Futurelib

Futurelib:

An investigation into actual use of Leganto online reading list software by students at University of Cambridge.

Executive summary

Following an initial survey on how students at University of Cambridge engaged with online reading lists in April/May 2021, a user research project testing the usability of Reading Lists Online (known as Leganto - online reading list software - to library staff) took place between October 2021 and March 2022 to investigate how current students use the software.

This report documents the overarching research process, kick-started by ideation workshops with library staff to identify improvements based on the survey findings, with an opportunity by library staff to implement these before the usability testing commenced.

The research project has found that:

1. Students are happy with the basic functions of Leganto, which they can 'make work well for their own way of studying' especially with the customisable search and filter options available.
2. Students will browse online reading lists to get a feel for available materials in their subject and appreciate thematic intellectual organisation of readings.
3. Whilst primarily accessed for online materials, students still value the role of online reading lists in directing them to physical collections.

From the user research findings, the following key recommendations are made:

1. **Academic education:** better promote the benefits and functionality of Leganto within the academic community through training and two-way communications on updates and observed areas for improvement.
2. **User support**: develop a deeper association of online reading lists to subject libraries, for students with enquiries or seeking technical support.
3. **Refinement:** advocate for the continuing collaboration between library staff to establish good practice in terms of agreeing reading list conventions, such as tagging and structure that simplify the user experience and amplify accessibility to all library collections.

THE FUTURELIB PROGRAMME

Futurelib is an innovation programme exploring the future role of academic libraries within the University of Cambridge. It employs qualitative research methods and user-centred design techniques to examine the current user experience of libraries and draws on the skills of librarians from around the institution to test new service concepts. Futurelib is funded by Cambridge University Libraries.

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1.   Background (introduction)

Leganto is an online software platform for building online reading lists, for which Cambridge University Library (the UL) has an active paid subscription to create online lists, which is shared out amongst University of Cambridge libraries. Use of Leganto accelerated during summer 2020, during the first lockdown of the COVID-19 pandemic, which created opportunities for library staff to convert static departmental reading lists into online versions to better the student experience and has since been steadily building presence across faculties and departments following buy-in from, and adopted use by, library and academic staff.

Not all subjects at University of Cambridge use Leganto for logistical reasons, or out of preference for current localised reading list arrangements. An internal Leganto user group, with scope to steer the developing use of online reading lists, has been established comprising of library staff from across collegiate Cambridge. Centralised technical support on Leganto is provided by the Digital Services team at the University Library (UL).

2.   Context

Creation and maintenance of online reading lists using Leganto is primarily through faculty and departmental library staff, who are proximate to teaching collections and who support the information needs of students in their departments and faculties. Understanding how students find and use online reading lists is crucial to better assess how reading lists can be further developed in pursuit of an improved student experience.

Recording and evaluating student interaction on the Leganto platform through usability testing (observing students complete instructed tasks) will lead to actionable insights into the design, structure, administration, and functionality of our current online reading lists, and suggest new ways forward that can be of wider institutional benefit.

3.   Methods

3.1.   Phase I (online user survey)

3.1.1. Collecting data

An online survey was developed and made open to all current students at University of Cambridge, advertised through faculty and department libraries.

The purpose of the survey was to:

'Explore the user experience of Leganto, understand the preferred format for reading lists and highlight strong and weak points of the Leganto platform in University of Cambridge' (p.3, User experience of Leganto report)

The survey was open for two weeks at the start of Easter Term 2021, attracting 248 responses. The full report (User experience of Leganto) can be found at Appendix A.

A separate online survey was run simultaneously by the English Faculty Library, open to English students, during the same time window (start of Easter Term 2021) attracting 32 responses. The full report can be found appended to the User experience of Leganto report at Appendix A.

Both survey reports produced valuable insights into how Leganto had been used (up to that point in time), with what students liked and what could be improved from the student perspective.

3.1.2. Summarised trends from reported data

The user surveys generated quantitative and qualitative data, which are presented in detail in the original report at Appendix A.

Insights taken from the reports' conclusions were taken forward to the next step of the research methodology (staff ideation), and are summarised as follows:

1. Not all students are aware of online reading lists.
2. Leganto is difficult to use and navigate.
3. Leganto is not great for physical collections (in helping students to find locations of all available copies).
4. More students preferred a static document (PDF, Word) than to use Leganto.
5. Export options from Leganto are not currently well recognised.
6. The full range of functionalities in Leganto has not been fully utilised by students.

3.2. Phase II (staff engagement and input)

3.2.1. Ideation of solutions to known problems

A library staff workshop in summer 2021 involving the Leganto User group gave opportunities to discuss matters raised in the initial feedback and resulting trends to identify key areas where libraries could seek to improve their use and understanding of Leganto with students firmly in mind.

Staff were asked to complete an exercise in reverse brainstorming using Miro (digital whiteboard software) by which they:

- took a statement from the report findings (such as 'Leganto is difficult to use and navigate'),
- defined the problem as a question ('how do we make an online reading list easier to use?'),

- and then reversed the problem into the negative ('how do we make an online reading list harder to use?).
- Working in small groups, library staff collected ideas to answer the negative question (to encourage a focus on problems and issues to find things that need our attention),
- before reversing those ideas to generate solutions.

A summary of the reverse brainstorming outcomes is included in Appendix B.
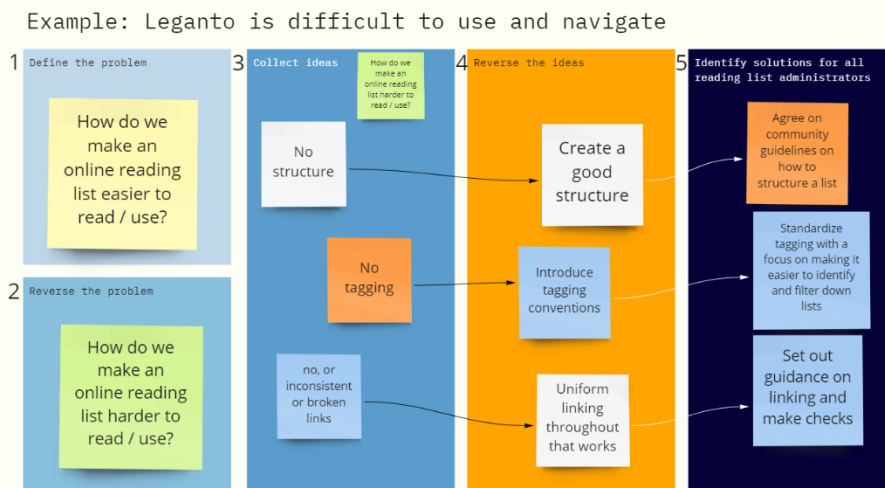
Figure 1: an illustration of reverse brainstorming completed by the Leganto User Group using Miro.

3.2.2. Ideation of solutions to known problems

The outcomes from the staff ideation exercise, and the earlier user surveys, formed the basis of update documents communicated to all library staff in University of Cambridge who were using Leganto at the end of summer 2021. These were emailed to faculty and departmental library teams in the first instance, and later published to the Cambridge Libraries Reading Lists Online LibGuide (section on Librarians – guide to using Reading Lists Online).

The three documents were written to support University of Cambridge libraries' efforts to improve the experience of using Reading Lists Online for students and staff, and were:

- Leganto promotion to students – containing key messages for library staff who use Leganto, on how we can help students become more familiar with Leganto (or Readings Lists Online, as it is better known to them). Library staff were encouraged to consider using anything in the document to support their planned induction activities to introduce new students to online readings lists at the start of the academic year.
- Next level Leganto – containing practical advice, tips, and tricks for library staff on how to get online reading lists looking and feeling better for students.

- [Leganto pro tips for students](#) - a four slide PowerPoint presentation directly aimed at students. It gives three practical 'pro tips' on how to make Reading Lists Online work for the student to personalise content and save their time. Libraries were welcomed to incorporate this document into any library website (or departmental Virtual Learning Environment if they had sufficient access), presentation or information resource.

Libraries were encouraged to update their online reading lists prior to the start of the academic year 2021/22, to enable students to use the improved reading lists prior to the start of the usability testing phase. This would theoretically allow us to gauge what impact (if any) the changes library staff made to their lists would have to students.

There was no expectation on any library (or their staff) to adopt anything communicated in the documents – they acted purely as guidance where library staff had the time, capacity, and desire to potentially tidy or add to existing lists ahead of the new academic year when they would be actively checking and updating reading lists, or to act as recommended guidelines when setting up a new list.

3.3.   Phase III (usability testing)

3.3.1. Areas of focus for usability testing

Using the insights from all the collected data, instructions (tasks) were devised for students to test the usability of Reading Lists Online. The areas of focus for the devised tasks were as follows:

1. Login and access points
2. Usefulness of tags
3. Filtering to narrow down lists by type
4. User customisation (mark as read, like, private notes)
5. Exporting the online list
6. Navigation and accessibility
7. Searching on the list
8. Downloading electronic material

4.   Promotion and response

Usability testing was completed online with current students at University of Cambridge between October 2021 and March 2022, representing a mix of subjects: some students had used Leganto before, whilst others had never used the software prior to the testing.

Test participants was advertised for online to students: through the Student Experience Group page of the Libraries Education Programme LibGuide, via student representatives

across collegiate Cambridge in newsletters and mailing lists, and via faculty and departmental libraries in newsletters and induction materials.

