

## Evaluation Proforma

<b>Faculty/Directorate</b>	LSSS	
<b>Department/area</b>	LSSS	
<b>Project title</b>	Digital Skills in the Library Pilot	
<b>Project lead name</b>	Kerry Gregory	
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<b>Abstract including action research (or other project), working hypothesis, info from theory of change, change which is anticipated etc. (Around 250 words)</b>	<p>A Service design project to find out how we can develop a sustainable digital skills service within the library, providing digital skills to students helping them to work, research and study more effectively and to support continuing professional development.</p> <p>The Library and Student Support Services (LSSS) Team plays a significant role in delivering digital skills services, and in exploring and reporting on a wide range of student digital experiences to inform the university's continuous development. Thus, the LSSS Team undertook a project to investigate student digital needs and perceptions; in order to identify areas of future development as well as current areas of best practice for further promotion.</p>	
<b>How students are being involved</b>	<p>As the project methodology was based around the user experience we ensured that students were engaged throughout the project. We engaged students in a number of UX Activities which included Love Letters, dot polls and a series of twitter polls. The outcomes of which have been used in the final student research findings.</p> <p>We also employed a Student researcher to support the user experience activities, a student Panel member, to provide insights as part of the Digital Skills Evaluation Panel and conducted student focus groups to ensure co design feedback on initial ideas and required deliverables of the project. We have also invited MSc Design students supported by Mel Levick Parkin to evaluate the pilot outcomes in November.</p>	
<b>How project is being evaluated</b>	<p>The Project Panel members will form the evaluation team as well as students from the MSc Design. The Jisc co-design playdeck method uses the formulation of Project Panels as a mechanism for reviewing, feeding back and engaging stakeholders. Through 'Ask the Expert' interviews and stakeholder meetings the Project Panel have provided the project team with a sounding board.</p> <p><b>Type of Evaluation methods - Qualitative methods</b></p> <ul style="list-style-type: none"> <li>• Stakeholder Feedback</li> <li>• Prototyping will be used to evaluate the web platform</li> <li>• Panel members feedback</li> <li>• The Design Council Double Diamond Service Design Framework</li> <li>• 1:1 student interviews reviewing usability and navigation of content</li> <li>• Student focus group used to develop the service design</li> <li>• Staff focus groups reviewing the proposed service design</li> <li>• UX Activities including design probes and dot polls</li> </ul> <p><b>Key evaluation questions:</b></p> <p>Data will be collected, analysed and reported to answer the key evaluation questions set by the project team:</p> <ul style="list-style-type: none"> <li>• What is SHU's current Digital Skills offer to students?</li> <li>• Finding out what end users both want and think about a Digital Skills service</li> <li>• How would students prefer to access these services - online/face to face</li> </ul>	

	<ul style="list-style-type: none"> <li>• Gain an understanding of the 'Library sector perspective' on Digital Skills training at other HEI's</li> <li>• Review and planning the potential infrastructure to support the service design</li> </ul>
<p><b>Key things</b>  <b>What's worked well?</b>  <b>Have you achieved what you set out to do? If not why not?</b>  <b>What have been the Highlights?</b></p>	<p><b>What's worked well:</b></p> <ul style="list-style-type: none"> <li>• Cross team collaboration - being able to use the skills of a number of different teams across the Library</li> <li>• Stakeholder engagement has been high with staff from across the University offering advice and support</li> <li>• The flexibility of the student researcher in terms of work patterns made it easy to plan work for different days of the week, often knowing that she would be available to attend/be involved</li> </ul> <p><b>Have you achieved what you set out to do?</b></p> <ul style="list-style-type: none"> <li>• Yes, we have achieved pretty much all we set out to do in terms of gathering requirements and engaging staff across the University in the potential of setting up a new Hallam Digital Skills Service for students.</li> <li>• Although we will be reviewing the outcomes and also engaging with a wider range of students to offer a more defined service over the coming months.</li> </ul> <p><b>What have been the Highlights?</b></p> <ul style="list-style-type: none"> <li>• Student and staff engagement has been great. There is definitely scope for a Hallam Digital Skills offer across the University.</li> <li>• New, fresh perspectives made for a dynamic working environment within the project group. The student researcher had a wealth of previous experience that she could bring to the table, often pointing out new ideas or techniques that the project group hadn't thought of.</li> <li>• Collaborative working across the Library has also been a highlight as it has allowed the project team to develop knowledge of other services and ways of working.</li> </ul>
<p><b>Barriers</b></p>	<p><b>We found very few barriers that were insurmountable, however, below are a few points to note:</b></p> <ul style="list-style-type: none"> <li>• We felt that there was a lack of clarity around the expectations of the Hallam Guild. It would have been beneficial for planning if the Guild had set out its deadlines more clearly at the outset of the project.</li> <li>• Also the timing of the funding coincided with the limited staff and student availability this meant that resources were tight. But it also impacted on student engagement and availability, which was one of the Guilds main requirements for the funding process.</li> <li>• Stakeholder engagement - not all stakeholders engaged with us in a timely fashion. However, once we identified the key people within the department progress was swiftly made.</li> <li>• Budgeting - it was also difficult to manage the budget as it wasn't made clear from the outset what the deadlines were.</li> <li>• The recruitment of the student researcher ran smoothly – however once again, I think it would have been beneficial for a more in depth explanation of the process by which a student is recruited to a campus post to avoid having to go back and forth with questions to Careers; meaning time was sometimes wasted waiting for responses from other parties. I think it can definitely be said, both in terms of recruitment and general supervision that greater liaison with Careers and Employability would have been really helpful and more information especially in regards to visa restrictions would have made the process easier to understand. I think that if student recruitment is a sizeable aspect of several Hallam Guild projects, which I would imagine it is, it would be worth time being invested in building a liaison between these 2 services.</li> </ul>

