University of Dundee

Reading and Resource Lists (R&RLs) - What and When are Nursing Students Accessing?

Gerry Roarty, School of Health Sciences, 11 Airlie Place, Dundee, DD1 4HJ

Introduction

With a view of enhancing the student experience, electronic reading lists were embedded in modules across the University of Dundee in 2013. This was facilitated by the publication of guidance about how a Reading and Resource Lists (R&RLs) should be presented and managed (University of Dundee, 2013). Six years on, no systematic evaluation of R&RLs has been carried out since the School of Health Sciences (SNHS) implemented R&RLs.

This project aims to bring together data on what and when pre-registration Nursing students access the resources in the Reading and Resource Lists (R&RLs) in a quantitative study with an intent to inform their future use and development.

Design/Methods

Conducted in 2018-19, this project employed a quantitative research approach which analysed the number of clicks by student across all three years of the pre-registration Nursing degree, during Semester 1, Academic Year 2018-19. This involved the assistance of two library and learning centre staff - Dawn Adams and Theresa Sandeman, where anonymous data was collected from the Talis dashboard on the number of clicks per resource over 16 weeks.

What was sampled?

→ 12 modules were sampled
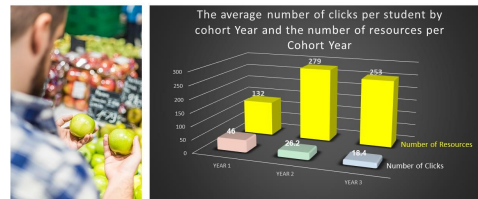→ Years 1, 2 and 3
→ Mapped over 16 weeks

What was analysed?

→ Average number of clicks
→ Types of resources
→ Resource labels (e.g. essential, recommended, etc.)
→ Trends on usage

12 Modules (across 3 cohorts)

→ The data was anonymous
→ The research did not consider who created the R&RLs or any 'other' resources provided in the module
→ The research observed the R&RLs in each module

	Number of Resources per R&RL	Average Number of clicks/16 weeks
YEAR 1 – Cohort 2018-2021 (total=132 resources)		
Module 1	67	43.5
Module 2	45	1.9
Module 3	20	0.58
YEAR 2 - Cohort 2017-2020 (total=279 resources)		
Module 4	20	3.7
Module 5	14	11.1
Module 5	27	0.5
Module 7	14	0.56
Module 8	163	6.22
Module 9	41	4.22
YEAR 3 – Cohort 2016-2019 (total=253 resources)		
Module 10	48	2.52
Module 11	46	7.71
Module 12	159	8.14

The average number of clicks per student by cohort Year and the number of resources per Cohort Year

The charts indicate that the numbers of resources provided increase in Year 2 and Year 3, however the number of clicks decreases year on year.
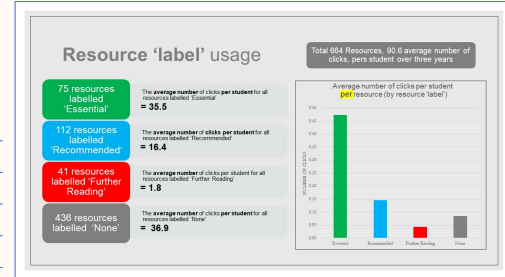
Resource Types (664 resources)

Resource type	Yr1 Number of resources	Yr2 Number of resources	Yr3 Number of resources	Totals
Article	52	36	63	**151**
Audio-visual	0	15	6	**21**
Book	45	96	65	**206**
Chapter	2	2	0	**4**
Document	10	37	35	**82**
Legislation	0	1	0	**1**
Journal	3	9	15	**27**
Webpage	11	57	46	**114**
Website	9	26	23	**58**
Totals	132	279	253	**664**

Average number of clicks per student by 'resource type' across all modules. Colour coded for each pre-registration year
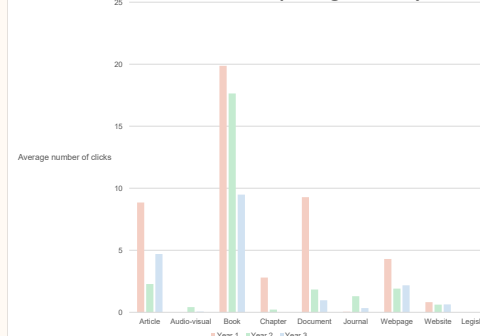
The chart shows that books, articles, documents and webpage are the most used across all three years.

Resource label classification

Resource 'label' usage

75 resources labelled 'Essential' — The average number of clicks per student for all resources labelled 'Essential' = 35.5

112 resources labelled 'Recommended' — The average number of clicks per student for all resources labelled 'Recommended' = 16.4

41 resources labelled 'Further Reading' — The average number of clicks per student for all resources labelled 'Further Reading' = 1.8

436 resources labelled 'None' — The average number of clicks per student for all resources labelled 'None' = 36.9

Total 664 Resources, 90.6 average number of clicks, per student over three years

Average number of clicks per per resource (by resource 'label')

The data was normalized to provide a true representation of the use of 'labels'.
Results: A student is three times more likely to click on a resource that is labelled 'Essential' than one labelled 'Recommended', ten times more likely than one labelled 'further reading'…

Conclusions... Next Steps...

This study has used data analytics to explore what and when pre-registration Nursing students are using the electronic R&RLs as part of their studies and has generated a set of valuable information about how the pre-registration Nursing degree students use the R&RLs.

The number of clicks per week were plotted for each module and for the majority of modules, those resources near the top of the list were click the most – the number of clicks reduced after resource 20.

The pattern of clicks was also recorded for each module – the data indicated an increase in the number of clicks prior to a summative assessment.

Piscioneri & Hlavac (2012) suggest that R&RLs have been overlooked for some time and require some adjusting to align them with the pedagogical approaches to students' learning at university.

The results from this study have provided evidence on what and when student access in the R&RLs. The next steps is to use the results from the R&RLs to shape a qualitative study on 'why' the students based on quantitative data from the Talis dashboard for the R&RLs.

Reference:
Piscioneri, M. & Hlavac, J. (2012). The minimalist reading model: Rethinking reading lists in arts and education subjects. (online) Available from https://doi.org/10.1177/1474022212459035 (Accessed: 25 May 2020).
University of Dundee (2013/14). Policy and Guidance on Reading and Resources Lists. (Online) Available from https://www.dundee.ac.uk/media/dundeewebsite/qualityframework/documents/Reading%20List%20Policy.pdf (Accessed: 25 may 2020).