A total of six students completed the usability testing – which while not truly representative of the wider study body in Cambridge, provided enough qualitative data to draw themes based on similar observations between participants, and this acts as a good foundation for the recommendations made in this report. Student recruitment whilst living through a continuing global pandemic was challenging – despite messages going out at key points of the academic year and offering incentives for participation, it was clear that there were other priorities for students attending university, especially on the return to face-to-face teaching on campus.

5.   Usability testing exercise

Students were asked to complete a series of instructed tasks, which was observed by a member of library staff who followed the user's actions and words as they demonstrated a specific function. Participants were asked to talk through the process of completing the task, how they were feeling and to highlight anything which they could not do or that felt like a problem. Sessions lasted 60 minutes and included 'exit interview' questions on the student's experience of the usability session. All participants were given a gift voucher as a thank you for their participation. We had the option to record sessions (with consent from the participant) but did need not to as library staff were able to effectively take notes whilst observing.

The instructed tasks (and follow-on questions as prompted by the user response) were as follows:

1. Locate one of your online reading lists and log in to it. If your course/paper does not have online reading lists, please answer (hypothetically) where would you like to be able to access the list.
   a. Does this feel like the best place for you to access your reading list? How did you know where to look?
   b. If you did not have a direct link to your online reading list, how would you go about finding the list?
   c. Did you find it easy to login? If not, what could make the process easier for you?
   d. Can you search for another online reading list?
2. Find an item on the list that has been tagged as 'required reading,' and then another item that is 'available online.'
   a. Is the current tagging system useful and easy to understand?
   b. Take a quick look at the tags available to filter – is there any tag that would be useful to add?
   c. What do the terms 'tags' and 'types' mean to you?
   d. Would you instinctively think to filter by these?

3. Filter the list to show only ebooks
   a. Can you suggest an easier way to identify ebooks than those currently used?
   b. What information do you need to do a filter search?
4. Mark an item as read. Like another item on the list.
   a. Are these features useful?
   b. Is there anything we could do to make them more obvious?
5. Add a private note to any item on the list
   a. Why would you use this feature?
   b. What would you ideally like to do with these notes? Would you like to export them out of the list, for example?
6. Export the list into a Word document and download it to your PC.
   a. Did you find it easy to export your list out of the online platform? If not, what could make the process easier for you?
   b. Ask the participant to look at the list of available export (file) options. Are there any file types missing that would be useful to them?
7. Navigate to the penultimate (second to last) section on the list. Within the list itself, maximise the view to see all the items on the list and then minimise to show only the section names.
   a. Is the online reading list easy to navigate? Is it easy to read? Is the layout and information displayed clear and useful?
   b. Are there any other navigational likes (and wants) or dislikes the participant has noticed, from using the online platform in the session?
8. Talk through how you would search for a particular item on the list
   a. Ask what search strategy is being used (keyword search by author and/or title?)
   b. Are there any further things the participant would like to do with search results (i.e., export a list of only the items returned by their search?)
9. Download a journal article on the list
   a. Is this process straightforward?
   b. If the link did not work or the journal article could not be downloaded, what would the participant do next?
10. Accessibility test
    a. Does the platform meet your accessibility needs? e.g., is it clear and easy to navigate?
    b. Does anything not work, or is there anything in terms of design that could be improved to make the experience easier?
    c. How does browsing Reading Lists Online compare to browsing iDiscover?

The exit interview questions were as follows:

- What did you enjoy most about using Reading Lists Online?
- What did you least enjoy about using Reading Lists Online?

- Did you learn anything useful or interesting about online reading lists, or accessing items on a reading list, from today's session?
- Did anything confuse you or feel like a problem when using Reading Lists Online? Please explain.
- If there was one change you could make to Reading Lists Online, what would it be and why?
- Any other comments?

6. Project findings

The testing exercise provided many insights into the authentic use of Reading Lists Online by current Cambridge students. It also gave an opportunity to students who were not aware of online reading lists, or who had not used them, to provide valuable insights on design and functionality prima facie.

Our qualitative findings have been organised and reported thematically below – we believe this approach allows us to develop focus on specific areas, whilst acknowledging that the overall user experience with online reading lists is complex, with overlapping themes and perspectives, and it is therefore important to consider the whole experience when it comes to making suggestions for future improvements.

The thematic insights (expanded on in this section) relate to:

1. Types
2. Tags
3. Connectivity
4. Browsability
5. Navigation
6. Functionality

6.1. Types

- Students consider the term 'type' to relate to the genre of the reading.
- Some students do not instinctively filter lists by type.
- Types include book, ebook, journal, and e-journal.
- Library staff have been adding 'ebooks' to print book records on Leganto - but the type defaults as 'book' when you add from the Library Search function in Leganto.
- Therefore, it follows that if filtering to show 'ebook' only, students are not seeing everything available as an ebook.
- There is a similar scenario with journal and e-journal articles, defaulting as 'journals' in Leganto and thus diluting the effectiveness of filtering by type.

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6.2. Tags

- Students consider the term 'tag' as an indicator of distinctive features related to readings.
- Students appreciate tags on online reading lists. Tags are used to filter lists. Some students could not find tags when asked to locate them on the screen.
- 'Available online' tag has been used by some libraries to show students what is available to them online remotely (helpful in 2020-21 when students were not in Cambridge and libraries were closed). The blue hyperlink is clearer to some students than the tag itself.
- Some students prefer a physical copy, and a tag for this could help make them clearer on a list.
- Students have enquired into the use of tags that are subject-focused, such as broader topic or key words, which would enable them to browse by topic and navigate the subject better.

6.3. Connectivity

- Students found the Export function to be easy and convenient once they knew where it was located.
- Students have questioned whether online reading lists connect to reference management software such as Zotero and Mendeley – which is currently provided for under *User Settings > Citation Managers*.

6.4. Browsability

- Students are using Leganto as an online library for browsing around a subject or topic, especially for coursework and project work.
- There is insufficient metadata on Leganto to allow deeper searching by subject or content.
- Students would like to browse by chosen library, and available libraries (using the filter option).
- A 'preferred library' setting that displayed a certain library's holding first on screen was suggested as a desirable change.

6.5. Navigation

- Scrolling is the preferred method of navigation – this will be problematic for longer lists that need to load and may 'jump' back to the top randomly.
- Use of icons aids navigation more so than use of words – with the blue 'View online' hyperlink a clear exception.
- Icons are helpful for students to identify specific functions quickly and easily.

6.6. Functionality

- Students are happy with the basic functions of the platform – they can 'make Leganto work well for their own way of studying.'
- Subsidiary features (mark read, like) are not well used.
- Some students are unaware that you can filter within a search.
- Private notes highlighted as a user opportunity to record progress with material better in terms of what has been read or what they might want to come back to read in the future.
- Some students primarily use online reading lists to access online material, which they then download and makes notes using an external app.
- It would not occur to students to ask library staff for help with online reading lists if they had difficulties with the list itself or the items (e.g., a broken link or if there is an e-resource they are unable to download).

7.   Demonstrating impact

As previously mentioned, the widespread adoption and use of Leganto by libraries in the University of Cambridge accelerated in the summer of 2020, partially in response to the change in working environment for many libraries staff who were working from home providing online services, as they were removed from stock-based work with physical library spaces closed. Some faculties and departments have been early adopters of the software, with online reading lists in use well before this period.

Monthly usage statistics are generated through Alma (Ex Libris' overarching Library Management Software, which connects into Leganto administratively) and are shared through an institutional Leganto Yammer Group, giving an opportunity for library staff to see the level of engagement with their created lists. Each faculty and departmental library can then interpret this data as they see fit.

It is useful to consider whether these efforts have made a demonstrable difference to the student experience in association to the departments (and academic staff) accelerated use of online reading lists at the start of the pandemic.

A short case study from the Geography Library has been reproduced in Appendix C, whose staff introduced online reading lists to that department in March 2020.

The case study covers the process and rationale behind introducing Reading Lists Online to Geography students, along with the challenges faced and progress made, with impact evidenced statistically from usage statistics taken across Michaelmas Term 2021/22.

Additionally, this created an opportunity to seek feedback and perspectives from academic colleagues in Geography, some of whom had also volunteered to trial upgraded accounts so that they could directly update Leganto themselves following training and guidance from library staff.

Whilst this can be viewed as self-contained, the Geography case study may (or not) be indicative of other experiences in other faculties and departmental libraries across Cambridge. It would be useful to complete similar case studies with other libraries and their staff: on those who use Leganto alongside potentially those who currently do not, to better understand the lived experience and effects of deploying and maintaining Leganto within the wider libraries' community (or not if it be the case).

8.   Project limitations

Further usability testing would be needed with a diverse student membership, across all academic disciplines and at all levels of study, for us to truly comprehend what the representative student experience of using online reading lists is. So, for example, a question on accessibility was used in the usability exercise, however we are unable to confirm how well Leganto works with assistive technology or for students with differing disabilities, through this exercise alone. Targeted recruitment of participants from within specific student groups would be required to achieve this, which could be actualised following closer collaboration with the Disability Resource Centre and student networks across the University of Cambridge.

9. Key areas for consideration

The following section considers the data and perspectives gathered from the completed research into Leganto usability to date, by making persuasive proposals for change, improvement, or contemplation by Cambridge University Library, and its affiliated libraries. Students, library staff and academic staff are considered in these proposals as stakeholders, and the key players in the continuing development of online reading lists.

