

- Access and Searching – time-consuming, difficult/complicated, retrieval of irrelevant articles (37 comments)
- Full-text journals – requests for more titles or regrets that more full-text links did not exist for articles retrieved (29 comments)
- A useful/excellent facility! (17 comments)

Conclusions which can be drawn from this include:

- students recognise the importance of electronic resources to their learning experience
- they recognise the need to develop skills to exploit them more fully
- being able to retrieve full-text articles to the desktop is highly valued and expected, rather than exceptional
- electronic resources in general are having a positive impact
- library staff need to ensure that training sessions address issues of clarity and simplicity
- library staff need to work both internally, through presentation on the new VLE and on the library website, and also externally with providers/aggregators/database hosts, to ensure that access to these resources is as clear, unambiguous and simple as possible

Satisfaction and dissatisfaction are two sides of the same experience, and several responses included both, along the lines of 'once I found the information it was very useful'. This is a consistent theme and finds expression in the use of such phrases as 'lack confidence' and 'frustrating', but on the positive side the resources themselves several times merited superlatives. One member of staff commented in interview that students who do acquire competence in accessing e-resources become enthusiastic 'converts', often assisting their peers with useful tips, or more directly. This further supports our assertion of positive impact. Consideration will be given to a peer assisted approach to future promotion of e-resources.

5.5 Triangulation with Student Satisfaction Survey

The Student Satisfaction Survey is conducted annually on select student populations by Academic Services on behalf of the University. The following results obtained from the 2004/05 Survey support and reflect the high levels of apparent satisfaction with e-resource provision revealed by the Impact study:

Satisfaction with e-resources in your subject area

Total response 43.7% rated high satisfaction (levels 1 and 2)

IHCS response 41.3% rated high satisfaction (levels 1 and 2)

Satisfaction with info on library web site

Total response 36.8% rated high satisfaction (levels 1 and 2)

IHCS response 50% rated high satisfaction (levels 1 and 2)

Satisfaction with access from off campus

Total response 35.3% rated high satisfaction (levels 1 and 2)

IHCS response 43.4% rated high satisfaction (levels 1 and 2)

IHCS response was predominantly from the Advanced Diploma in Nursing course.

After the analysis of the results of the online surveys, interviews with IHCS students and staff were conducted to explore some issues in greater depth.

6 Interviews

6.1 Staff

Semi-structured interviews were conducted with IHCS staff. Areas for more in-depth exploration had been identified by studying the results of the questionnaire, and interview questions were devised accordingly.

Staff were invited by email to participate in interviews so in this respect the sample was self-selecting. The interview schedule consisted of 8 questions (see Appendix 3) and focused on staff use and their perceptions of student use of electronic resources. An explanation of the purpose of the survey was given, along with the assurance that responses would remain anonymous. An hour was set aside for each interview but in reality the length of time varied from person to person. It was beneficial to give an idea of duration which could be adhered to or not if participant or interviewer wished. One member of library staff conducted the interview and another acted as note taker.

6.2 Students

Course representatives were emailed (77 in total), inviting them to take part in interviews. The students were asked to reply with a contact telephone number, or to suggest 3 half-hour slots when library staff could carry out a telephone interview or see them in person.

Unfortunately this elicited no replies. This was perhaps because of an unfortunate delay in the timing of the email – meaning it was the exam period for some students and others had already left the University for the Summer. A direct approach was considered where we actually phoned students to ask them to take part in interviews, but we were not able to obtain student phone numbers due to Data Protection issues. Consideration was given to undertaking interviews in Autumn term but on reflection it was agreed that the feedback already gathered was sufficient for the study's conclusions. In any further studies, student interviews would need careful timing during the spring term.

6.3 Results

Interviews – academic staff

Selected comments from academic staff are reproduced as Appendix 4.

6.3.1 Staff views on student use

Whereas students were asked both in questionnaires and interviews about their experiences, academic staff were addressed both as users of e-resources themselves, and also for their opinions on students' use and behaviour.

- **Student feedback**

Staff said that the feedback they received was informal and infrequent, and related more to access to e-resources rather than to the content of the resources themselves. The lack of specificity in feedback (e.g. "I had trouble getting into Athens") was not unique to library services: comments on academic matters were often of a similar nature. Although this might be improved by asking more specific questions when soliciting student feedback, perhaps much of it simply reflects the fact that students may not be aware where the problem lies (whether in their own actions, or with Athens, a publisher or an aggregator, or in the interface between an NHS IT connection and the University services).

- Staff as e-trainers

Staff in some cases would take it upon themselves to assist or demonstrate access or usage of databases or e-journals, which indicates a level of training and training need that has remained hitherto concealed from library staff. It was thought that despite explicit and reiterated offers of ongoing support from library staff, students may either feel diffident about taking advantage of this service, or else resort to library help at the last minute, with an assignment just about due.

Perceived under-use of e-resources by students was ascribed by academic staff mostly to complexity of access and use, compared with say Google. This corresponds to students' own comments in the free-text portions of the survey.

- E-resources and the challenge to academic process

One interviewee asserted that references in student assignments to electronic sources were becoming more frequent: indeed, some assignments had been found to be sourced entirely from e-resources alone. Students can access material that tutors have not recommended: issues of veracity, accuracy, provenance and of course plagiarism come into play. Though this is an issue of internet use in general rather than subscribed e-resources, it does contribute to the impact of the latter. Some e-resource functionality heightens the challenge: for example, textword searching across several e-books cuts across notions of the book as a separate entity with its own structure and quality. When e-books are bought by the Library *en masse* as a collection, that further challenges academic assumptions about stocking a 'library' (print or otherwise) with specific recommended titles. The Library will take advantage of the new opportunities afforded by increased e-access to increase awareness, promotion, and best practice in use of such resources..

- Staff as leaders in e-resource use

Academic staff were very much aware that their own promotion and recommendation of e-resources is key to increased student usage. Therefore library staff need to enhance training sessions delivered to staff in order that they may have a better understanding of e-resources strategy, access and use, the more effectively and correctly to influence and inform students.

6.3.2 Staff views on e-resources for their own use

Without exception the six staff interviewed asserted without qualification that e-resources were essential for their own work – whether engaged in research/postgraduate study or not. The convenience of being able to access documents from their own desktop was stressed: this comment did not vary with distance from the physical library, which implies that immediacy of access is the key factor, as one would expect. This point can be overlooked in discussions about remote access, where degrees of geographical distance can be felt to be a factor. In practice, the impact of e-resources in terms of immediacy of access is the same whether a user is two hundred miles away, or only two floors. With the increase in student use of laptops it can be expected to be increasingly true for students as well.

6.3.3 Role of print vs electronic resources

A question about the continued role of print, for both staff and students, elicited a variety of responses. Books in print form were acknowledged as being easier to browse and read, and classic texts may exist only in print form. Serendipity was thought to be easier with print. One interviewee raised the issue of the electronic library as to some extent 'elitist', discriminating against those who do not have, or find it difficult to acquire, computer and/or internet skills. However another member of

staff robustly insisted that using a PC was simply 'the latest form of literacy...it wouldn't be considered elitist to say that you couldn't do a degree if you couldn't read and write.' The same individual commented: "Print access is for people who haven't worked out how to access resources online." This comment, while extreme, reinforces a picture of the essential and positive impact of e-resources.

