Customer Services Group UK Annual Conference 2016

Summary from Universal Design for Learning Framework Group Discussions

Representation

Printed, Online and Video Guides

Print guides: observation was that some libraries don't produce any longer or have only small quantities

Colour coded Dewey

Videos of academic skills sessions delivered by academic liaison librarians

Videos how to use self-service and catalogue

Inductions

Website

YouTube

Social Media

Digital formats. Tension between students wanting print versions and going digital

Can we provide print friendly versions too?

Digital resources – accessible formats

Visual signs instead of word signs

Library tours available throughout the year to all students (small groups)

Student tips and interactive forum for peer to per knowledge exchange

Providing videos as well as text based versions and/or online tutorials

Training not consistent or available in different formats – we should make easily available – guides in large format and Braille and create audio guides.

Alternate formats on request

Noise reporting via text and email as well as face to face

We should make telephone enquiries possible for all parts of service e.g. e-resources

Signage not consistent or visual

Signage challenges, uniformity, simplicity

Offering multi-site returns to any site

Web forms

CHAT Services (and promotion of)

Exploring 24 hour CHAT options - OCLC

Videos for staff and students

Instructional videos with sub-titles

Display screens? Pros and Cons

Central enquiry point to deal with email, phone calls etc. (CHAT, General enquiries)

Reduction of notices and more online info.

Colour code signs and carpets for different floors

Zoning e.g. quiet, silent, group

Online library guides

Use of QR codes for students to do own library tour

Tours: Induction; video; self-directed; early arrivals (during quieter times); one to one; virtual

Enquiries: fate to face; Twitter, Social Media; telephone: CHAT; Email; Stewards –roving

QR codes (audio guides)

Captioned library videos

Blackboard with varied information (targeted)

Multiple enquiry channels

Expression

Feedback cards

Surveys

Exit interviews

Random checking

Pre Induction sessions

Ask if you can help with anything else

Build on enquiries and add value

Check understanding by asking enquiries to explain back to staff member

Remember to check understanding in all enquiry formats

Clear FAQs (clear questions and clear answers)

Provide links to more information

Formal over informal means of expression as a priority

Survey

UX

Feedback escalation policies

User Panels

Social Media

Flexible spaces for silent/group

Consistent way of evaluating teaching in library would allow us to assess learning

Variety of study spaces inc. Good facilities for students to use own laptop etc.

Provide different sized and orientated study spaces, different furniture etc.

Range of study spaces not just in the library

Study spaces: group study rooms; social areas; accessible study rooms; individual study rooms; relaxation areas; assistive tech. areas; Skype rooms; computer rooms

Interactive smart boards

Panaboards

Open emails

Feedback; feedback online

Zoned spaces and flexible spaces

Quiet areas

Movable furniture

Different furniture for different study preferences

Encouraging different methods of giving feedback e.g. audio

Embedding info skills in curriculum, ideally assessed

Quizzes and apps for tests

Choose communication method wisely – sometimes phone call is better than email

Getting students to understand what library offers

Peer assisted learning

Enough network/power points

Develop videos within FAQs and screen shots

Accessibility software e.g. DRAGON

Screen magnifiers

Inductions involve interactive activities e.g. polling

Student rating online, CHAT response and online FAQs (Thumbs up and Thumbs down)

Pop-up enquiries planned to be out e.g. in coffee shop, social spaces

Not overloading students with too much information at once: drill down to detail of enquiry

Merged librarians and LDU into "skills section"

1-2-1 sessions with liaison librarians

Libraries lead on study spaces

Flipped classroom

Offer different ways of asking questions e.g. email, CHAT, face 2 Face, phone etc.

Providing facilities for students to use different type of media to complete work e.g. creative media room

Flexible breakout spaces

Provide feedback board, Ideascale online feedback

Nature of the building 24 hours

LibCHAT to promote instant responses

Focus customer services through dedicated teams

Long opening hours

Engagement

Online reading lists (can be hard to get academic staff engaged though)

Students creating displays in library

Materials on iPads given to medical students

Instant access to online content

Mini-displays and tweeting about them

Themed displays

Panopto to capture info literacy/skills sessions

Videos of simple tasks e.g. printing, finding book on catalogue

Out of hours service

Learning information skills hub

UX – understanding users through ethnographic means

Online resources- related subjects

Reading lists could be available in multiple formats – online, links, printable

Reading lists online – consider how to measure effectiveness e.g. response rates

Art display in foyer to showcase current themes

Encourage reading for pleasure as well as for study

Colour code skills levels on library website

Well-being books collections with DDS

Star rankings on R.O.L/CAT

Online new books display

Online browsing tools

Patron driven acquisitions

Student champions (own book budget)

Consistency in approach to material online and physical

Social media, Twitter, Instagram

Skype, facebook, twitter, apps

Book promotions e.g. favourite books

Subject guides

Workshops on different subjects

Digital Festival

Interactive maps – requires culture change so students use it

Promotion of online resources promoting print collection with tablets at end of shelves

Having a request service

New books displays

Guides re. Accessibility of online resources

Pop-up libraries

Roving

Teaching rather than telling

Library community (motivation)

Feed.ly (alternative to reading lists)

SENSOS Access (Robo Braille)

LibGuides

Using museum good practice: re. Trigger points in reading rooms; audio tours of collections; exhibitions

Subtitled videos (not built in speech recognition)

Rewards/prizes

Themed promotions – books and eResources e.g. mental health week

Showcase objects to highlight specific subject within areas

Plasma screens with anti-stress images

Spotlight on collections in other site libraries – promoting underused collections

Social media e.g. blogs

Displays on specific parts of collection

Significant and robust collection management policy – old tired stuff hides the good stuff if you remove these, core material more usable

Ensuring access to collections supported by circulation policies e.g. auto-renewals, fines, reservations etc.

Website: subject support librarians photos and contact details links to support

Website: guides using databases, referencing guides; reading lists, useful links

Blogs/twitter

Librarians visiting departments

YouTube videos

Opening hours versus Staffed hours

Online resources: databases, e-books, moodle, e-journals

Guides to producing accessible webpages/guides

Murder mystery Induction

E-resource of the month

Web use analytics

Feedback

Noise reporting different methods

Student voting on new services

Use social media to promote services (reading lists)

Drop-in sessions (challenge of attracting students)

Captive audience (e.g. during classes – relies on engagement with academics)

Short and focused requests for feedback

Media wall - display student achievements

Multi-media student feedback

User engagement posts

Reading/poetry events