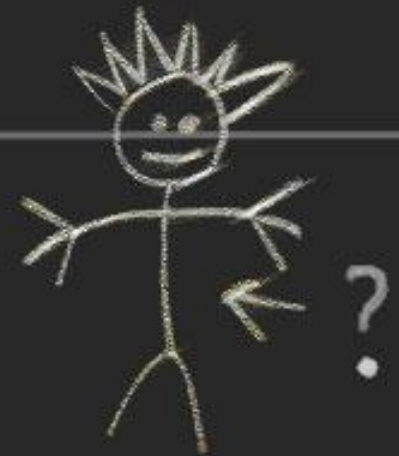# Existuje přímá vazba mezi využíváním knihovny a úspěšností studentů?

Projekt University of Huddersfield

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Bibliotheca academica 2011

University of Huddersfield

- **cca 23 tis. studentů**
- **7 fakult:**
  - **Applied Sciences**
  - **Art, Design and Architecture**
  - **Computing and Engineering**
  - **Education and Professional Development**
  - **Business**
  - **Human and Health Sciences**
  - **Music, Humanities and Media**

University of HUDDERSFIELD
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Jak myšlenka vznikla

- „non and low-usage of library resources" project (r. 2006)
- 40 % studentů nikdy (nebo velmi málo):

  - nepřišlo do knihovny,
  - nepůjčilo si žádnou knihu,
  - nevyužilo žádný e-zdroj.

➡ **Jak oslovit a přesvědčit tuto skupinu studentů?**

➡ **Existuje propojení mezi získaným stupněm vzdělání a návštěvou knihovny / / půjčováním knih / využíváním EIZ?**

Statistiky a statistika

- nejdříve prezentace dat ve formě základních grafů na konferenci

- vytýkáno, že nejsou data kvalitně statisticky zpracována, že nebyla prokázána korelace, že nezohledňují kvalitu oborů a vyučujících

➡ **vyhlášen JISC Activity Data Programme** (JISC = Joint Information Systems Committee)

➡ **podán Library Impact Data Project** (6 měsíců, 8 univerzit)

LIDP – Library Impact Data Project /1/

- **1. únor – 31. červenec 2011**
- **£ 100 000**
- **zúčastněné univerzity:**

  - **University of Huddersfield**
  - **University of Bradford**
  - **De Montfort University**
  - **University of Exeter**
  - **University of Lincoln**
  - **Liverpool John Moores University**
  - **University of Salford**
  - **Teesside University**

LIDP – Library Impact Data Project /2/

„The aim of this project is to prove a statistically significant correlation between library usage and student attainment. By identifying subject areas or courses which exhibit low usage of library resources, service improvements can be targeted. Those subject areas or courses which exhibit high usage of library resources can be used as models of good practice."

Zdroj: http://library.hud.ac.uk/blogs/projects/lidp/about/

LIDP – Library Impact Data Project /3/

- **4,5 měsíce trvající sběr dat, data anonymizována,**
- **z každé univerzity požadovány tyto údaje:**

  - **dosažený stupeň vzdělání:**
    - **A = first (1)**
    - **B = upper second (2:1)**
    - **C = lower second (2:2)**
    - **D = third (3)**
    - **E = pass without honours**

  - **podrobnosti o oboru** (název, délka, typ, fakulta)

  - **celkový počet:**
    - **výpůjček**
    - **přihlášení do e-zdrojů**
    - **návštěv v knihovně**