- The corollary is that appropriate and timely training is crucial to successful access and use. A common learning unit, Professional and Academic Development (PAD), has been developed for students on nearly all first-year programmes within the School surveyed. This includes IT and library skills delivered in a progressive structured and seamless way that will enable students to acquire a good grounding in skills and techniques to explore e-resources to the full.
- IHCS has explicitly committed to a strategy of funding e-resources as 60% of the library budget, with print as only 40%.
- The recent acquisition of a large (25,000+) collection of e-books has significantly swung the balance of book provision from print towards electronic. Crucial factors include the high functionality of the tools provided to exploit the collection, and the opportunities for extensive off-campus use. Initial reactions from both students and staff have been highly appreciative of these factors.

7 Conclusions

Bournemouth University's participation in the Measuring Impact initiative has produced useful results in terms of library staff development, experience of using different methodologies to solicit information, increased contact with an academic School, and wider awareness within the Library of the use of action research and a culture of continuous service evaluation.

7.1 Methodologies – Online Questionnaires

Positive aspects

- Simple to administer & analyse
- Low in cost
- Accessible by many potential respondents both on and off campus

Challenges

- Self-selecting – attracting regular confident IT users
 - 96% of UWE respondents claimed good/very good IT skills
 - 9.2% of BU students claimed 'no confidence' in using e-resources

However it is not possible to correlate these figures with *overall* levels of information literacy in either University. The introduction of the PAD Common Learning programme at BU (see above) indicates that IHCS is committed to early acquisition of these skills and thus the overall skill level is expected to continue to increase.

- Both institutions plan to use similar surveys again as part of regular service evaluation

7.2 Methodologies – Interviews/Participant Observation

Positive aspects

- Greater range/depth of response than possible with questionnaires
- Misunderstandings can be clarified by interviewer
- Enhanced relationships with academic staff

- Deeper understanding of academic processes by library staff
- Opportunity for promotion of specific aspects of library service
- PR value of profile-raising of library in general

Challenges

- Time consuming both to conduct and analyse
- Small population sample
- Self-selecting!
- Interviewer bias/comprehension

7.3 Evidence of impact

- Limited as yet because change can only be measured over time: this was first year of study for both institutions
- Triangulation used to establish impact (with for example Student Satisfaction Surveys, and baseline data both quantitative and qualitative)
- Self-selected response to questionnaires, interviews and observational study
- Growing importance for both staff and students
- Similarity between results for BU and UWE indicating some consistent measure of impact was achieved

7.4 Future

- Continue to triangulate results from this and future Impact surveys with data obtained from other sources
- Continue to monitor e-resource usage through Athens logins etc.
- Use online questionnaires to measure change in perceptions and use
- Use interviews/participant observation techniques (UWE)
- Capitalise on the centrality of academic staff as key to influencing student behaviour and ensure there is an ongoing awareness raising programme
- Review and develop teaching and training resources in line with student comments
- Continue to feed back results and invite further comment

References

Beard, J., DeVekey, J and Ball D. 2003. *Working with public libraries to enhance access to quality-assured health information for the lay public: Healthinfo4u*. British Library Co-operation and Partnership Programme No. 6: Final Report. Bournemouth BUOPLIS publications

Beard, J., Chelin, J., Geeson, R., Hutchins, J., Nelson, D., Redman, J., Shaw, P., Spencer, C. *Measuring the impact of electronic resources: developing simple tools*. Performance Measurement and Metrics, in press.

Gray, D.E., 2004. *Doing research in the real world*. London: Sage Publications Ltd.

Reason, P., and Bradbury, H., Eds. 2001. *Handbook of Action Research*. London: Sage Publications Ltd.

Appendix 1 Questionnaire – Staff

Electronic Resources - Academic Staff (AS-lib) Results

Survey Overview

Number of respondents: 53
Expected number of respondents: 332
Response rate: 16.0%
Launch date: 01 Mar 2005
Close date: 01 Apr 2005

1. "Please select your Academic Group:"		
Social Work and Learning Disabilities:	3.8%	2
Midwifery and Child Health:	18.9%	10
Acute and Continuing Care Nursing:	24.5%	13
Community Engagement, Participation and Development:	3.8%	2
Rehabilitation and Health Science:	7.5%	4
Research:	22.6%	12
Other (<i>please specify</i>):	18.9%	10
Advanced nursing practice		
Clinical teaching		
leadership within nursing and allied health professionals		
Learning and teaching		
Learning and Teaching		
Mental Health		
Mental Health Lecturer Practitioner		
Nurse Practitioner		
Nurse Practitioner and related work		
Nursing		

2. "What level(s) do you teach at?"		
Level C:	n/a	33
Level I:	n/a	33
Level H:	n/a	42
Postgraduate:	n/a	31
Other (<i>please specify</i>):	n/a	6
Also level O for the Diploma students in their first year		
Foundation degree		
Level 0		
N/A		
New course starting in September 2005		

3. "At what level do you undertake research?"		
Masters:	29.1%	16
Doctoral:	16.4%	9
Post-doctoral:	10.9%	6
I'm not engaged in research:	32.7%	18
Other (<i>please specify</i>):	10.9%	6
evaluations		
Funded research projects		
I thought this was meant to be anonymous?!		
investigating issues at present		
no specific level		
researching for a book		

4. "Are you using E-resources more this academic year than last year?"		
More:	66.0%	35
Less:	0.0%	0
The same:	34.0%	18

5. "Have you used the Library's E-resources to support you in the following areas?"		
Teaching:	n/a	44
Research:	n/a	36
Suggesting resources to help students:	n/a	46
I haven't used the Library's E-resources:	n/a	0
Other (<i>please specify</i>):	n/a	4
Checking/updating references		
I often use MIDIRS (I have personal subscription)		
Part of own study		
professional updating for myself		

6. "How satisfied are you with the range of E-resources available?" 1=very satisfied - 6=very dissatisfied		
1:	18.9%	10
2:	45.3%	24
3:	13.2%	7
4:	15.1%	8
5:	5.7%	3
6:	1.9%	1

7. "How confident are you in using E-resources?" 1=very confident - 6=not confident at all		
1:	11.3%	6
2:	47.2%	25

3:	18.9%	10
4:	11.3%	6
5:	9.4%	5
6:	1.9%	1

8. "Please indicate where you believe reading lists are currently available from:"		
Via the Library Catalogue:	n/a	30
Via IHCS4U:	n/a	38
I don't know:	n/a	5

[The online reading lists are in fact available by linking from both the Library Catalogue and the School intranet (IHCS4U)]

9. "Please rank the following E-resources in terms of their value to you as a member of staff:" Databases E-journals E-books		
9.a. Databases		
1st:	41.5%	22
2nd:	50.9%	27
3rd:	7.5%	4
9.b. E-journals		
1st:	73.6%	39
2nd:	26.4%	14
3rd:	0.0%	0
9.c. E-books		
1st:	11.3%	6
2nd:	11.3%	6
3rd:	77.4%	41