9.1.   Education

The benefits and functionality of Leganto can be better promoted within our diverse academic community in Cambridge, in the following ways:

- Demonstrations and training on the system, and its advantages, to academics by library staff could help with a better understanding of how online reading lists work, and the importance of how reading lists are composed and structured.
- Better promotion of the available technical support to all Leganto users in Cambridge may be needed – there is a responsive digital helpdesk supported through the UL in place.
- Improved provision of user education could highlight the basic and advanced functions better to students, through digital spaces such as LibGuides and library websites; induction materials, and training sessions provided by library staff.

9.2.   User support

Instil a clearer association between online reading lists and faculty and departmental libraries, for students with enquiries or seeking technical support, through the following suggestions:

- Library staff could proactively speak on their involvement with Leganto on websites, LibGuides and during induction activities.
- It is acknowledged that there is considerable time and effort by library staff in creating and maintaining online reading lists, which could be helped by effective and timely communication of reading list updates by academic colleagues to their libraries, prior to their teaching need.
- Some academic staff have trialled updating Leganto themselves using upgraded user accounts with positive results – this finding could be used to persuasively encourage more academic staff to update Leganto themselves, following training and with libraries support.
- Library staff are important users too – more opportunities to learn about Leganto, and train together whilst sharing good practice, should be facilitated throughout each academic year. The institutional Leganto User group can have a pivotal role to

play here – and membership of this group could be extended to include non-library staff members if appropriate.

9.3. Uniform application of reading list conventions

There is a need to establish good practice in making online reading lists as clear and easy for students and all staff to use as possible. Our recommendations:

- Recommend the use of the 'available online' tag to highlight all online resources (ebooks, electronic articles, scans, websites) on an online reading list.
- Recommend that lists are composed of more, shorter sections to optimise students' want to scroll to navigate, and to reduce loading times.
- Clear and regularly updated user guidelines on list creation and maintenance, agreed by library staff across the community in Cambridge.
- Look into ways to better highlight physical stock and collections on online reading lists – this may require technical enhancement to the software beyond our control, but this could still be achieved through thematic grouping of materials under sections on an online reading list, through liaison with academic colleagues.

9.4. De-duplication of catalogue records by library staff

A project within Cambridge University Library to begin the de-duplication of catalogue records on Alma began at the start of the pandemic (summer 2020) when there were more available library staff with time and capacity to work on this initiative – it is recommended that this becomes an ongoing, background project.

This continuing work will help consolidate holding records on the library catalogue used to populate online reading lists, so that list entries are streamlined and comprehensive. This in turn helps with time taken for library staff to create and maintain online reading lists.

Cataloguing training and support for library staff would be welcome to support this work, to ensure that tidy holdings records are maintained and are not created unnecessarily when the same item already exists on the library catalogue.

It is noted that there are some college libraries not using Alma for their library catalogue, meaning integration of their separate catalogue onto consolidated holdings records for the same item on iDiscover (the catalogue interface) is not currently possible.

9.5. Create a feedback loop for all Leganto users

It would be worthwhile to establish a conduit for anyone who uses Leganto to meet (in an online capacity), to encourage discussion of current issues and observations within Cambridge and provide communication on updates and changes. This would be open to library staff, academic staff, and current student representatives. This lends itself to the ideology behind continuous service improvement, in that real-time issues can be

investigated and resolved in a collaborative environment with all invested parties. It would be dangerous for library staff to assume how online reading lists are used by students in isolation from that group's input and feedback, whilst academic liaison is often needed to best understand reading list composition and intent before it can be converted into the online version in Leganto.

9.6. Suggest technical enhancements to the software developer

Based on user feedback, the following ideas could be put forward to Ex Libris, the software developer, for consideration as future technical enhancements to the software*:

- Make the Export function more prominent on screen as an icon button.
- Coloured tags (students react to use of colour to differentiate functions and labels whilst browsing, but this will not work with anyone who is colour blind)
- Filter/search option to be expanded to include 'available in specific library.'
- Option for a home/preferred library that automatically displays those library's holdings first on screen (the first library is previewed on the full list view).
- Inquire into the possible better connectivity of Leganto to other note making apps - this might encourage better use of private notes if they were easily exported or transferred out of Leganto.
- Make the private notes function more visible from the list view - this would enable users to quickly add notes for items to return to that they would be able to see whilst scrolling through the list.

* Technical enhancements may be suggested but are put to vote with the wider customer base (other academic institutions) before they can be implemented following sufficient community support.

10.   Conclusion

Testing and understanding our students continuing experience with online reading lists is an ongoing process of instructing, listening, recording, reflecting, and acting upon the data collected from the research conducted primarily with our student population, but with insights and valuable input from our library staff and academics, as the creators and custodians of the university's taught reading lists in their online and original off-line forms, respectively. There is still much work to be done, and our processes of usability testing and continuous service improvement must endure beyond the publication of this report, benefiting from a more cyclical nature such an annual survey or exercise in usability testing.

The changing student population means that needs and preferences will update, as will the nature of the subjects being taught and the variety of readings (and information resources) on the associated reading lists. Accessibility should continue to be prioritised in terms of design and function.

There are clear opportunities to continually refine and reshape how online readings lists are constructed and presented within University of Cambridge, and we must keep students, as the end-user, firmly in mind whenever we engage in any development activity using Leganto.

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May 2022

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11. Appendices

Appendix A: User experience of Leganto report

Including survey from English Faculty Library

User experience of Leganto

June 2021

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Introduction

This report has been put together based on research conducted through an e-survey to explore the user experience of Leganto, understand the preferred format for reading lists and highlight strong and weak points of the Leganto platform in the University of Cambridge using qualitative and quantitative data. The survey requested data from all departments/faculties with an active published RLO (Reading Lists Online) and relied on FDL librarians to circulate the survey as they felt appropriate. The survey was open for 2 weeks at the start of Easter term.

The analysis is from qualitative and quantitative data represented on exploratory sequential mixed methods. The sample reflects the population of "active students" over the months during the academic years of 2020-21.

Active students in RLO (Leganto) 2020/21
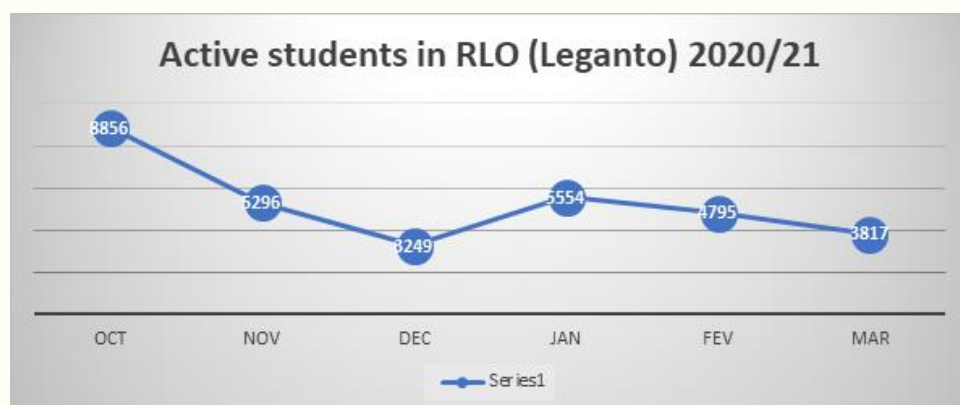
There were on average 5261 active students in Leganto for the period October 2020 – March 2021.
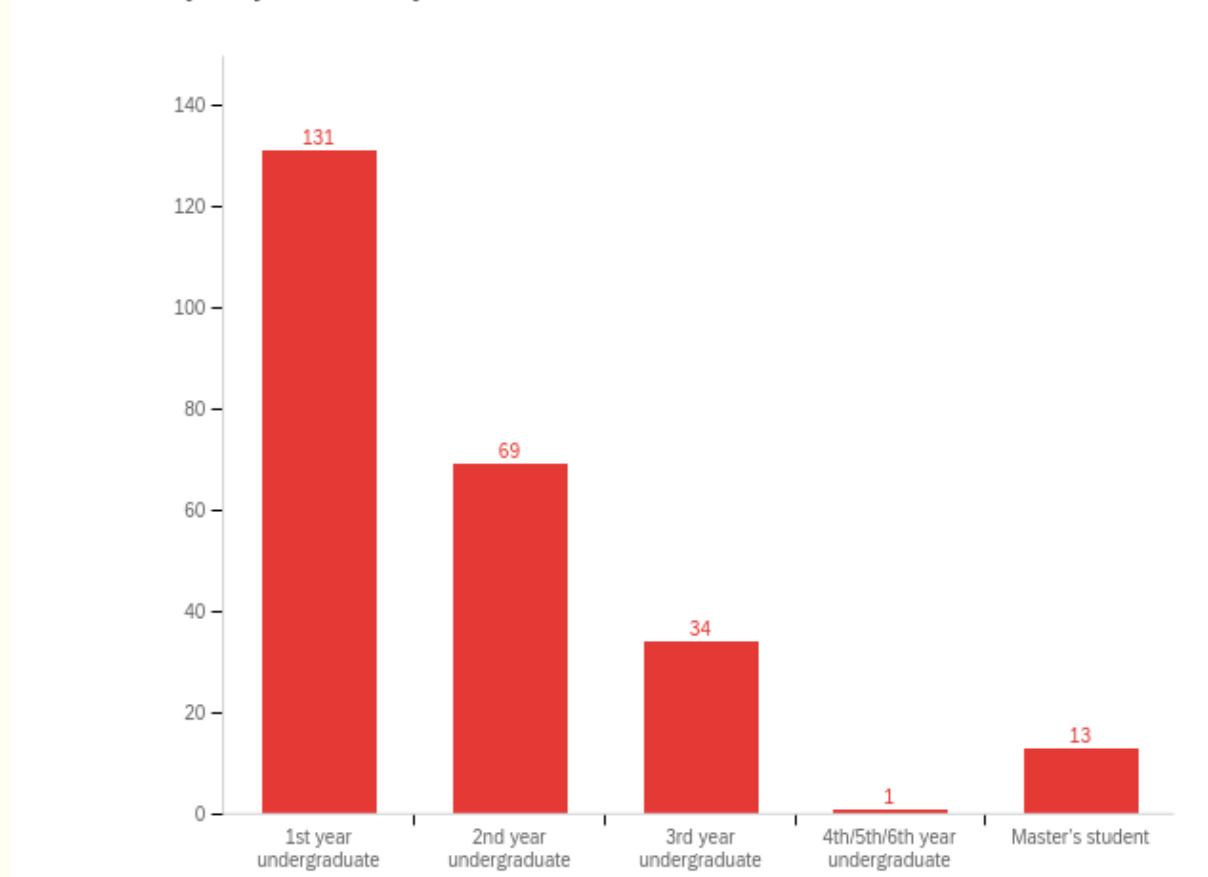
Profile of survey respondents

248 students responded to this survey.