<b>Enablers</b>	<ul style="list-style-type: none"> <li>• Support from the Hallam Guild Operations Manager has been beneficial in terms of flexibility and availability to answer any questions and provide guidance when requested.</li> <li>• Also funding from the Guild has allowed us to recruit a student researcher to which enabled to engage with potential users of the service more effectively. This has resulted in a more robust service design.</li> <li>• The Project Sponsor has also allowed us to use resource from across the Library service to achieve the projects goals.</li> <li>• The JISC Play deck also provided us with a framework to manage the project and ensure that when we engaged stakeholders we did so in a structured way which has led to the desired outcomes of the project.</li> </ul>
<b>Replicability, transferability, scalability</b>	<p><b>Replicability</b></p> <ul style="list-style-type: none"> <li>• The project tried and tested new UX activities, some of which were very well received such as dot polls and love letters which elicited informative results that we will use again. However, some of the design probes such as asking students to record activities using disposable cameras proved hard to manage and the results were limited.</li> <li>• Engaging with stakeholders directly early on the project allowed us to gain greater insight into how to design the service. It allowed us to explore student expectations and also gain insights into how students prefer to engage with services at the University.</li> </ul> <p><b>Transferability</b></p> <ul style="list-style-type: none"> <li>• The use of the JISC design playdeck methodology has allowed us to explore and capture student's requirements in terms of service design in new and innovative ways. We will be able to use some of the research findings and also techniques in future projects within the Library.</li> <li>• The Design Council Double Diamond Service Design Framework - will also form part of the review process of the project. This will be carried out by the MSc Design students ensuring we are using the latest design principles and ensuring we apply best practice as recommended by the Design Council.</li> <li>• The project team members themselves have also learnt new skills that are transferable into their current and future roles at Hallam.</li> </ul> <p><b>Scalability</b></p> <ul style="list-style-type: none"> <li>• To ensure the service is scalable in terms of supporting students who access the service we decided to use a train the trainer approach. Staff with the responsibility for creating content and providing support on the required digital skills were provided with training on appropriate digital skills and also training and guidance on to creating ELearning content.</li> <li>• Using the Jisc play deck 'Ask the Expert' approach allowed us to collaborate with key stakeholders across the University. This has helped us to ensure buy-in from services across the University in terms of resourcing the service and bringing together the current piecemeal approach to offering Digital Skills support at Hallam.</li> <li>• Finding out more about Lynda.com has allowed us to think in a more applied way how we can use software to support a service for all users. The possibility of curating content and working with academics will be beneficial in the success of the planned service.</li> </ul>
<b>Any other comments</b>	<p><b>Recommendations for the guild:</b></p> <ul style="list-style-type: none"> <li>• Review the Hallam Guild requirements and provide applicants with a list of dates and commitments early in the process - once awarded or at the project kick off meeting</li> <li>• Timing of funding - review when you offer the funder to encourage the most participation from all staff</li> <li>• Working with other Hallam Guild Projects - could have been better. Originally there was mention of communities of practice approach. However, this didn't happen during this project. However, it could be supported and developed in the future.</li> </ul>