10. "Please name the 3 E-resources that you find most useful (e.g. BNI, Science Direct, Journal of Advanced Nursing e.t.c.)"
All journal related to palliative care / MEDLINE / EBSCO
All of the above
Any health related journal / Psychinfo / BNI
BMJ / Emergency Medicine / Gut
BNI
BNI / CINAHL / EBSCO host (academic search)
BNI / Ebscoe academic / Science Direct
BNI / JAN / NET
BNI / Journal of Advanced nursing / Nursing Times
BNI / Medline
BNI / Proquest / RCN website
Bni / journal of advanced nursing
british journal of midwifery / science direct / Ebsco
British Journal of Social Work / Social Work Education / sosig

CINAHL / All nursing and social science journals, specifically research journals
CINAHL / BIDS / EBSCO
CINAHL / Medline / International Journal of Nursing Studies
CINAHL / Cochrane Library / Physiotherapy Resaerch International
Cinahl / journal of advanced nursing / british journal of criminology
CINHAL
CINHL is pretty good and Cochrane. Would like access to some of the medical databases that NHS staff have.
Cochrane library / Science direct / BNI
Data bases BNI/Cinyl/Medline Journals sometimes have difficulty printing off (library staff give help)
Databases (medline, cinhal) / Journal of Advanced Nursing / Other Nursing journals
E journal article search facility / No specific journals - the range is pretty good
e-journals related to child health/nursing, interprofessional education/nursing management and education
Ebsco / Journals - difficult to specify as have a number of disparate areas of interest
EBSCO / Science Direct / British Education Index / BNI
EBSCO Host / BNI / Journal of Psychiatric Nursing
EBSCO Host EJS / SCUTREA / British Education Index
health promotion international / Health education research / Assia
Health promotion international / BMJ / Cochrane Library
I don't know - I just go in and look for specific subject areas.
Jou Ad Nursing / BNI / Medline
MIDIRS / British Journal of Midwifery / CINHAI / COCHrane Database
Midwifery journals / educational journals
Midwifery / British Journal of Midwifery / BNI / Internurse
None Specific enough to list as it depends whatl am doing
Nurse Educatio In Practice / Nurse Education Today / Emerald
Nurse Education Today / British Journal of Midwifery / MIDIRS
Nurse education today / Clinical nurse / Science direct
Ovid / EBSCOhost EJS / Science Direct
Paediatric Nursing / Ovid / Ingenta
Professional Journals
Science Direct / Blackwell / Library Subject gateways
Science Direct / BNI / CINAHL
Science Direct / BNI / Cinhal
Science Direct / Cinahl / BNI
Science Direct / Elsevier / zetoc
Science Direct / Midwifery / Nurse Education Toady
That depends on what I am looking for.
The BNI for my students / For my own studies the academic search elite

11. "Please rank the following E-resources in terms of their value to your students:" Databases E-journals E-books			
11.a. Databases			
	1st:	50.9%	27
	2nd:	30.2%	16
	3rd:	18.9%	10
11.b. E-journals			
	1st:	54.7%	29
	2nd:	43.4%	23
	3rd:	1.9%	1
11.c. E-books			
	1st:	9.4%	5
	2nd:	15.1%	8
	3rd:	75.5%	40

12. "Please name the 3 E-resources that you think are most useful for students (e.g. BNI, Science Direct, Journal of Advanced Nursing e.t.c.)"
Any direct journal access / BNI / CINAHL
as above
As above
as above
as above
As above for me
BJM / MIDIRS / CINAHL
BJSW / sosig
BMJ / JI of Epidemiology & Community Health / ?Emergency Medicine
BNI
BNI
BNI / British Journal of Midwifery / MIDIRS
BNI / CINAHL / ?Journ advanced nursing
BNI / CINAHL / EBSCO
BNI / Cinahl / Nursing Times
BNI / Journal of advanced nursing
BNI / Journal of Advanced nursing / Medline
BNI / journal of Advanced Nursing / Nursing Times
BNI / medline / nursing times
BNI / plus other databases listed on BU library web page. As far as I am aware students use these but I am aware they use general search engines such as google to locate material as well.
BNI / PsychInfo / ScienceDirect
BNI / Science direct
BNI / electronic journals
BNI is the one i most often recommend as often these journals can be accessed if not held electronically

BNI, but not sure thereafter
BNI / Cochrane / Medline / Internurse
BNI / Medline / Psych Med / Any on line midwifery journals such as BJM, Midwifery
BNI / Cochrane / HDA
CINAHL / BNI / Nurse Researcher
Cinahl / journal of advanced nursing
CINAHL/BNI / Ebscohost / E Journals in their area of work (if postreg students)
don't really understand this question? / Does it mean Databases, ejournals, ebooks?
e journals generally, I think they do not feel confident using databases
E-books on Reading List - where demand is high / BNI / EBSCOhost EJS
e-journals related to child health/nursing
Ebsco / BNI
EBSCO / INGENTA / PSYCHINFO
EBSCO HOSt EJS / Caredata / Newspaper Database
I don't know - it depends on the area they are looking at - it also depends on the group of students I am teaching.
I dont know if my students use the university E-resources tend to use locally based/their own libraries (Poole/Salisbury/Blandford/Dorchester)
Journ Ad Nursing / BNI / Other nursing journals?
Journal of Advanced Nursing / Social Science and Medicine / Qualitative Health Research
Library subject gateways / Science Direct / Blackwell
Midwifery / BNI / JAN
Mixture depending on their year
N/A
No students yet so ranking is guesswork.
NT / BNI / Nursing standard
Science Direct
Science Direct / Cinahl / BNI
This is a guess as we don't have students as yet / Professional journals
Unsure

13. "Please indicate the value of the following medical image databases to you as a member of staff:"
1=valuable - 6=not valuable at all BioMed Image Archive Education Image Gallery

13.a. BioMed Image Archive

	1:	1.9%	1
	2:	7.5%	4
	3:	1.9%	1
	4:	5.7%	3
	5:	3.8%	2
	6:	11.3%	6
	Don't know:	67.9%	36

13.b. Education Image Gallery

1:	1.9%	1
2:	7.5%	4
3:	3.8%	2
4:	5.7%	3
5:	3.8%	2
6:	11.3%	6
Don't know:	66.0%	35

14. "Please indicate the value of the following medical image databases to students:" 1=valuable - 6=not valuable at all BioMed Image Archive Education Image Gallery

14.a. BioMed Image Archive

1:	1.9%	1
2:	7.5%	4
3:	0.0%	0
4:	1.9%	1
5:	3.8%	2
6:	5.7%	3
Don't know:	79.2%	42

14.b. Education Image Gallery

1:	1.9%	1
2:	5.7%	3
3:	1.9%	1
4:	1.9%	1
5:	3.8%	2
6:	5.7%	3
Don't know:	79.2%	42

15. "Do you think students are using E-resources more this academic year than last year?"

More:	49.1%	26
Less:	1.9%	1
The same:	49.1%	26

16. "How do you promote/draw students' attention to the use of E-resources?"