Year group

Most respondents (52.8%) were first year undergraduates, followed by second year undergraduates (27.8%) and then third year undergraduates (13.7%).

Q2 - What is your year of study?

Faculty/ Department

The Faculties and Departments listed below were selected by one or more respondents.

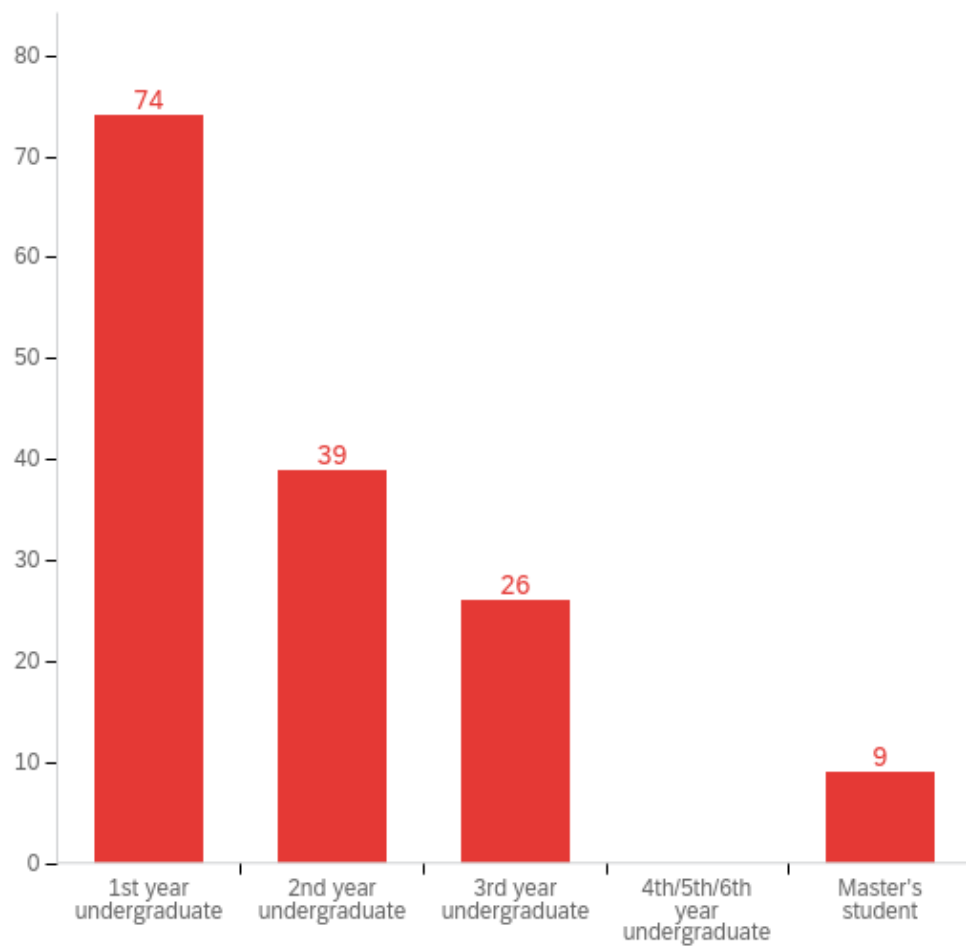| Faculty/Department	Total	Faculty/Department	Total
Faculty of Modern and Medieval Languages and Linguistics	51	Department of Social Anthropology	5
Department of Psychology	29	Faculty of Veterinary Medicine	4
Faculty of Music	23	Department of Zoology	4
Faculty of Philosophy	18	Faculty of Asian and Middle Eastern Studies	4
Department of Sociology	13	Faculty of Computer Science and Technology	4
Department of Physics (Cavendish Laboratory)	13	Department of Genetics	2
OTHER	10	Department of Earth Sciences	2
Department of Politics and International Studies	9	Department of Pathology	2
Department of Geography	8	Department of Plant Sciences	1
Department of Biochemistry	8	Faculty of History	1
Department of Land Economy	7	Department of Materials Science and Metallurgy	1
Department of Chemistry	7	Cambridge Institute for Sustainability Leadership	1
Faculty of Classics	7	Faculty of English	1
Department of Physiology, Development and Neuroscience	6	Department of Anglo-Saxon, Norse and Celtic	1
Department of Chemical Engineering and Biotechnology	6		

Respondents using Leganto

148 respondents said that they have used Leganto.

Year group

50% of respondents using Leganto in the survey are 1st year undergraduates.

Q2 - What is your year of study?

Faculty/ Department

Faculty/ Department	Count	Faculty/ Department	Count
Faculty of Modern and Medieval Languages and Linguistics	38	Department of Physiology, Development and Neuroscience	2
Department of Psychology	21	Department of Physics (Cavendish Laboratory)	2
Faculty of Philosophy	17	Faculty of Computer Science and Technology	2
Department of Sociology	10	Department of Biochemistry	2
Faculty of Music	8	Department of Zoology	1
Department of Geography	8	Department of Genetics	1
Faculty of Classics	6	Department of Anglo-Saxon, Norse and Celtic	1
Department of Social Anthropology	5	Department of Plant Sciences	1
Department of Politics and International Studies	5	Cambridge Institute for Sustainability Leadership	1
Department of Land Economy	4	Faculty of English	1
Department of Chemistry	4	Department of Earth Sciences	1
Faculty of Asian and Middle Eastern Studies	3	OTHER	1
Faculty of Veterinary Medicine	3		

Operating system

Q0_Operating System - Click to write the question text - Operating System
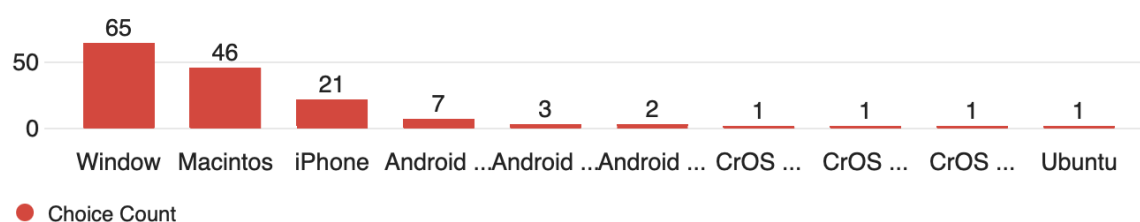
Respondents to free-text question

The final question in the survey was an optional free text box asking for any other comments. There were 27 responses to this question.

Year group
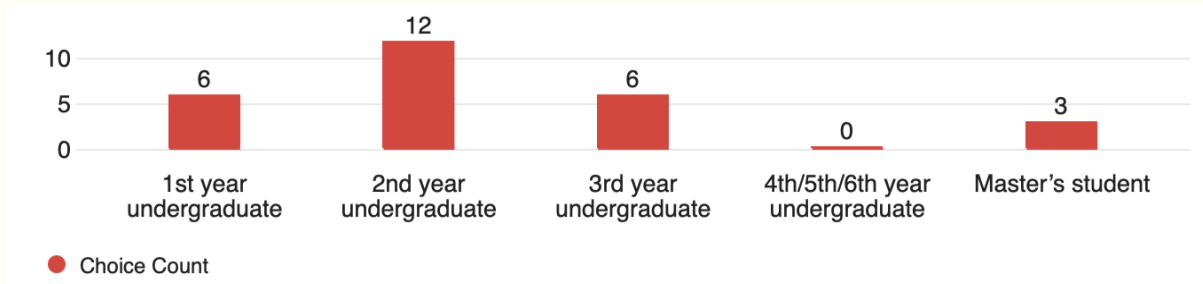
Faculty/ Department

Philosophy	6
Psychology	8
MMLL	5
Classics	2
Geography	1
Land Economy	1
Physics	1
Music	1
Social Anthropology	1

Respondents not using Leganto

100 respondents (40%) said that they had never used Leganto before, though the survey was only circulated by departments with active lists on Leganto. This number might represent students from year groups that do not have their reading lists in Leganto.