LIDP – Library Impact Data Project /4/

„For each graduate, we compared their final degree grade with their last 3 years of library usage data - specifically:
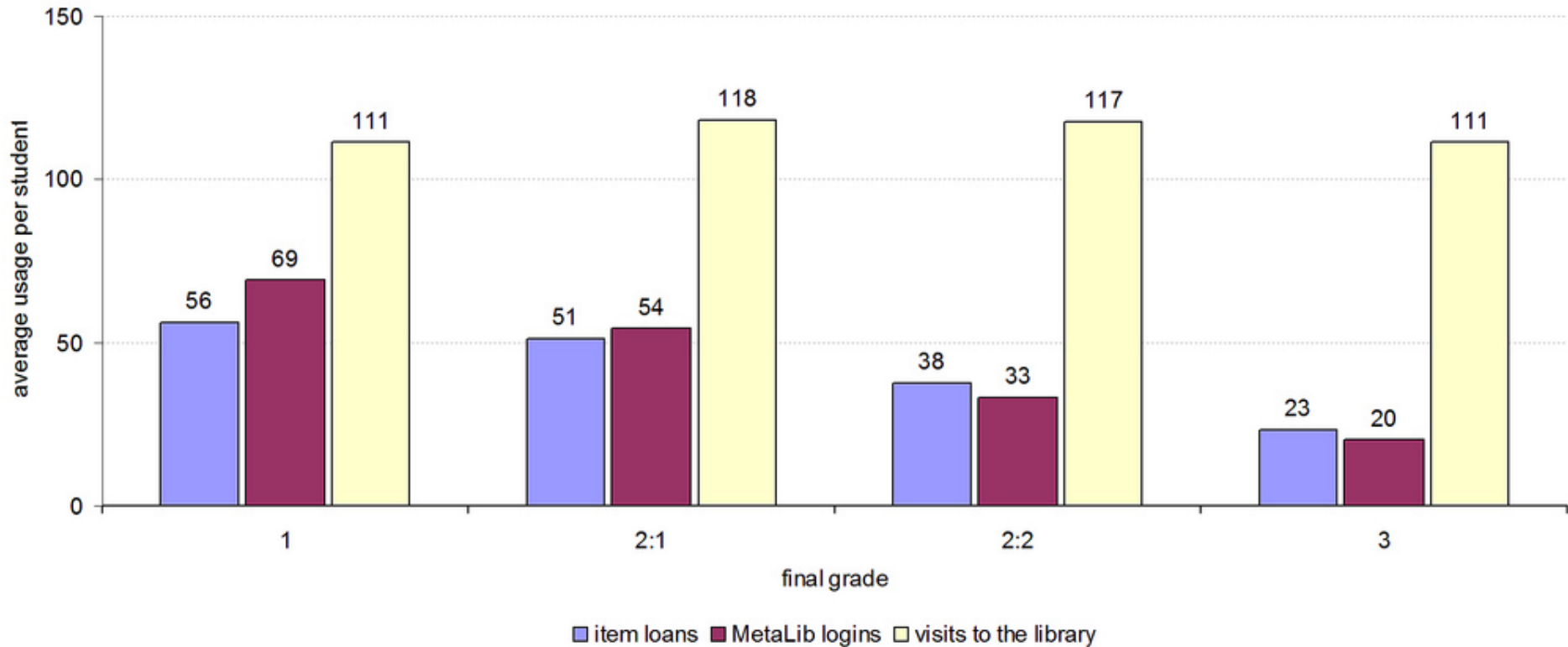
- *Items loaned - how many things did they borrow from the library?*