In lectures:	n/a	39
In tutorials:	n/a	40
In handouts:	n/a	29
In assignment feedback:	n/a	11
On web pages:	n/a	16
Verbally:	n/a	45

I don't currently promote:	n/a	1
Other (<i>please specify</i>):	n/a	8
E mail		
I encourage use locally to them as well as here		
I support my units through webbased materials and links.		
I'm not involved in teaching		
In books		
We will use all of the above		
Whenever appropriate		
Within my personal tutor role in tutorials		

17. "Who do you believe could introduce students to E-resources?"

Lecturer:	n/a	43
Librarian:	n/a	49
IHCS IT tutor:	n/a	38
No need to introduce:	n/a	0

18. "What is the optimal timing for introducing your students to E-resources?"

First 3 weeks of the course:	56.1%	32
First assignment:	31.6%	18
First research-based assignment:	1.8%	1
Final year project:	0.0%	0
Other (<i>please specify</i>):	10.5%	6

a FOLLOW UP SESSION THREE MONTHS LATER

Finding the right time is so problematic and I think the responses you list to this question suggests events rather than a continuous process. Students must be made aware on the first day the range of resources yet that message has to be reiterated throughout the course. I would agree having time around assignments does help them to focus on a purpose when learning about e resources

I would say it needs to be before, but there is no access to post-reg students

Introduce students to e resources with the aid of their personal tutor within the timetabled Personal Educational and Development study sessions. Tutors need to have the skills to encourage and facilitate the development of these skills in their students. Access to good quality facilities within the seminar rooms very important to demonstrate access to e resources.

PhD students know more about this type of resource but should revise at the beginning of their study

This intro needs to be backed up with frequent revisiting by academic staff.

19. "How, in your opinion, might E-resources be better integrated into the curriculum?"

?

A briefing type at the beginning of each year
Highlight that students can take advantage of surgery opportunities as well

Access to the web via every classroom and then they can be integrated into teaching sessions easily and examples shown

as a process throughout their time at uni

As a researcher I am not actively engaged in teaching on courses but mainly in supervising students however an educated guess would be to get e-resources into an IT module/unit very early on and then make sure e resources are mentioned throughout in reading lists and assignment guidelines
As I've suggested above, further reiteration by all these staff
At induction period
awareness raising sessions for staff from library, assistance with all reading list formulations, until tutor knowledgeable
Bedded into the unit content so that students have to engage with the material.
Being incorporated within reading lists and reference lists for units
Build evidence of their use into one of the assignments?
By encouraging unit leaders to have webbased companionsites available for students to use; By using e-resources in lectures and tutorials and demonstrating how they can be used; through library staff who are not dismissive of students who are less confident of using e-resources; through assessing students' ability to access e-resources in the first year of their programme
By giving the students the understanding, searching methods, lists of relevant journals to branches very early in the programme and regularly promoting and ensuring their use but not to the disadvantage of books!
By lecturers understanding them and using them more themselves
by starting simply. most people try to master one or two databases and then try to stick with that for a while. If in induction, they are taught one simple system that turns them on, then they can develop confidence from there
Designing assignments to include E-resource skills
Don't have it as an option, or as a place for information, but actually have half an hour or so for a librarian on first (if poss) day of a course to talk to the students, if they chose not to use that is their decision
Don't know
Encouraging staff to put e-journal references in reading lists and recommend students use them
Setting assignments/tasks that involve accessing e-journals
Demonstrating in subject teaching sessions (not only study skills sessions) using the ICT kit in classrooms
Ensuring that as many facets of the course use an e- approach. Having a central HUB (IHCS4U) is good too.
I see no need for improvement - so long as library sessions are held at the beginning of any given programme.
I think they are well integrated
I think this is fairly well integrated currently. Perhaps a 'follow up session' with IT lecturer after the students have had time to consolidate their 'introductory' sessions would be helpful.
In new curriculum info should be incorporated in the new PAD unit. Also it may be a good idea to include info regarding e-resources in the unit descriptors and/or programme handbooks.
In the Personal and Academic Development Unit.
In the pre-reg midwifery curriculum, we have IT sessions to introduce e-resources in the first year. This should be carried out throughout the 3 years - but time constraints make this difficult. Having internet access in all teaching rooms helps - the tutors can show the students e-journal articles during the lectures etc.
It is vital from day 1 of any HE curriculum. Could have a few sessions on it from librarian to back up information given by tutors
Just more emphasis on how useful they can be. Some people almost seem wary of using them.
Library session included within timetable
make the teachers more aware, ensure included in handbooks etc..

mandatory session at the beginning, lecturers informing students, fliers sent out to students with other letters
Many of my students are within stand alone units and therefore don't tend to use e-resources as much as students on a 3 year degree programme. My students also have difficulty in accessing e-journals away from the university
Maybe it could be part of the course...there are some units which deal specifically with evidence based care and I believe e resources is one of the major opportunities we have in order to find out what the evidence is...
More explicit inclusion
More formal drop in sessions as this would be better than large group teaching (similar to the sessions run by Mike Knight)
More time spent educating students how to access e-resources. Many say they find the IT classes too confusing and too quick. Many need individual tutorials. Maybe set times each month they can book an individual tutorial may be beneficial if it was easy to access.
N/A
Nursing curriculum re-write is identifying the need for units to have a large element of self directed learning. I can see opportunities for this to be electronically delivered activities making links to electronic resources. Would like to see more opportunity for small group work on computers in order that more emphasis on peer learning and peer support ie extra rooms with computers that can be readily accessed by students both on and off the campus.
perhaps on a more ongoing basis if possible, students are very overwhelmed with all the info they are bombarded with particularly at the beginning of the programme.....
Pre-course work books Open days for new students to attend sessions relating to available electronic resources
Promoted by all lecturers (who, including me, may need more confidence in using them). Course handbooks and tutorials.
Referred to in all lectures/handouts
Regular training and update sessions on E-resources, from the Librarians, for IHCS Staff
See above by trained personal tutors
See my comment in 18 above. It has to be throughout the curriculum by a range of different people. For nursing programmes, and those other with a professional practice element we also need to bring on board the mentors / supervisors in practice.
Staff awareness of them Opportunities to use them in class (eg all rooms having a working internet connection)
Through assignments.
Through sessions that give students enough time to 'play' with the system and fully understand it. It's all very well understanding for the moment but not when you come to do it for real
Updates on use in each year of curriculum more promotion of e-books
We currently have sessions in the first and I think they work for students although I find it difficult to gauge without directly asking them how they do their literature searches.
We hope to set up an area on black board (or the platform the uni goes for!) for the course to provide materials with links from a number of resources.
We would benefit from having meetings between the subject tutors and the subject librarian at specific points in the year to discuss what new resources are available and also evaluate existing resources. It is often difficult for teaching staff to attend user forums and in my experience these meetings are not the best place for raising specific issues.