Q3 - Have you ever used Reading Lists Online (Leganto)?
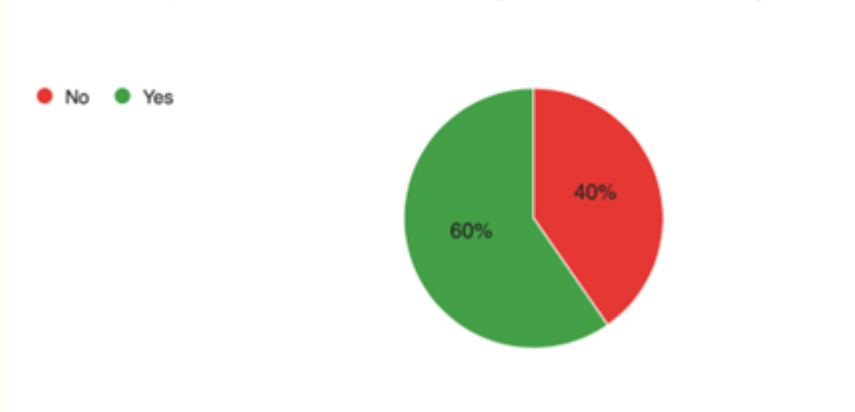
Year group

Q2 - What is your year of study?

Faculty/ Department

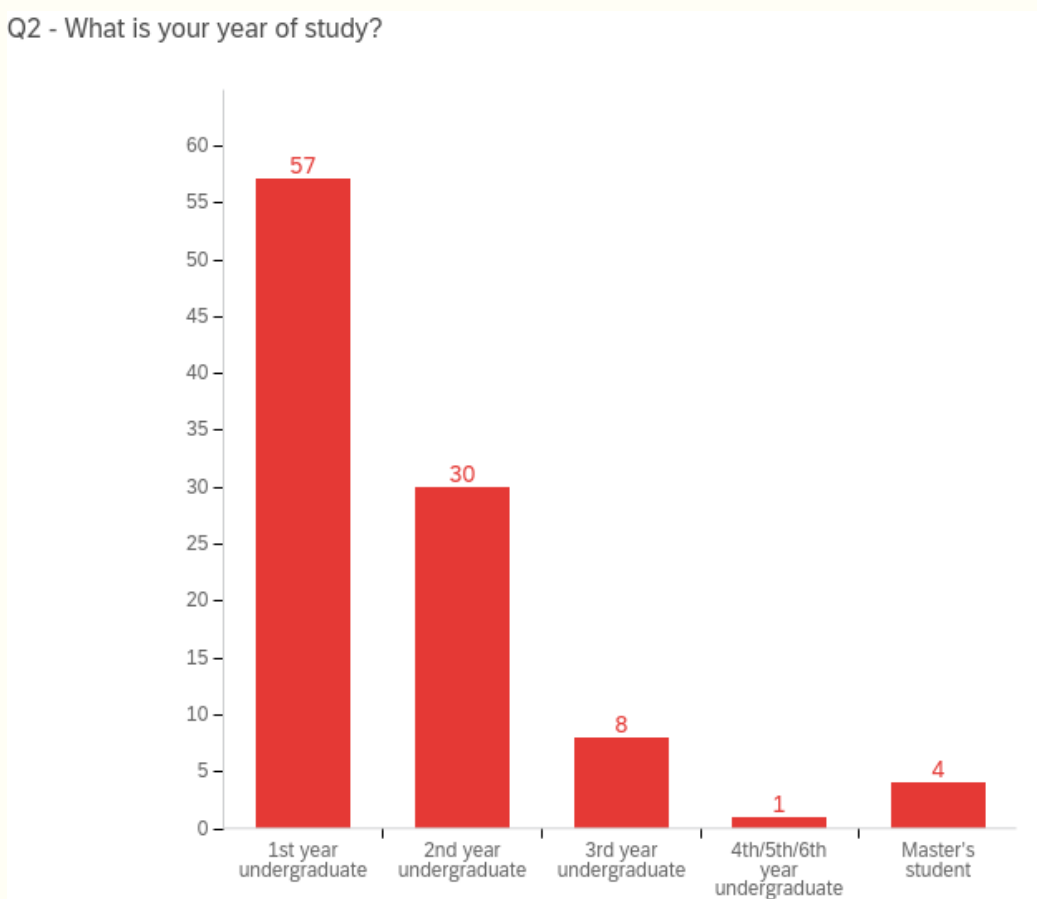| Field	Choice Count
Faculty of Asian and Middle Eastern Studies	1
Faculty of Classics	1
Faculty of Music	15
Faculty of Philosophy	1
Department of Biochemistry	6
Department of Genetics	1
Department of Pathology	2
Department of Physiology, Development and Neuroscience	4
Department of Psychology	8
Department of Zoology	3
Faculty of Veterinary Medicine	1
Department of Sociology	3
Faculty of History	1
Department of Land Economy	3
Department of Earth Sciences	1
Department of Chemistry	3
Department of Materials Science and Metallurgy	1
Department of Physics (Cavendish Laboratory)	11
Faculty of Computer Science and Technology	2
Department of Chemical Engineering and Biotechnology	6
Faculty of Modern and Medieval Languages and Linguistics	13
Department of Politics and International Studies	4
OTHER	9

Survey results

Respondents not using Leganto

Of the 100 respondents not using Leganto, 96% said that they would like to have an online platform with direct links to electronic resources and links where physical copies can be found; they liked the idea of Leganto in theory.

Q.3.1.END - Would you like to access your recommended reading list on an online platform, with direct links to electronic resources and links to the libraries where physical copies can be found?
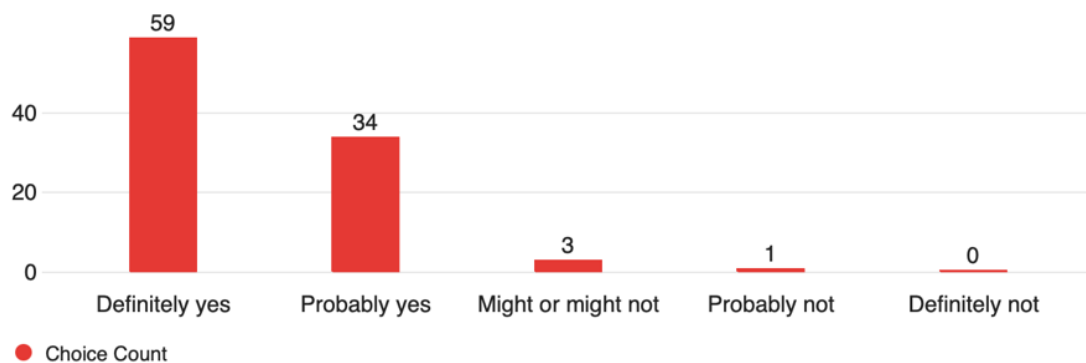
Points to think about:

- Are the functionalities offered by Leganto needed?
- Do students prefer to have a simple document with links to resources?
- Is Leganto a "list" of resources, or is it listing resources on a smart platform?

Comparing Leganto with other reading list formats

We asked students to rate different formats of reading list on a Matrix table with a Likert bipolar 3 points scale.

Please ONLY rate each type of reading list you have used

	Like	Indifferent	Dislike
Reading Lists Online (Leganto)	○	○	○
An electronic PDF or Word document	○	○	○
A printed document	○	○	○
In an email from a supervisor/ lecturer	○	○	○
Moodle (VLE)	○	○	○
Departmental intranet	○	○	○
Other (please detail below)	○	○	○

The response was not mandatory, but participants received a reminder to complete the non-answered question before submitting the survey.

Q4 - Please ONLY rate each type of reading list you have used

Legend:
- Reading Lists Online (Leganto)
- An electronic PDF or Word document
- A printed document
- In an email from a supervisor/ lecturer
- Moodle (VLE)
- Departmental intranet
- Other (please detail below)
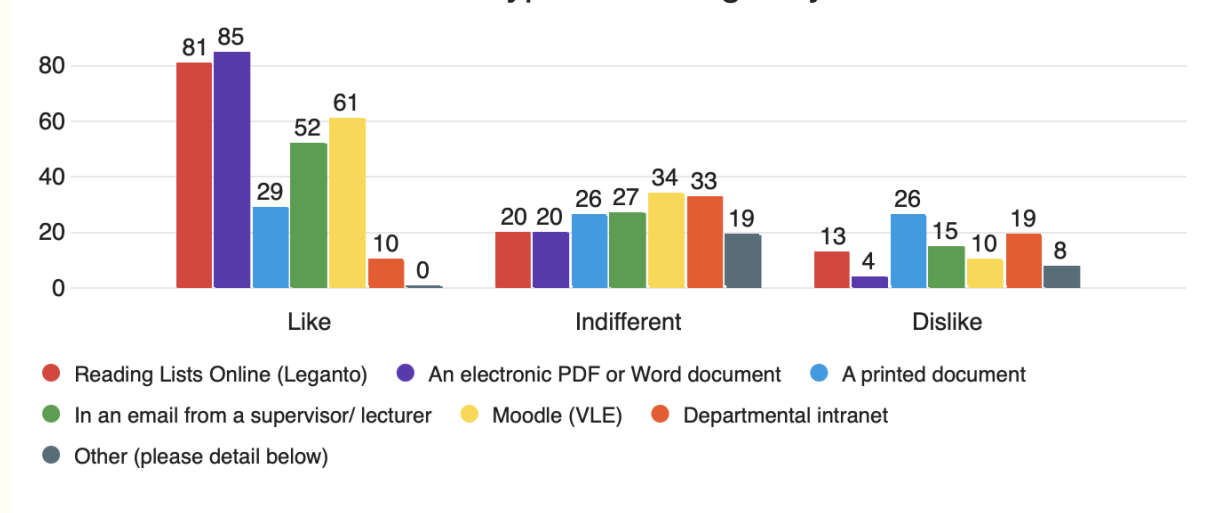
The top 3 formats for reading list with the majority of "likes" are an electronic PDF or Word document, Reading List Online (Leganto) and on Moodle (VLE (Virtual Learning

Environment)).

