

# Framework for content management at USQ Library

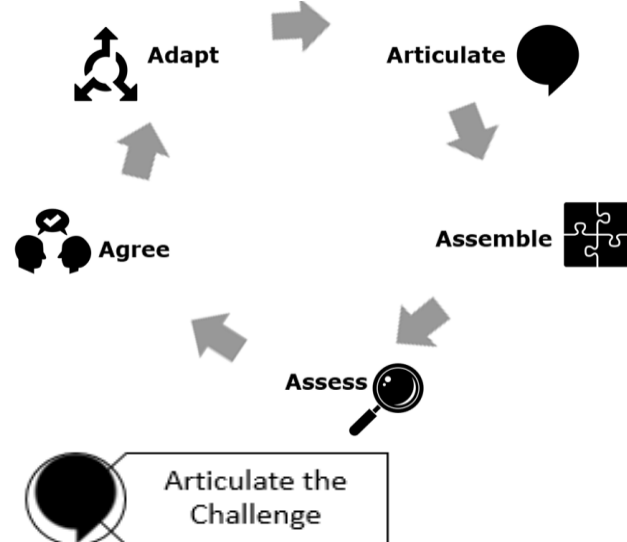
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## Evidence Based Practice Approach

(Koufogiannakis & Brett, 2016)



*How can the Library articulate its role in partnering with Clients to support them as curators, creators and collaborators to ensure Library-related Content can be used in an informed way, backed by evidence, in their educational, scholarly and professional practice at USQ and beyond?*

## Assemble the Evidence

Local Evidence -

- Strategic and Operational Plans
- Engaging with and seeking feedback from stakeholders

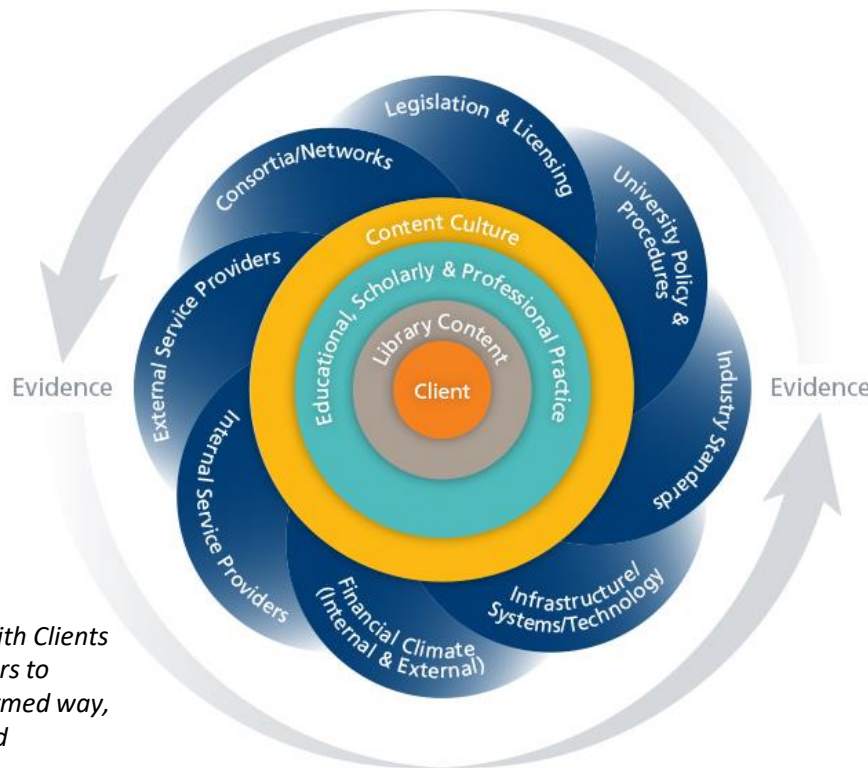
Research evidence

- Literature review

Professional Knowledge

- Conduct of an environmental scan of Collection Development/Content Strategies
- Practitioner Survey

Production of a Draft Library Content Framework



(Adapted from Ossiannilsson & Creelman, 2012)

## CLIENTS ARE AT THE CENTRE OF THE FRAMEWORK

*They access, use, create and share Library Content*

Informed culture and practice will contribute to optimal management and use of Library Content. This is achieved by fostering an understanding of Influencing Factors (informed by evidence) and increased understanding of Client practice.

Influencing Factors	Example
Internal Service Providers	Library, ICT, Educational Design
External Service Providers	Vendors
Consortia / Networks	CAUL
Legislation and Licensing	Copyright, Contracts
University Policy and Procedure	IP Policy, Procurement
Industry Standards	RDA, Accessibility Guidelines
Infrastructure / Systems / Technology	Library System, Learning Management System
Financial Climate	Budget Allocation, Inflation

## Focus on Creation, Curation & Collaboration



### Assess Evidence

More Stakeholder evidence is Needed - Library and University-wide. This will include

The development of case studies to demonstrate and discuss Framework application eg. *How can I use Library and Open Access video streaming content more effectively in my course?*

Influencing Factors	Example	Evidence
Internal Service Providers	Library, ICT, Media Services, Educational Design	Learning analytics, Library Platform Usage
External Service Providers	Vendors, Open Access Resource Creators	Usage statistics
Consortia / Networks	CAUL, OERu, OER Commons	Historic content costs
Legislation / Licensing	Licences (incl. Creative Commons), Copyright Act	Researching, Professional network surveys
University Policy/Procedure	Intellectual Property Policy, Procurement	Researching, Professional network surveys
Industry Standards	RDA, Accessibility Guidelines	Client surveys, Search audits
Infrastructure / Systems / Technology	Library System, LMS, Streaming platform	Client surveys, System usage & monitoring
Financial Climate	Budget, Inflation, Currency fluctuation	Fund balance reporting, Cost per use & Forecasting.



### Agree on the Approach

Gain endorsement from the Library Executive team and the Pro Vice-Chancellor (Education).



### Adapt for Re-use and Update

Adapt use and review in response to changing climate and to ensure relevance. Take advantage of opportunities across the Library

and institution to foster the effective use of Content and promote synergies with the Framework eg. the Digital Fluency Framework development.

### References

Koufogiannakis, D. & Brett, A. (2016). *Being evidence based in library and information practice*. London: Facet Publishing.  
Ossiannilsson, E.S.I. & Creelman, A.M. (2012). OER, Resources for Learning – Experiences from an OER Project in Sweden. *European Journal of Open Distance and E-Learning*, 1. Retrieved from [http://www.eurodl.org/materials/contrib/2012/Ossiannilsson\\_Creelman.pdf](http://www.eurodl.org/materials/contrib/2012/Ossiannilsson_Creelman.pdf).