20. "Please add any other comments you would like to make about E-resources in general:"
annoying when says page expired or then uni is not funding certain journals any more
Can we have more please. I think the extent of stock is key to uptake of e-resources. We are all busy, I know that if I can find everything I want in one place that will be my first choice. If however only somethings are available electronically and there is still a need to pay a visit to the library then a lot of people won't see any benefit in working to develop their skills / knowledge of e-resources.
E-books: longer period on line. Frustrating when it closes down without warning
Essential- I badly need updating
Excellent resource. Often students complain they have difficulty accessing them off campus. Does put the computer illiterate at a distinct disadvantage. Costs the students a lot of money to keep printing off articles. Do need to use regularly to remember how to access, need an idiots guide as a constant reminder. Really need individual tutorials to build on knowlege and skills of using e-resources.
Extremely valuable. Enhances the speed and comprehensiveness of literature reviews. Helps me more readily keep up-to-date. Often demonstarte use etc to students in tutorials. Could not live without this resource and the more e-books and e-journals the better
Having E books is a great resource. Having journals such as BJM and Midwifery as full text makes work and research so much easier. I would like to have a bit more support in how to use them, but I do know this is available to me.
I find them invaluable as a fast way of updating my teaching material and finding the latest research to share with the students.
I hardly ever go to the library looking for journal articles now:this is great when working from home!
I have suggested the above as I am finding some students asking for assistance weeks before a piece of work is due, as a tutor I am usually busy with the next intake
I run an e-MSc unit entirely web base. We have severe challenges integrating this with traditonal administrative patterns. There needs to be a much stronger University infrastructure to support e-learning.
I sense that accessing resources is getting more complex as more e resources become available. I think the future challenge is to keep something simple to access otherwise students will not use it. And that goes for staff as well!!
I think a good mixture of electronic and paper resources are required. Non-electronic resources are flexible if you do not always have access to electronic resources. Personally I find the range excellent for my needs
I would like my students on 'stand alone' courses to be able access information/training for e resources in a easier form than having to attend university for set tutorials. My unit is 4 taught days which does not allow for any inhouse training, and my students are more often than not 'out of area'!
It just keeps getting better! The more e-journals available the better. It makes learning so much better - people can actually concentrate on analysing the articles rather than on spending ages searching for the articles. It would be great to have some of the most popular books made into e-books as access to them is always limited. Same with older popular journal articles.
OPAC and book information excellent please keep this going. Lit searching sources good - need these for my work. My personal experience of success accessing E journals limited but library staff helpful.
Students do not really know how to use databases and I think they should...
The alert facilities are also excellent
The bournemouth library links has laways and continue to be very doffocult to access externally, I generally don't bother with IHCS, and go through other agencies.....
The range of E resources has improved steadily but in the past there has been confusion about the different ways of accessing resources and I think the previous practice of having a staff up-date session in the September period was very useful as it enabled teachers to attend at a time when there was no teaching. Access to E books is very useful and I would like to see this increased.

I would like to have a system where we could store links to current key documents e.g child health. At present I think we all spend a lot of time laboriously searching for documents and then storing PDFs in our H drive when we could have a shared location that could be accessed by staff and students. The Child Studies electronic resources link is a great resource and perhaps we could have a system where staff can pass on suggestions to be included in this. The every child matters web site is an example of a useful link as they have a link to scores of recent documents. The NSPCC web site also does a weekly alert of all current news relating to children and young people. ? could this sort of resource be used as a link.

There are still a great number of mature off-campus students who work full-time with limited web skills and limited access/time to resources - it is necessary to fully understand usage from a student perspective. Keep It Simple please! On the whole the access that is provided is superb.

The EBSCO HOST EJS system is great as a one-stop shop with fulltext but some of the access routes to the full-text are extremely complex - e.g. British Journal of Psychiatry is a nightmare.

We appear to have a number of problems with students accessing library books at the moment some of it caused by the new block system, some because of the number of students we currently have enrolled on our programmes and some because of the vast geographical area that our students live within. Improving the ease of access to electronic material for students would I am sure improve the quality of their research experience. More electronic books would I am sure also enhance researching for many students.

Wider access to online full-text journals would be useful, although I realise funding for subscriptions is limited.

Would like to hear more about e books. Not too sure what available.

21. "Finally, so that we can continue to develop our E-collections in the most effective way, please indicate whether you would like to be made aware of E-options when ordering books and journals:"

Yes:	81.1%	43
No:	18.9%	10

Appendix 2 Questionnaire – Students

Electronic Resources (AS-lib) Results

Survey Overview

Number of respondents: 251

Expected number of respondents: 3119

Response rate: 8.0%

Launch date: 24 Jan 2005

Close date: 28 Feb 2005

1. "Please select your course:"		
Advanced Diploma in Clinical Nursing:	43.0%	108
Advanced Diploma in Midwifery:	12.4%	31
BA (Hons) Health & Community Development:	2.4%	6
BA (Hons) Social Work with Diploma in Social Work:	6.0%	15
BSc (Hons) Clinical Leadership:	1.2%	3
BSc (Hons) Clinical Nursing:	10.0%	25
BSc (Hons) Clinical Rehabilitation & Exercise Management:	0.0%	0
BSc (Hons) Health Science:	2.8%	7
BSc (Hons) Health Studies:	0.4%	1
BSc (Hons) Health Studies (Adult Intensive Care):	0.0%	0
BSc (Hons) Health Studies (Burns and Plastic Surgery):	0.0%	0
BSc (Hons) Health Studies (Emergency Care):	0.0%	0
BSc (Hons) Health Studies (Palliative Care):	0.0%	0
BSc (Hons) Psychosocial Interventions in the Management of Psychosis:	0.0%	0
BSc (Hons) Midwifery:	5.6%	14
BSc (Hons) Midwifery Practice:	0.4%	1
BSc (Hons) Nurse Practitioner:	0.0%	0
BSc (Hons) Nutrition:	2.4%	6
BSc (Hons) Therapeutic Interventions with Addictions:	0.8%	2
Dip HE in Clinical Nursing:	5.2%	13
Dip HE in Operating Department Practice:	1.2%	3
Dip in Professional Studies in Health Care:	0.0%	0
Doctor of Professional Practice:	0.0%	0
Supplementary and Extended Prescribing:	0.4%	1
Foundation Degree in Early Years:	0.0%	0
Foundation Degree Health & Social Care:	0.0%	0
Foundation Skills for Autonomous Practice:	0.0%	0
Graduate Diploma Clinical Nursing:	0.8%	2
MA Advanced Midwifery Practice:	0.8%	2
MA Health & Social Care Education / Practice:	0.4%	1
MA Interprofessional Health & Community Care:	0.0%	0
MA Nursing:	0.4%	1

MA Politics Of Birth & Motherhood:	0.0%	0
MA Practice Development:	0.4%	1
MA Psychotherapy and Counselling:	0.4%	1
Master/Doctor of Philosophy:	0.0%	0
MSc Applied Gerontology:	0.0%	0
MSc Clinical Effectiveness:	0.0%	0
MSc Critical Care:	0.0%	0
MSc Interprofessional Mental Health:	0.0%	0
MSc Nurse Practitioner:	0.0%	0
MSc Pain:	0.0%	0
MSc Public Health:	0.4%	1
PG Diploma in Public Health with Community Specialist Practice:	0.0%	0
Post Qualifying Award in Social Work:	0.0%	0
Other (<i>please specify</i>):	2.4%	6
BA (Hons) Social Work - New 3 year Degree		
BA Social Work		
Bsc Mental Health Nursing		
Masters in Continuing Vocational Development (PACE)		
mentor preparation		
MSc/MA Continuing Vocational Development		