Q4_2 - An electronic PDF or Word document

78%	18%	

● Like [85] ● Indifferent [20] ● Dislike [4]

Q4_1 - Reading Lists Online (Leganto)

71%	18%	11%

● Like [81] ● Indifferent [20] ● Dislike [13]

Q4_5 - Moodle (VLE)

58%	32%	10%

● Like [61] ● Indifferent [34] ● Dislike [10]

Most students who are using Leganto said they like it (71.1%), though a higher percentage said they liked a PDF or Word Document (78%).

	RLO/ Leganto	PDF/ Word doc	Printed document	In an email	Moodle/ VLE	Departmental intranet
Like	71.1%	78.0%	35.8%	55.3%	58.1%	16.1%
Indifferent	17.5%	18.3%	32.1%	28.7%	32.4%	53.2%
Dislike	11.4%	3.7%	32.1%	16.0%	9.5%	30.6%
Total respondents	114	109	81	94	105	62

There are several positive comments about Leganto that explain respondents' satisfaction with the platform for example:

- *"Leganto is a great tool and time saviour for us students because it both lists physical resources and gives you direct access to online resources"*
- *"The fact that lecturers can add labels to the resources (like, for instance, "required reading" versus "optional reading") is also very useful"*
- *"RLO is really well implemented and particularly helpful"*
- *"Overall, it's fine"*
- *"It's convenient to have all the reading together there"*
- *"The resource is incredible, and I use it every day"*

However, these positive comments are qualified with a 'but' and accompanied by a description of a particular element that the user has found difficult, including problems with its partial implementation, and navigating the interface with lengthy reading lists.

Only 3.7% of respondents said they disliked PDFs compared to 11.4% for Leganto and 32.1% for printed documents. 17 respondents said that they dislike either Leganto or PDF, but 76% of those said they disliked Leganto comparing to 24% "disliking" PDF from those filtered answers. Although the satisfaction with Leganto is almost as high as for a PDF or Word document, the dissatisfaction with Leganto is much higher.

Preference for PDFs/Word documents

The qualitative data might help to understand why more respondents dislike Leganto. The comments indicated that students prefer their reading lists in PDF or Word format, or would like to have the option to use these alongside the online list in Leganto:

"I would rather have an electronic document with links"

"[You should] still have [PDF and Word] versions of the reading lists available on faculty websites where they can easily be downloaded for offline use as well as sent to students as an email attachment"

"I think I would have gotten on better with a Word document or PDF from a supervisor or DOS"

"somehow using iDiscover with a PDF/physical copy of the reading list is much easier and quicker […] and PDF/physical copies of the reading list should always exist (unfortunately this is not the case for some of my modules)"

In addition to being able to use PDF or Word documents offline, there were a couple of answers which indicated that this preference might be due to the way the lists are structured and laid out with sub-topic descriptions lost in the Leganto display.

More work could be done by librarians to make sure the lists are well structured and formatted consistently, working round the limits of what is possible in the Leganto interface but making use of features like tags, which were seen to add value to using Reading Lists Online. Libraries could also consider offering offline PDF versions of the reading list or improving and highlighting export options for students to do this themselves.

Leganto's strong features

We asked respondents to rate Leganto on various points using a 5-star scale, helping to identify its strong, most useful, or valued aspects.

How would you rate Reading Lists Online (Leganto) on the following:

Overall ☆☆☆☆☆

Easy to use ☆☆☆☆☆

Saving you time ☆☆☆☆☆

Accessing electronic readings ☆☆☆☆☆

Locating physical resources ☆☆☆☆☆

Managing your reading ☆☆☆☆☆
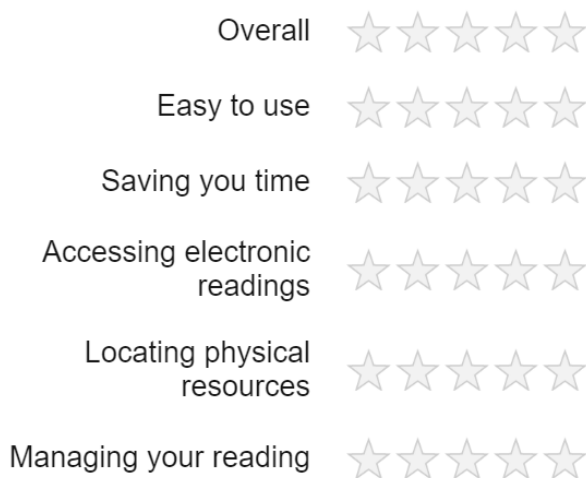
The option that earned more points was "Accessing electronic readings" with an average of 4.14 stars out of 5, followed by the option "Saving you time" with 3.73 stars. "Saving you time" may have multiple interpretations and when analysed with the result for electronic access, can be read as an option that allows users to quickly access those resources.

Q6 - How would you rate Reading Lists Online (Leganto) on the following:

#	Field	Mean	Count
1	Overall	3.79	112
2	Easy to use	3.59	111
3	Saving you time	3.73	111
4	Accessing electronic readings	4.14	111
5	Locating physical resources	3.28	101
6	Managing your reading	3.27	105

Rating on Leganto

Legend: Overall, Easy to use, Saving you time, Accessing electronic readings, Locating physical resources, Managing your reading
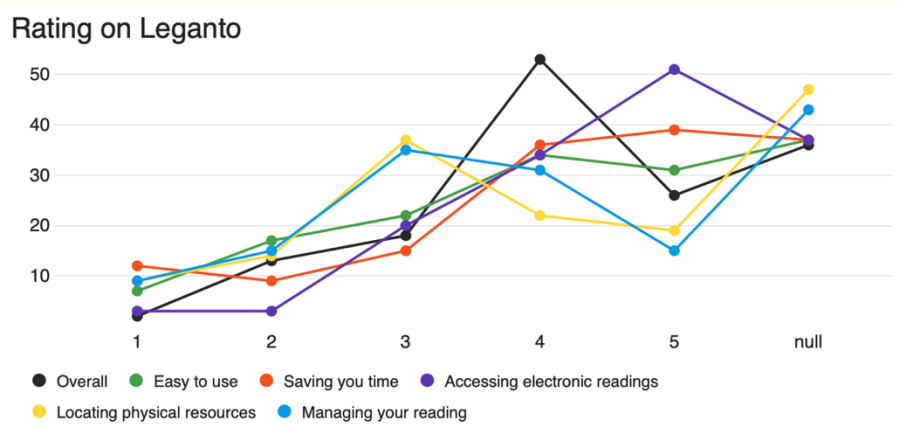
In this graph (using the same data), you can see the centralisation of the data; most of the topics had more scores in between 3-5 on the scale.

Leganto's weak features

Leganto performed worst on "Managing your reading" with an average of 3.27 stars and "Accessing physical resources" with 3.28 stars out of 5.

Accessing physical resources

Some of the free-text comments indicated that the compatibility of Leganto lists with locating physical resources could be improved. One student said they go straight to iDiscover because they know the Leganto lists do not include every record for the physical items available across Cambridge libraries: *"because several listings often appear for the same book, I usually have to do an iDiscover search to find the text in a way I can access anyway."* This could be due to the problem of Cambridge libraries having multiple bibliographic records for different editions/ versions of the same item that are not all included in the list, or Leganto missing holdings from some colleges.

Other respondents complained that the 'Read online' button is misleading when it directs you to an iDiscover link for physical copies: *"It should be updated with readings that we can actually access, not just where they are in the library/a link to idiscover as I could have just searched on idiscover myself. This was especially difficult in Lent term away from Cambridge."* Librarians maintaining lists could make sure that the 'Source' field of each item is only used for direct access links or iDiscover records where an electronic version is available.

Managing reading

Leganto was not rated highly by the survey participants for managing their reading, yet very few respondents said that they had used Leganto functionalities associated with this utility. Only 16 people said they had used the 'mark as read' option and 3 said they had used the 'like' button in a list. 5 people said they had created their own list, but no survey participants had exported items to a reference management software. The low engagement with these functionalities might suggest that students prefer not to use Leganto as a tool for managing reading list materials and therefore explains the low score for this element.

Navigation, access, and accessibility

Filtering the results by respondents who said they dislike or were indifferent towards Leganto, 52% did not rate any of the categories. The question was not mandatory, though respondents were reminded to answer it before submitting, and so it is not clear whether the high number of non-responses indicate a 0-star response or prefer not to answer the

questions.

## Q6 - How would you rate Reading Lists Online (Leganto) on the following:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Overall	1.00	4.00	2.63	0.82	0.67	32
Easy to use	1.00	5.00	2.41	1.14	1.30	32
Saving you time	1.00	5.00	2.19	1.16	1.34	32
Accessing electronic readings	1.00	5.00	3.47	1.25	1.56	32
Locating physical resources	1.00	5.00	2.79	1.16	1.34	29
Managing your reading	1.00	5.00	2.50	1.15	1.31	32

Of the participants who are using Leganto but did not "like" it and discounting the 0-star/non-answers, the platform performed worst for saving time (2.19 stars out of 5) and being easy to use (2.41 stars)

These weakest aspects differ from those selected by all Leganto users and indicate that those who do not like Leganto find it difficult to use and feel it does not help to save time.