- *MetaLib/AthensDA logins - how often did they access e-resources?*

- *Entry stats - how many times did they venture in to the library?"*

LIDP – Library Impact Data Project /5/

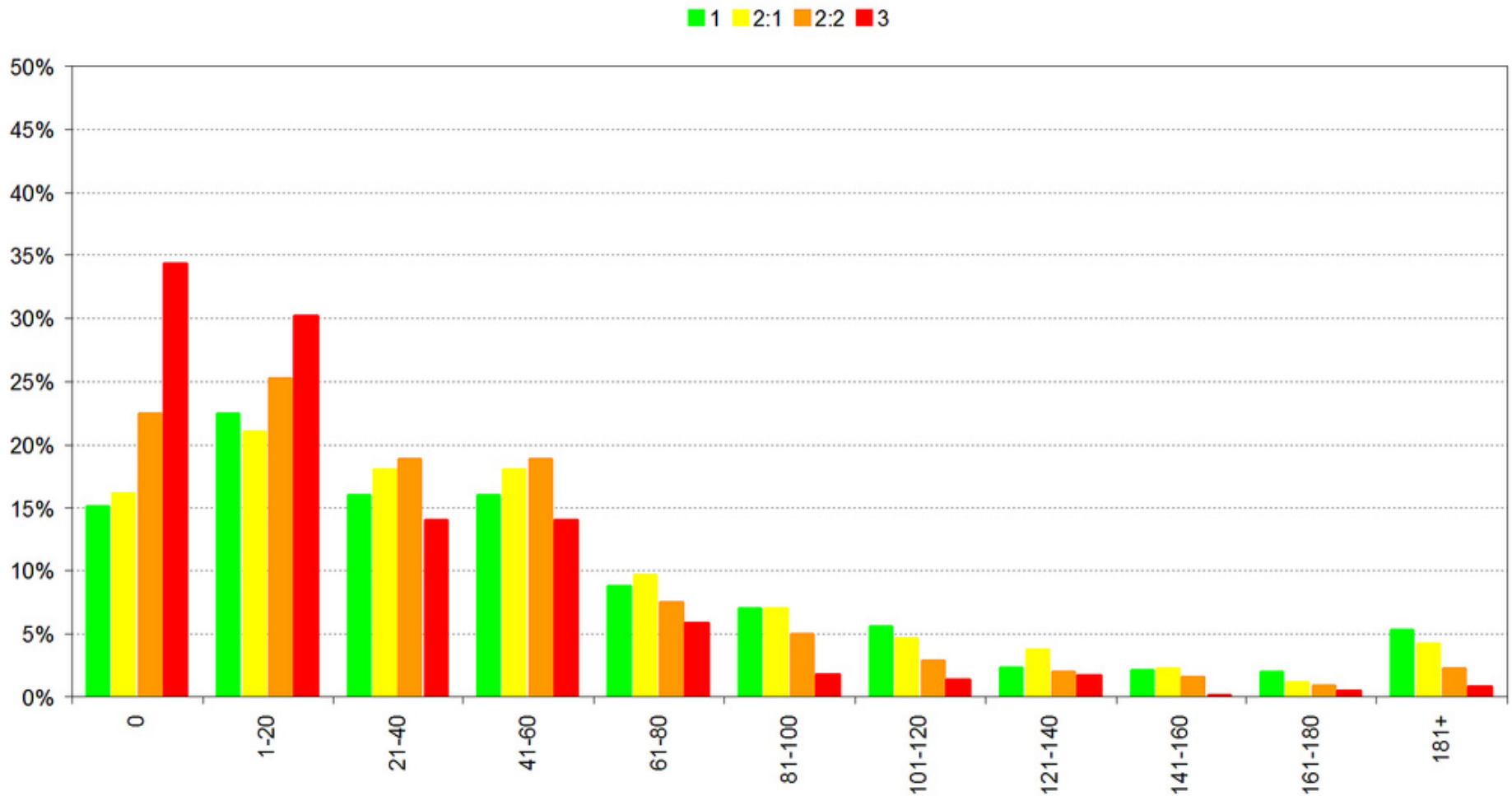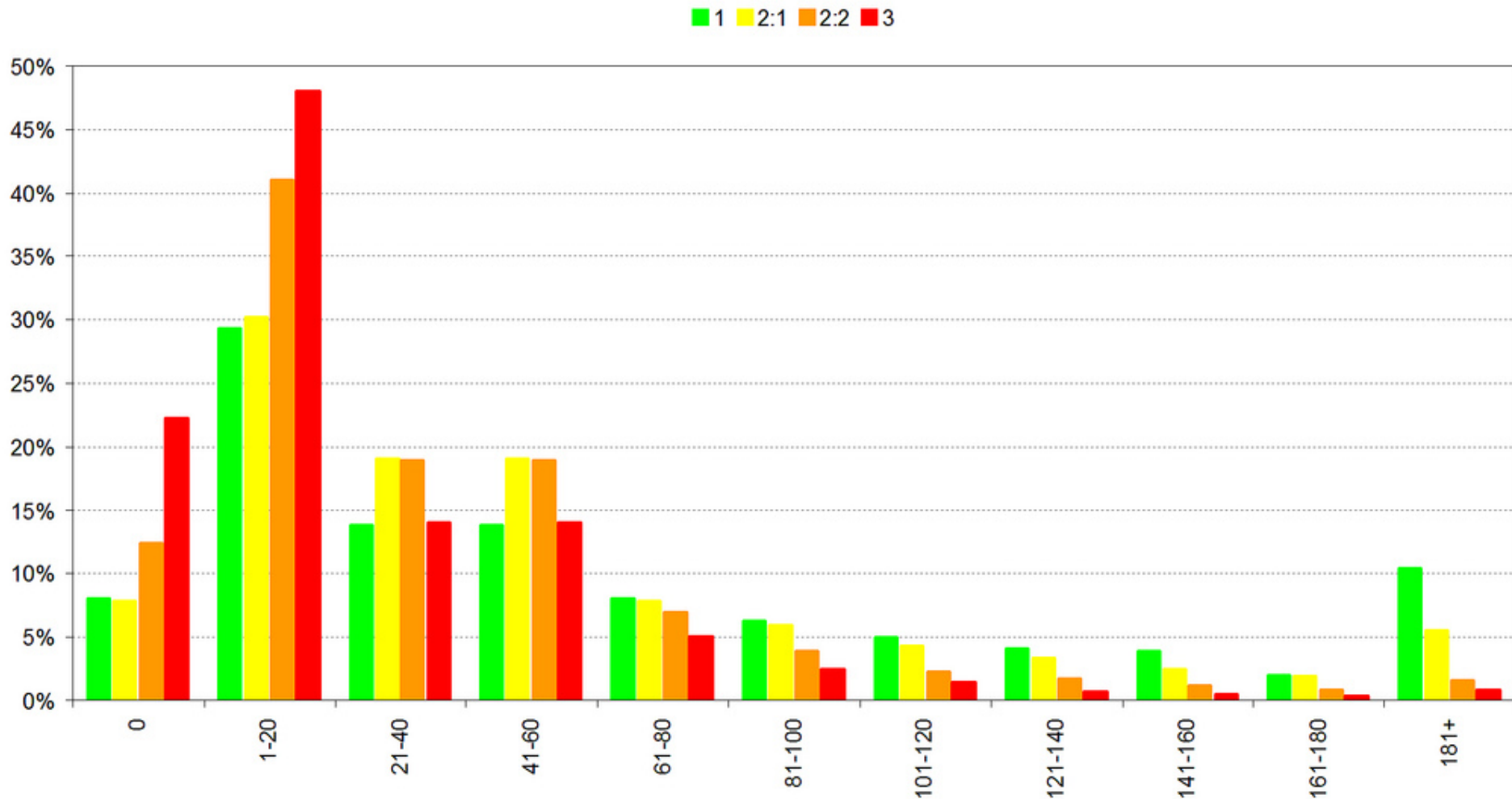**Library usage and final grades (all 2007/8 & 2008/9 honours graduates)**