2. "What year are you in?"		
1:	34.3%	86
2:	29.5%	74
3:	33.9%	85
4:	1.6%	4
5:	0.0%	0
I'm doing a post-reg short course:	0.8%	2

3. "Are you:"		
Male:	7.6%	19
Female:	92.4%	232

4. "Please select your age range:"		
Under 25:	32.0%	80
25-35:	32.0%	80
36-45:	26.8%	67
Over 45:	9.2%	23

5. "What is your ethnic origin?"		
Asian-other:	0.4%	1
Bangladeshi:	0.0%	0

Black-African:	0.0%	0
Black-Caribbean:	0.0%	0
Black-other:	0.4%	1
Chinese:	0.0%	0
Indian:	0.4%	1
Pakistani:	0.0%	0
White-British:	90.9%	220
White-Irish:	0.4%	1
White-other:	5.4%	13
Other (<i>please specify</i>):	2.1%	5
canadian		
English		
French		
Korean		
Maori/Irish Nerw Zealander		

6. "Please select the E-resource you have used most recently:"		
Ageinfo:	0.0%	0
Assia:	0.8%	2
BNI (British Nursing Index):	34.1%	86
Caredata:	0.0%	0
Childlink:	0.4%	1
CINAHL (Cumulative Index to Nursing & Allied Health Lit):	11.5%	29
Cochrane Library:	4.4%	11
HealthPromis:	0.4%	1
HMIC (Health Management Information Consortium):	0.0%	0
Medline:	2.4%	6
PsychINFO:	1.6%	4
Studies on Women and Gender Abstracts:	0.0%	0
TRIP Database Plus:	0.0%	0
Web of Knowledge:	0.8%	2
Academic Search Elite:	1.2%	3
Blackwell Synergy:	3.2%	8
EBSCOhost EJS:	13.9%	35
Free Access Journals (HighWire):	0.8%	2
Free Medical Journals:	5.2%	13
HighWire Press:	0.4%	1
Ingenta Select:	0.8%	2
IngentaConnect:	1.2%	3
Internurse:	6.0%	15

PsycARTICLES (EBSCO Publishing):	1.2%	3
PubMed Central:	2.0%	5
PubMed Central (Open Access):	0.8%	2
ScienceDirect:	3.2%	8
Other (<i>please specify</i>):	4.0%	10
British Journal of Social work		
E books		
I havent used any as I find it difficult to use		
IHCS 4U		
none		
None (Don't know how)		
nursing standard		
SCIE & Research In Practice websites		
unsure		
various internet health sites and online book sites		
7. "How satisfied were you with the information you gained from this resource?" 1=very satisfied - 6=very dissatisfied		
1:	12.7%	32
2:	32.3%	81
3:	24.7%	62
4:	14.7%	37
5:	10.8%	27
6:	4.8%	12

8. "Where were you accessing the resource from?"		
Library:	14.6%	37
Open Access Centre:	6.3%	16
Home:	72.4%	184
Work:	2.8%	7
Other (<i>please specify</i>):	3.9%	10
computer lab		
Dorset county hospital library		
during research strategies workshop		
hospital		
hospital libruary at salisbury		
impossible to access from home!		
IT lesson		
library		
NONE		
Salisbury District Hospital		

9. "How easy did you find this resource to access?" 1=very easy - 6=very difficult		
1:	23.9%	60
2:	26.7%	67
3:	22.7%	57
4:	11.2%	28
5:	9.6%	24
6:	6.0%	15

10. "How easy did you find this resource to use?" 1=very easy - 6=very difficult		
1:	13.5%	34
2:	27.9%	70
3:	27.9%	70
4:	13.9%	35
5:	10.8%	27
6:	6.0%	15

11. "Please add any other comments you would like to make about this resource:"
Access to e-journals is generally poor. Searches require interrogation of too many data bases.
Access to this resource was easier last year.
An excellent resource to have, and so useful to be able to access from home. Impossible to undertake coursework without it!
another student showed me how to access this service i feel that there should be a session on how to do this, within our IT session, when we were in year 1 the tutor taking as went so fast and it is only the last few months that i have been able to access this, if someone had taken the time at the start of this course to show us properly, i would have save myself so much time
As well as and & or booleand fuctions on search a not function would be helpful
Athens is very difficult to use, not very user friendly as there are lots of confusing links
could do with more full text journals
Could not exist without this facility. It is wonderful.
Easier having had a one to one tuition session with librarian - was lost boefore that!
Easy to use with good information given. Gave me what I wanted.
even lecturers have difficulty in instructing students, it seems from my experience to be a very hit and miss system, mainly miss
Excellent resource. Journal copies for early dates not always avaiable though.
fantastic search tool, but 8 out of ten articles they find for you are not available on-line, so can be frustrating.
finding relevant documents is time consuming
Getting to the resource is quite easy but searching for a very specific item or topic proves a little more challanging.
good resources when you know how to access
Good selection but could be wider still. Excellent for part time students who need access from home.
Having great problems down loading full text this year Never had this problem before. I find new ebhost search routes are lenghty and database searches very very variable on a day to day basis!
I am hardly ever successful at accessing any resources and always rely on friends or staff in the library (despite