Most respondents who did not select that they like Leganto are 1st-year students and their operating system is evenly distributed between Windows and Macintosh. Therefore, any previous experience with reading lists and their operating system are not influencing the problems faced by the user.
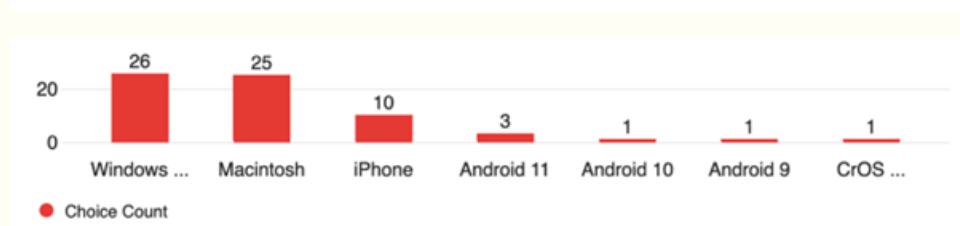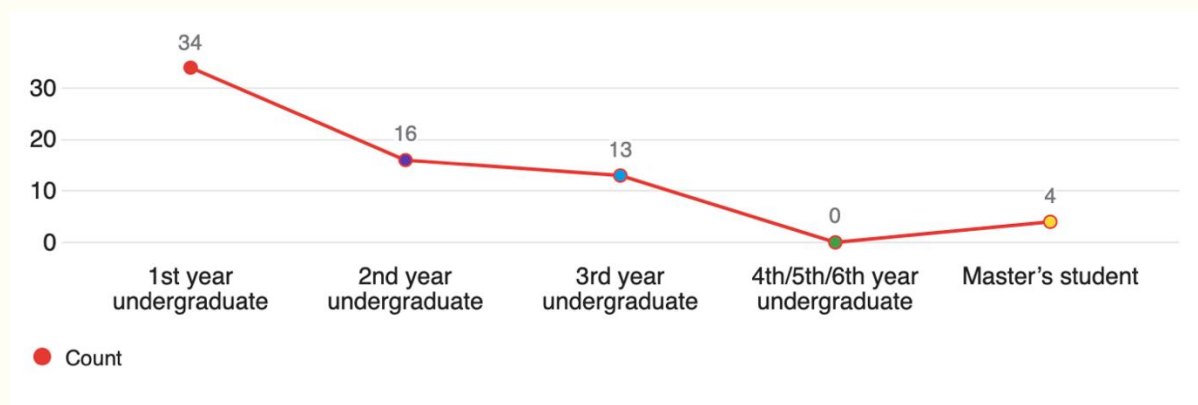
Answers to the free-text question included comments on the "clunky," "awkward" and "cluttered" interface, finding it tricky to navigate, difficult to find what you are looking for and hard to use. Students also said on the open-ended question that they found it frustrating not being able to access the lists via a direct link and instead having to access lists from in Moodle. Several students commented that *"it [Moodle?] logs you out quickly;"* perhaps this is something that could be looked in to.

Another theme that emerged from the "comments" question was the partial use of Leganto across a course and incomplete lists. For example: *"It is great but only when fully implemented. I had a few situations where the list was only partially uploaded to Leganto, or where the lists were incomplete"* and similarly, *"The idea behind the programme is great, but most of my supervisors don't use it, so it's only the broad introductory readings that are on there."*

One student also highlighted that when only certain lecturers use Leganto, *"your reading is all over the place, some on Moodle, [Leganto], some on word documents."* There is an extra burden placed on students who must search across and be confident navigating all these different platforms, of which Leganto is the most likely to be unfamiliar, a unique interface. Efforts should be made to ensure consistency, at a minimum between lecturers for one Paper and ideally for all courses.

Use of Leganto's functionalities

The results from the close-ended question to evaluate the number of participants using the functionalities offered by Leganto, indicate that many of them are not yet used, either because they are not understood or because they are not needed.

Field	Choice Count
Searched for an item in a reading list	67
Accessed online resources through direct links	98
Filtered a reading list using tags	30
Used the 'Mark as read' button to keep track of reading you have done	16
Used the 'Like' button to favourite items	3
Added private notes to item	2
Created your own list	5
Adjusted the accessibility settings of a reading list	0
Exported a reading list into a PDF or Excel spreadsheet	17
Exported a reading list to a RIS file for use with reference management software	0
Other functionality (please detail below)	1
I have not used any functionalities in Reading Lists Online (Leganto)	4

Most respondents had used the most basic functionality to access online resources through an online link (98 respondents) and searched for an item in the list (67 respondents).

Export functionality

Only 17 respondents from the total sample said they had used the "export tool" but one student who had managed to use the export option commented that the results are hard to read, look unattractive and export unnecessary information. Another comment in the open-ended question said we should *"offer really clear instructions for exporting reading lists to a pdf/word document."* This echoes the previous discussion about students' preference for PDF lists; improving the results of the export function in Leganto and educating student users on how to use it seem like important points for taking Leganto forward.

User guide

There were also several comments which indicated that an improved and better-advertised user guide would be beneficial: *"perhaps there was a user guide that I didn't see."*

Certain complaints covered issues that could have been remedied by utilising certain features in the system. Several students complained about having to scroll through the whole reading list with all the sections expanded:

"When the list is split up into lectures it takes a long time to minimise every lecture to get to the last one. Would be really helpful if they were automatically minimised and you could just expand the section/lecture you wanted"

"because […] I could not "ctrl+f" any term […] whenever I had to look up content for a lecture that happened late in the year, I had to spend quite a lot of time just scrolling down and reading all the titles one by one to find what I wanted"

or even export the list to view everything:

"Often for larger reading lists (which says it has 20+ items), the list only shows the first 15 or so items and seems to have no way of accessing the whole list - I had to export the whole list to a word document just to see the items which weren't visible, which took up a lot of time."

The built-in search bar on each list and the 'Toggle section view' button should help with these issues, so perhaps these are things that can be better emphasised in the documentation.

Conclusion

The sample size of the survey was small for the overall number of students using Leganto, but the response was sufficient to draw some conclusions and offer insight into how Leganto has been used, its strong characteristics and elements that could be improved.

The key findings are:

- Leganto is not yet reaching all students, even within Departments and Faculties who have active lists.
- Students who have not used Leganto like the idea of having direct access to reading list resources in theory.
- A PDF or Word format for reading lists was preferred slightly to Leganto.
- Leganto's strongest feature was for accessing electronic resources via direct links.
- Leganto is not so good at providing information about where to find physical resources in Cambridge.
- Export options from Leganto are not currently well recognised or suitable alternatives to reading lists created directly in PDF or Word format.
- The full range of functionalities in Leganto have not been fully utilised by students.

This survey did not intend to simply find out whether students liked Leganto, but whether Leganto is a useful tool that justifies financial and time investment from library teams.

There was a slight preference for reading lists in PDF or Word format, though the easy access to electronic resources in Leganto is seen as a clear benefit for students; it is difficult to conclude that Leganto should be deemed necessary for students in comparison to a PDF reading list.

The results suggest that the platform has many functionalities that are not used; perhaps the platform is more complicated than it needs to be. Leganto is not being used as a 'smart tool;' either because students do not know about or know how to engage with these functionalities.

On the other hand, the survey also indicates that Leganto would be most valuable when offered consistently across a course so encouraging full coverage of reading lists in Leganto within Departments and Faculties for the next academic year would be beneficial.

The results offer some action points for the Leganto Working Group to work on and filter down to List creators. Students find exceptionally long lists to be clunky and hard to navigate; efforts should be made to ensure consistency in layout and format of lists, the use of tags and direct access links. The Leganto Working Group might also think about asking for the export functionality to be improved and consider new ways to promote Leganto with all its functionalities by developing and marketing the User Guide.

We recommend further UX research using interviews or observations to evaluate the usability and navigability of the platform.

Appendix A1: English Faculty Library April-May 2021 RLO/Leganto Survey

At the beginning of Easter term, the EFL carried out an e-survey into Leganto/RLO usage by English students.

Results:

The survey was taken by 32 respondents. 56% were third years, 25% first years and 18.75% second years.

The highest percentage of surveyed students (28%) accessed RLO once a month. 21% had never used RLO and the same percentage used RLO at least once a week. 15.63% of students accessed it once per term and 12.5% accessed it every few days.

Of students who have never used RLO, when asked why this was the case there were six responses. 5 indicated that they did not know about RLO, while one indicated that their Part 1 reading lists were not on RLO.

Of students who have used RLO, the majority (45.83%) learned about the platform directly from course Moodle pages. The next highest percentage (29.17%) heard through their supervisor. 16.67% learned about it through course induction sites/sessions while 8% learned about it another way. The 2 respondents who selected this final option specified that they learned through "library email" and "Just came across it on the English Faculty website".

Students normally find their reading lists through the course's Moodle page (73%). Otherwise, they receive the link to the reading list from their supervisor/lecturer (15.38%), through a direct search of RLO (7.69%) and by other means. The sole respondent for "other" specified that they normally find their reading lists through the "English Faculty Library Reading Lists" page, which could be via the faculty student intranet.

Two questions dealt directly with RLO's functionality from a student perspective. The top 3 features of RLO used were links to online resources (33.85%), links to iDiscover (21.54%) and having multiple reading lists in one place. 9% of those surveyed used the downloadable

resources and used RLO to create their own collection of reading. The features with the least usage were liking and commenting on links (3%), marking items as read (4.62%), and searching lists using tags 4.62%.