LIDP – Library Impact Data Project /6/

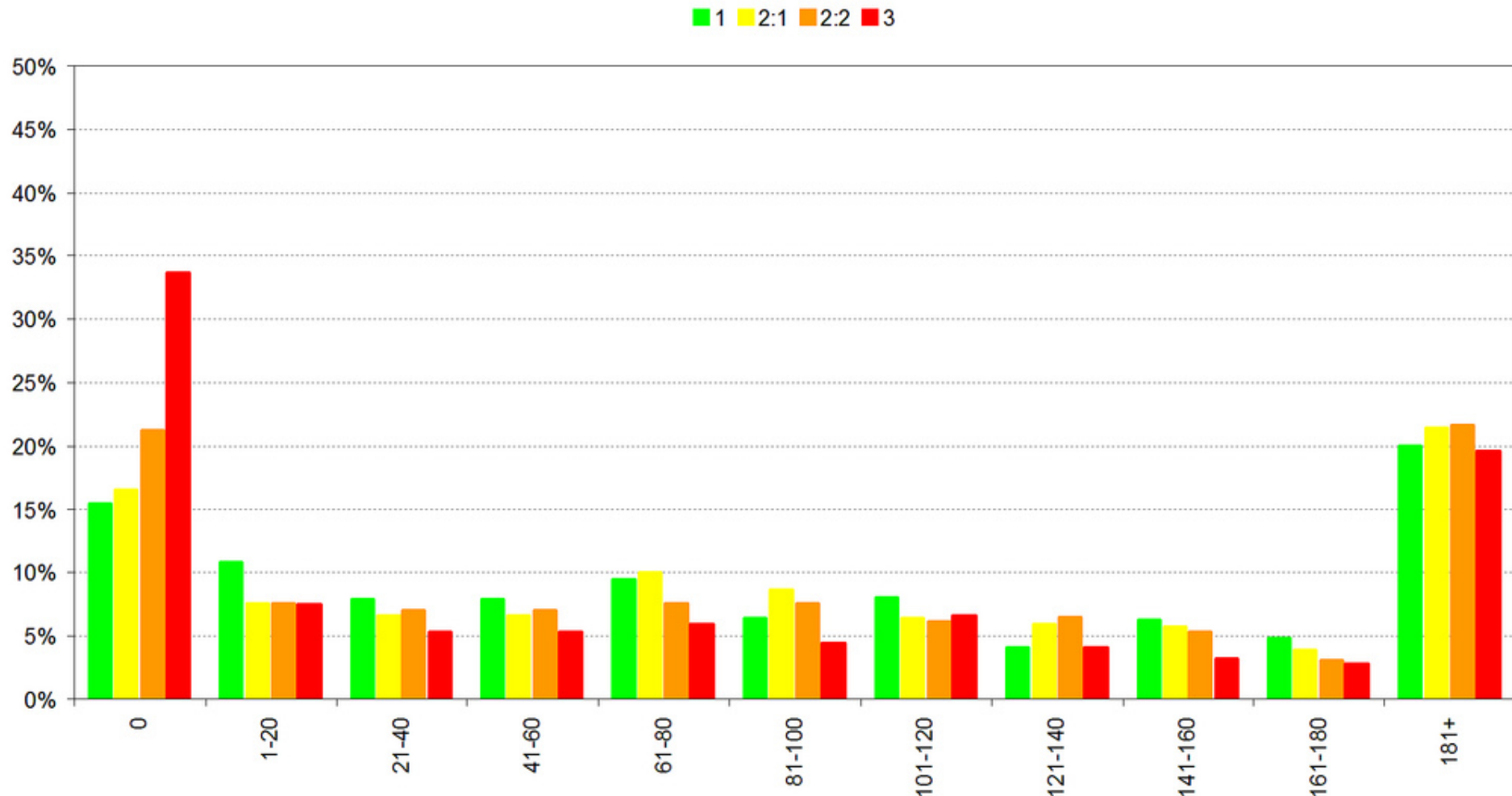**Horizon: bands of library usage (in this case, item borrowing) and final honours grades**