<p>being shown several times by staff and booking in with librarian for a course at local hospital). Have been given conflicting information which has confused me further. Have felt hindered in my studies. I came in as a cross-conversion student on 18 months fast track with very limited skills in IT, however several senior staff I work with in the Trust at present (one has 3 degrees inc MSc) and yet still cannot access information effectively. They all appear to struggle and I feel that research in clinical areas is being avoided due to the difficulties staff experience. This is sad. If only there was an easier way! I have replied to No 6's throughout, however please note this means I can never access them!</p>
<p>I am reasonably computer literate, but find the online resorces difficult to navigate (to get to the right place to start my research) and difficult to understand how I get access to the actual articles when I find them in a search.</p>
<p>I could not get the full info of the journals i wanted and it took along time to sieve through them all mostly ones that weren,t relevant at all</p>
<p>I don't know if I am using the system incorrectly, but it seems to take an absolute age to find articles I am interested in. I'm sure there must be a faster method.</p>
<p>I felt that this website was one of the easiest to searchfor particular words eg confidentiality. It allows you to select any number of journals from those it has found, and save them to a personal file, so that you dont have to sit and read all of them in one sitting.</p>
<p>I find it easy to search for information but then quite difficult to access the article I have been referred to. The process is very time consuming and I prefer to have the resource in a hard copy format than on the computer as it works out expensive to print everything</p>
<p>I find that even using limiter settings,many of the resources found are often not all relevant to my needs.</p>
<p>I find that it gives me alot of irrelavent articles. I can waste alot of time looking at all the hits and identifying useful texts.</p>
<p>I find that serching for specific tasks, a challenge to say the least on e-resources. I am only just getting my head around it. Once I have found an article it is v. hard to sit and read it on the computer, due to eye-sight!, I find it easier to print off and read.</p>
<p>I find this site is a trusted medical site and helpful for an up to date reference.</p>
<p>I found it frustrating when the articles I wanted weren't available in the library.</p>
<p>I found it quite hard to be able to navigate the uni web site and find the journals I needed, I was able to find most of them in the end, but in a very round about way, and each time I wanted to find a database I had to search for ages. Not sure if I was doing it wrong! even when I followed the instructions on information sheets given in my informatics classes I couldn't seem to access things.</p>
<p>I found it really hard to find the full text documents that I wanted. I ended up using another database that my husband has access to.</p>
<p>i got exactly the results i needed and good links to other relevant information</p>
<p>I had difficulty narrowing down my searches and when articles did come up they were often had little relevance to what I wanted.</p>
<p>I have had great difficulty in accessing information, I am relatively new at using this type of resource. and would love to be able to use it properly</p>
<p>I have tried on serveral occassions to use these facilities but have been unable, therefore no longer try!!!!</p>
<p>i rely on e-journals for much of my work. they are up to date and easy to access. i buy some but aim to use the ones subscribed to by uni</p>
<p>i thought it was excellent and really helped me with my assaignment, very easy to use</p>
<p>I use the OVID site to access journal articles and I find this invaluable as I live a long way from uni and need it at home.</p>
<p>In order to display all your selected results, you need to 'print preview' (and print to keep). If you click 'display' it only displays the selected results on that page.</p>
<p>Initially I had some difficulty accessing this via the Athens registration, once this was overcome access is very easy.</p>
<p>It is sometimes a little awkward finding the titles using Keywords, and sometimes it needs to be accessed through advance searches, it is frustrating!! Sometimes it only allows you to see Journal holdings of the last couple of years held by the library, when the holdings are of a larger quantity!!</p>

it is very convenient and easy to use for my assignments
it only gave you reference to article - not article itself. not the easiest when you live an hour away from uni - especially when it is supposed to be looking at e-journals
It returned a lot of results, however this is more likely to be down to me not having learnt how to refine searches yet.
it was very confusing even though i attended the teaching session on how to access journals
it was very hard to narrow the results down and it brought up a lot of irrelevant articles which had nothing to do with the item being searched for. when a suitable article was eventually found it either could not be accessed from home without having to pay a fee or it was not available in the library catalogue.
Its complicated when at home with all the different log ins. takes time too. Need full text on all articles so accessible from home.
Lack of computers in the library make it difficult to access
No full texts available and no way of knowing this
not all journals that are found are available in full text so can be a bit of a waste of time. Can be time consuming when you are forever trying to think of key words to find something on subject of interest. Some journals which are on the reference lists of journals which have already been obtained are not subscribed by the University, for example continuing nurse education which I feel in this day and age is probably an important one to be able to read.
Often difficult to get full text on articles which is very frustrating.
Often full text not available which is very frustrating
once i found the information it was very useful
once on not too bad
once you get the hang of it it really is quite easy. would like more to be available in full text.
Once you have worked out or been shown how to use this resource it is an excellent source of information. It is however sometimes frustrating when you find articles but cannot access them! Although the university will get them for you, I would not like to take advantage of this service by using it too regularly.
Only found it easier after 1 to 1 with librarian - before this I was unable to access journals with the info we had in year 1.
Quite often I use this resource to locate an article I need, only to find that it's not available online, or access is denied for reasons I can't quite fathom!
Resource very useful and good can access from home. Sometimes takes a long time however to pick the exact words needed for search
Sometimes articles won't show the full text even when I've clicked on the button which says 'view full text'. That can be frustrating.
sometimes for no reason, you type in your search and the page displays results that have absolutely no relevance whatsoever!
sometimes it was a long time to find the information, but once given help from tutors it was easier to access.
Sometimes takes time to access this resource and when I have not used it for a while, it is very easy to forget how to do it.
staff are very useful when teaching u about how to access the e journals and how to go about retrieving them.
The ability to access all the databases at home, work etc has greatly improved my education.
The database search is very easy to use and to find information however the university only has limited access to some journals and this can be frustrating and very time consuming when you are not able to get the article you require.
The recent changes have been useful but the whole process of finding articles online is still a little confusing when searching. I always feel like I have missed something. I will probably get the hang of it just as I reach the end of my course!
they have changed the format since I was in year one and now I cannot collate saved references. Its very difficult- no instructions that are easy to follow. So I have to write everything down now.

This is an excellent source for up to date research that is easy to access from home.
very difficult to access from home
very helpfull
Very useful resource,but only if one has the skills to use it effectively
Without this rersorce I would not have been able to access up to date primary literature required for a literature review .
Wonderful, just takes me AGES to get what I want. I think this is my technophobia probably rather than the resource though.
Would be helpful to have an interface that recommends ejournals by subject/course. Maybe it's already there and I'm not aware of it. Find Athens can be a bit of 'a needle in a haystack' search option
Would like to see more e-journals available

12. "Are you using E-resources more this academic year than last year?"

More:	46.6%	117
Less:	4.4%	11
The same:	19.1%	48
It's my first year:	29.9%	75

13. "How satisfied are you with the range of E-resources available?" 1=very satisfied - 6=very dissatisfied

1:	15.9%	40
2:	32.7%	82
3:	30.7%	77
4:	12.7%	32
5:	5.6%	14
6:	2.4%	6

14. "How confident are you in using E-resources?" 1=very confident - 6=not confident at all

1:	12.4%	31
2:	25.9%	65
3:	22.7%	57
4:	16.7%	42
5:	13.1%	33
6:	9.2%	23

15. "Have you used the online reading lists to access E-resources?"

Yes:	35.1%	88
No:	31.5%	79
I'm not aware of this service:	33.5%	84

16. "Please add any other comments you would like to make about E-resources in general:"

a useful way of finding up to date research without leaving home!

Again this service improves the quality of aducation at Bournemouth, the only slightly annoying factor is that there isn't many of the core text avabile electronically, however we are aware that this is a newish system