While 0% of students claimed to know all the features of RLO prior to the survey, all the students surveyed knew about using RLO for its Links to online resources and Downloadable resources. The main feature that surveyed students did not know about was liking and commenting on links (33.33%).

Analysis:

We received 8 (25%) comments that form qualitative feedback from students. These comments were generally on the negative side and indicated that students surveyed found the format of RLO harder to navigate – more difficult, clunkier, slower, longer time to load, sometimes displaying with an error code, overwhelming, giving them motion sickness.

One positive comment noted that they liked being able "to see where books are in libraries/online etc."

On the question of adding value to lists, there is the on-going issue of whether we need to establish a better system of tagging items. However, of the students surveyed, only 4.62% used tags to search reading lists. This does not seem to be influenced by student's lack of knowledge of the feature since only 11% indicated that they were learning about this feature during the survey (so 89% knew about it previously). This brings into question the actual importance of tagging items in reading lists from the perspective of student navigation. 89% of the students surveyed knew about the feature but c.95% indicated that they did not use tags to navigate reading lists.

One comment received asked for reading lists devoted to online resources, as the student had difficulties accessing physical material in the last term. While this is not practical, especially given how much material was put online and scanned over the last year already, this could be a concern to address in a guide on how to search RLO using tags, since "Available online" is one that is frequently used and in a fairly standardised manner.

It may be a question of needing to advertise RLO's features more directly, or that the library provides training/introductory sessions/LibGuides to present the benefits and functionality of RLO to students (specifically first-years) to get them up to speed on how they can take advantage of it. The primary mode of learning about RLO seems to be from finding it on course Moodle pages, rather than any formal/informal instruction, which suggests there may be room for further training. However, this puts a burden on library staff by increasing the teaching workload and leans on teaching students how to use a platform rather than structuring our use of the platform around how students need them in their studies.

It may be the case that students do not need to use many of the RLO features, such as liking and commenting on reading lists. It seems that although 0% of students claimed to know all the features of RLO, most students surveyed knew about most of RLO's features (in the 86-93% range). This creates further questions about what extra training would need to be aimed at and whether it would be a case of teaching for the sake of teaching.

The feedback that the RLO reading lists were slower, clunkier, and take too long to load (and other technical issues) suggest that investing time creating an offline version of the reading lists could be fruitful, since these would allow students to browse their reading lists in more familiar formats and without being at the mercy of fast internet/Wi-Fi.

Future actions

1. Review the use of tags in EFL reading lists to fully utilise them in a sensible and consistent manner, enabling students to use RLO/Leganto more effectively
2. Plan user education sessions and other educational material at the EFL to educate users about the functions of RLO/Leganto and how they can utilise RLO/Leganto throughout their studies. An optimal time of the academic year for teaching sessions would be at the start of Michaelmas term but guidance should be available throughout the academic year.
3. Develop a process for providing offline versions of EFL reading lists for students, with the expectation of establishing a yearly procedure to make EFL reading lists on RLO/Leganto available as pdfs/documents by the start of the academic year.

Appendix B: Leganto User Group reverse brainstorming outcomes, July 2021.

Not all students are aware of online reading lists (Statement 1)

- Policy: How do we 'encourage' online reading lists for all relevant courses
- Promote the additional features in Leganto
- Encourage, train, and promote to library staff and academics
- Stronger relationships with Ex Libris and other universities
- Encourage Ex Libris to think about custom URLs for courses
- Publish the URL in more places/A uniform place for where they are recorded

Leganto is not great for physical collections (in helping students to find locations of all available copies) (Statement 2)

- Continue de-duplicating catalogue records for items on reading lists.
- If you are adding holding records for something new add it to the bib record with the most holdings
- Encourage the use of Alma & Alma circulation if you possibly can! Get the students to complain about using two different systems!
- Follow agreed cataloguing policies & procedures and attend/offer cataloguing training

Export options from Leganto are not currently well recognised (Statement 3)

- Glossary needed to better user understanding (IGN, RIS, EndNote)
- Convey the benefit to the student (communication/training?)

More students preferred a static document (PDF, Word) than to use Leganto (Statement 4)

- Better promotion of live locations and how physical books can be accessed
- Promote that the up-to-date reading list can be exported by the user
- Ensure good tagging conventions for attached documents/scans

The full range of functionalities in Leganto have not been fully utilised by students (Statement 5)

- Encourage FDLs to include Leganto functionality in inductions/ user ed sessions
- Promote online instructional materials
- Add a contact email for help in the platform
- Make a more obvious icon/ key word with link to the student user guide on the platform

Leganto is difficult to use and navigate (Statement 6)

- Agree on community guidelines on how to structure a list
- Standardize tagging with a focus on making it easier to identify and filter down lists
- Set out guidance on linking and make checks

Appendix C: Case study - Making online reading lists accessible to students and staff – a departmental perspective from Geography

<u>Why introduce Leganto to the department?</u>

Reading lists for the Geographical Tripos and MPhil courses were difficult to access unless you knew where there were uploaded to (previously on a multi-layered departmental intranet, which was clunky to navigate) and when they were uploaded (static lists would be uploaded to Moodle without notifying the library). Library staff spent a lot of time finding and reviewing these lists each year.

References to online materials in static (uploaded) lists did not always include direct links, or where they did, some were unchecked broken links. There was also an overreliance on old photocopies/scans that kept being re-uploaded to the departmental intranet. New materials were also being added to lists without any checks on availability within the Cambridge libraries catalogue.

We wanted to improve the student experience by centralizing reading lists online, making them discoverable, and to connect students directly to information resources with minimal time and effort.

We chose Leganto to achieve this, as an online reading list system paid for and supported by the UL, supplemented by an established network of peer-to-peer training, and troubleshooting in Cambridge.

<u>Initial challenges</u>

Getting buy-in from a department on an innovation: we asked for a couple of academics to volunteer their reading lists to be converted using Leganto as a trial – two Geographical Tripos papers and an MPhil course took up the offer, and they share their feedback on their experience below:

Initial confusion as to what an 'online reading list' is, with the biggest misconception being that everything will be available online or in an electronic format through Leganto.

How to encourage students to use online reading lists when a static version of the list co-existed online.

<u>Progress made</u>

All current papers taught in Geography now have an online reading list. The rollover of online reading lists from the old academic year to the new was seamless, although library staff time is still required to check through and compare static lists to their online counterparts, and to update accordingly.

Copyright permissions are also now clearer where book/journal scans have been uploaded to an online list, thanks to inbuilt connectivity to the Copyright Licensing Agency database.

All online lists are linked through on the Department's online teaching space (Moodle) so direct access to (1) the whole list is at top of each course page, and (2) weekly lectures/seminars reading lists are linked under the appropriate teaching week. Students are clear on where to find their reading lists.

Usability testing

A user experience project testing Leganto with students in different faculties took place in the current academic year. Some insights spoke on the nature of academic input into online reading lists:

- Could academic liaison help with better composition of reading lists in faculties and departments, through academics sharing insights with library staff on how to best meet student needs? For example, academic direction on better use of sub-sections within online reading lists could help translate readings by subject/area in online lists.
- Identification of 'required reading' and 'further reading' translates well into online reading lists using tags on listed items – but academic input, and consistency of application, is required.
- Issues with lengthier lists loading and export options not meeting academic staff expectations were reported, so could deeper collaboration between departments and libraries better help convert static lists into functional online lists that meet all users' expectations?

Academic feedback on using Leganto

Three academic staff members in Geography agreed to trial updating Leganto themselves using upgraded user accounts. Here are some soundbites from their feedback:

"It's really helpful to just drop new publications straight into the reading list as a dynamic living document (online) rather than scratching my head once a year in September to remember everything from the past year that could go in"

"It makes providing direct access to the materials easier (faster than having to find and upload PDFs to Moodle)"

"Our programme uses a lot of external speakers, who often will ask for us to provide readings to students which were not originally on our reading list. Leganto access allows us to do this quickly and to leverage all the resources of the Cambridge system of libraries."

Impact summary

Reported Leganto usage statistics for Michaelmas Term 2021/22 back to the Department during a staff meeting:

- **Six** out of the top ten most interacted-with online reading lists in Cambridge belonged to Geography.
- The online list for **Geographies of Postcolonialism and Decoloniality** had the highest number of interactions out of any reading list in Cambridge that term.
- Three of the top ten most viewed online reading lists in Cambridge belonged to Geography.
- Three of the top ten online reading lists with the most active students in Cambridge belonged to Geography.
- The online list for **Development Theories, Policies and Practices** was the most viewed list, and had the highest number of active students using it in Cambridge that term.

Next steps (for Cambridge Libraries as a whole)

Education: promoting the benefits and functionality of Leganto within a diverse academic community - demonstrations and training on the system, and its advantages, to academics by library staff could help.

De-duplication of catalogue records by library staff: this will help consolidate holding records on the library catalogue used to populate lists, so that online reading lists are clearer and easier to use for students.

Create a feedback loop for Leganto users (academics, students, libraries) to encourage discussion of current issues and observations within Cambridge and provide communication on updates and changes.

Short demo on Leganto functionality (5 minutes)

Questions for discussion:

1. Is there anything else you want online reading lists to be able to do to take pressure off both academic staff (as list organizers) and students (as list users)?
2. How can we best support academic staff through the adoption of Leganto in a faculty or department where it is new to them?
3. To what extent might we want to engage academic staff more in Leganto where it is already established in a faculty or department?