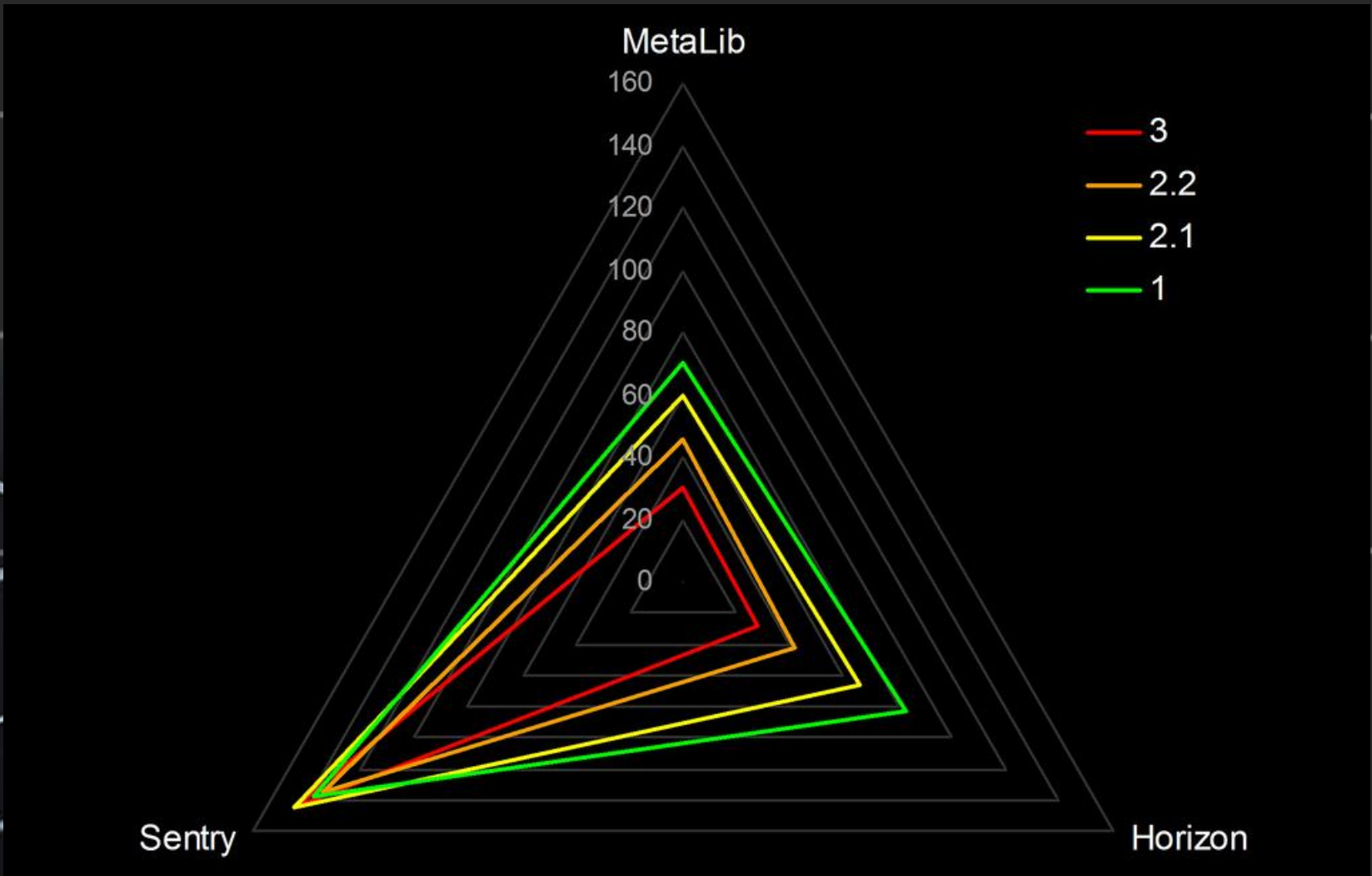**MetaLib:** bands of library usage (in this case, logins to MetaLib and AthensDA) and final honours grades

LIDP – Library Impact Data Project /8/

Sentry: bands of library usage (in this case, visits to the library) and final honours grades

Radar Graph - Library Usage v Final Grades

LIDP – Library Impact Data Project /10/

„Is there a statistically significant correlation across a number of universities between library activity data and student attainment?

The answer is a YES!

- — *There is statistically significant relationship between both book loans and e-resources use and student attainment.*
- — *And this is true across all of the universities in the study that provided data in these areas.*
- — *In some cases this was more significant than in others, but our statistical testing shows that you can believe what you see when you look at our graphs and charts!"*

Zdroj: http://library.hud.ac.uk/blogs/projects/lidp/2011/07/21/the-final-blog-post/

A co dál?

- **Gender, nationality and socio-economic background?**

- **What types of data - 'if budget cuts result in less resources, does attainment fall'?**

- **Investigation of the VLE** (Virtual Learning Environment) **use – does it have an effect?**

- **Cooperation? Australia, ACRL** (Association of College and Research Libraries), **Netherlands, Denmark**

- **Further investigation:**

  – **Does a student who comes in with high grades leave with high grades?**

  – **What if a student comes in with lower grades but achieves a higher grade on graduation after using library resources?**

  – **What about high achievers that don't use our resources? What are they doing in order to be successful?**

Kráceno, převzato z: http://library.hud.ac.uk/blogs/projects/lidp/2011/07/21/the-final-blog-post/

The Library Impact Data Project Toolkit http://eprints.hud.ac.uk/11571/
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Zdroje informací o LIDP

- ***Library Impact Data Project* Blog** http://library.hud.ac.uk/blogs/projects/lidp/

- **Dave Pattern's Blog** http://www.daveyp.com/blog/archives/1370

- ***The Library Impact Data Project Toolkit*** http://eprints.hud.ac.uk/11571/

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Dave Pattern

Graham Stone

DĚKUJI ZA POZORNOST

Otázky?

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