and we don't expect perfection.
As a am a mother of three children and who's husband works nights, i have limited time to come to the library. As i can access e-journals and datebases from home, i am able to research my essays in the comfort of my own homw without having to pay for a baby sitter. E-journals and datebases have a been a real help in writting my essays. Further to this, the information gathered from articles are often more up to date than text books. Excellent soure.
Can more courses be made available to all please - so many people in my opinion are struggling silently. We all think it's just us!
finding my way around the vast amount of information is very time consuming, i realise that this will improve with practice.
I am aware of online reading lists but have not been able to access them for my course
I am still not very competent with the resources, I know they are there but struggle to find what I need. It is such a huge area and we do not get much training on how to access it, an hour at most, its just not enough for the amount of information is available to us.
I do not feel very confident accessing journals, or anything else for that matter, through the university system. You always need to refer to the guidance notes and I can never seem to find them when I need them (often 2am - like now). A simpler, on line system to guide you through allowing students access once they are logged on via the Uni site would be better. Access to journals via Athens is what I have used most in the past, but it is really annoying and complicated.
I feel that although we have IT lessons on our course I would have found it helpful to have a structure lesson going into all the many different uses of the various sites you can access with Athens - for example I only discovered by accident that we have access to online dictionaries using Athens.
I find e-resources extremely useful - especially those available to access remotely.
I find it is the best way to access the most recent evidence. It also means that you can get a list of references from each article to access as well. It is so useful to have this service so readily available. I don't think that you can make the most of it until you have been to the library workshop day. There seem sometimes to be hidden ways to access the articles you need which you may not work out on your own. I was particularly pleased when I found out how to search more than one database at once, and I have learned to be patient in finding specific articles, sometimes the system does not respond to the title, but does to the author(s) or the journal title.
I found the online resources harder to use than I did last year, It seemed easier to find things last year
I hard it hard to find the information that I want.
I have found that having established something of interest on a reading list, it is difficult to find it. Better to begin my opwn search using keywords.
I have meant to approach someone regarding this but have had little time to do this when in university on fridays as we have such a full day.
i lack confidence in accessing the e journals
i think it was a great idea and i look forward to future projects in comparrison with E - resources!
I would appreciate a one off refreshers course in accessing and using e-resources at the start of year 2, this will make us realise the necessity for using them in our essays.
I would like it to be easier to carry out a search of an E resource and to be able to spend less time searching multiple databases.
Invaluable - the books you want are never available at the time you need them and, living in West Dorset, it is not always possible/easy/financially viable to drive to the library.
It took me quite a lot of practise to get the hang of it. It was 10 hours before I felt competent. By block 2 several of my classmates had not even tried! I find it easier in the library than at home. It is a remarkable resource. My difficulty is knowing when to stop! I was more likely to get too much info than too little. I found my one-to-one tutorial with Debbie very helpful, as I had been going around the system indirectly.
It would be great if you could get full text documents from more midwifery journals, the current subscription is quite limited.
More of our key text should be on e books. For rehab the key text was out of print and only a few copies available. An impossible situation!

<p>My problem is obtaining the article after the search. It seems to take a long time and when you track the article down, the site won't let you have the full version.</p>
<p>takes me a long time as i access from home mostly as i live an hours drive from the university. not always entirely sure that I'm doing it right!</p>
<p>The BNI and Midirs give lots of references but many of the published articles are not stored and inaccessible.</p>
<p>There appears to be reduced access to social work e-journals. For example I can only access articles published in the last 5 years from the british journal of social work, previously I could access articles from further back.</p>
<p>They are very good but there are still journals/articles I cannot reach and have to use interlibrary loan. Maybe this will always be true. Athens service works particularly well.</p>
<p>They're definately a useful resource to have available. It's just taking a while to get used to searching efficiently. The open access centre is excellent.</p>
<p>Very easy to use and the informatics lessons are a great help with searching skills etc.</p>
<p>Very useful.</p>
<p>What is frustrating is not being able yet to access all the full texts from some journals. But it is in its relative infancy and I am just being impatient I think.</p>
<p>What online reading list??? there was no online reading lists at the beginning of my third year because someone at uni couldn't be bothered to sort it out even though my group complained about it a couple of times.</p>
<p>When accessing from home it is very difficult to open full text articles and you are normally expected to pay for them-even via the uni website.</p>
<p>Would be happier with being asked for passwords less often/or making user no.s shorter (seems to take for ever to get in!)</p>
<p>Would had be usefull if the ODP group had a library induction as part of thr freshsers week. my group have not had any library induction</p>
<p>would like a wider range of nursing and medicine related journals to be available through the library website.</p>

Appendix 3 – Questions for staff interviews

1. Do you receive student feedback on satisfaction with library e-resources? If so, what do you do with it?
2. Are the library's e-resources essential or marginal to your own work?
3. Where we have electronic access, what is the role of print access for you and your students?
4. Do you see increased use of electronic resources as good, bad or value-free, and why?
5. Student criticism of e-resource provision, whether in CTMs, the SU feedback forms, or on this survey, while infrequent, is nearly always generalised and so opaque that is often impossible to tell what any issue might be. Do you have any ideas how we might improve feedback or any ideas about what the criticisms might be about?
6. It is apparent that some students survive to at least the start of their final year without having used the library's electronic resources at all. Do you have any comments on this phenomenon?
7. Any further comments on e-resources either from your own point of view or your perceptions of students' points of view?
8. Finally, would you like assistance on any aspect of e-resource use at this time, because if so we can arrange an appointment to help you

Thank you

Appendix 4 – Staff interview: selected responses

Technology is not value free...The quality of the library staff facilitates the process of using technology and we'll always need this.

Some people don't like to jump in and trust technology or experts, they need someone to 'translate' for them. Librarians need to guide academics/students through the technology.

The purpose of a university education is to teach students to think *and* acquire technical skills.

Sometimes told there are no references on a particular database when it's obvious that there are. Don't think students access help that's available to them e.g. subject advice. Has had positive feedback from 3rd years who have booked subject advice

Can have more than what is on library shelves. However this can be problematic as students can access stuff that tutors may not have recommended. Academics don't have control over resources any more. Makes the academic's job more difficult as need to check veracity and accuracy of what the student is saying.

Students are pragmatic – if they have problems accessing resources they develop strategies, as they have practice to do and are based far away. The days they are at BU are packed and in their breaks they want to do 'normal' things – they usually haven't seen each other for a week.

"Our students don't have a normal student experience".

Will we move away from E-books to more web-based information? Example of Waley & Wong book with CD that took the user to more info on the web.

Comments are always in relation to how able they are to use the resources.

"I might as well not be here when the system's down".

ER's have increased X's functionality. They have added value to her role as an academic and made her a better teacher and researcher. She can 'role model' a type of behaviour to students – "this is what I do/how I search".

I challenge students if they are not using ERs – got to be personal otherwise they'll muddle through thinking it's not important.

They use Google and seem to think they can get away with it. But older students, once they have grasped ERs, become fervent converts. Maybe students think they're not clever enough; it's too much work; too difficult.

Advertise help in a non-threatening way. Embed using ER's into courses earlier. Try different ways of teaching.

Is there a way of making the notes associated with databases more user-friendly, e.g. rated like Amazon?? "This database is good for"

What's a library? It's so long ago that I walked into the library to look at a hard copy and I'm only next door.

Print access is for people who haven't worked out how to access resources online.

E-resources are not stolen or ripped out and never missing.

You have to be able to use a PC to get a degree. This isn't elitist, it's the latest form of literacy.

You can get away with not knowing what you're doing in a physical library – you can just pick things up off the shelves until you find something useful. You *can't* do this in an E-environment – you have to *learn* how to use E-resources.

Students are here for all sorts of reasons, not necessarily what we assume....They want immediate gratification and not the learning process associated with it.

Our courses are more like 2 courses in 1 – they have all the theory, and then all the practice. It can be very, very hard.

Don't worry about getting no responses to your email – it's not that students don't value you or the E-resources, just that they have a lot of other priorities!