

## *Face to face benchmarking meeting* Opportunities for learning extended

All seven of the Libraries in the Matariki Network were represented at the second face to face benchmarking project meeting held recently during the Matariki Humanities Colloquium at the University of Otago.

The meeting enabled further development of the project. Librarians attending the Colloquium contributed to some key decisions to advance the project. Decisions were made to confirm the questions to be used in the second benchmarking survey and agreement was made on a

set of common terms and definitions.

The focus for the survey had already been agreed to at the first face to face meeting at Dartmouth College in 2013. This survey round will consider the Library and the student experience and specifically the provision of library space that supports the student experience.

Opportunities for learning were extended as library representatives shared details of the project that they had chosen to report on in the survey; a rich

discussion ensued. Following on from this, representatives toured some of the renovated learning spaces on the Otago campus. This tour provided future context to share what works and what hasn't worked so well; one distinctive feature that works is the Otago window. (pictured).

### *The Otago window*

The regular placement of a consultation shelf in the middle of a series of double sided ranges of shelves is a common feature across the University Otago Library system. This feature has been referred to by some visitors as the Otago window. It allows for light to spill through the range of shelves, provides a purposeful workspace and offers library users a sense of place and perspective.



## Quality matters

### Assessment approaches shared at meeting

Quality matters were a common theme at the Library stream of the Matariki Humanities Colloquium. Several approaches are outlined below:

#### ACODE benchmarking

The Australasian Council on Open, Distance and e-Learning (ACODE) benchmarks focus on technology enhanced learning and can be applied across a broad range of educational settings. A step by step process for self-review and comparison with other departments or institutions is included in resources available at <http://www.acode.edu.au/>.

#### Archival metrics toolkits

Archival Metrics (<http://www.archivalmetrics.org/>) is a joint project of the University of Michigan, the University of North Carolina-Chapel Hill, and the University of Toronto. The project seeks to promote a culture of assessment in the archival domain by creating standardized user-based evaluation tools and other performance measures. The

toolkits are ready-made packages that include validated, tested questionnaires, administration and coding instructions, and sample reports illustrating how to effectively communicate study results to others.

#### Assessment in action

Dartmouth College Library teaching and learning support aligns to the College's active learning strategy. When presenting heritage items to student groups, Special Collections Education & Outreach Librarian, Morgan Swan, asks students "what do you need to get your mind around with these items on the table?" Taking the approach of asking questions, listening to responses and reflecting on discoveries is an example of assessment in action where the student is positioned at the centre of the learning.

## Survey launched - timetable set

The second survey in the benchmarking project has been launched to the network partners following the face to face benchmarking meeting. During the meeting each of the partners committed to complete the survey by the end of May 2015. This timeframe will allow for a survey summary report to be distributed and considered by each of the partners prior to the next face to face meeting. This next meeting is scheduled to take part during the 2<sup>nd</sup> Matariki Humanities Colloquium to be held at Queen's University on 1<sup>st</sup> – 3<sup>rd</sup> October 2015. The face to face meetings continue to be a curial component to share in the development of the project, to identify benchmarks and extend what can be learnt across the Network.

*If we enable and support the academic endeavor how do we measure our effectiveness?*

## Sharing best practice across the Network

### Colloquium website promotes and extends the benefits

A Matariki Humanities Colloquium website has been set up to facilitate information sharing across the Network. (refer, <https://matariki-colloquia.otago.ac.nz/>)

The website offers a central point for Academics and Librarians attending the Colloquia to locate details of the programme and delegates.

During the recent Colloquium the academic stream explored themes within the disciplinary area of Pre-modern studies; whereas, the Library stream focused on activating collections for the researcher and engagement and collaboration with communities.

Papers, slide presentations, and summaries of the discussions from the Colloquium will be loaded to the website in the new year. Sharing the Colloquia contents more widely will help to promote and extend the benefits of the Network.



Delegates standing in front of the University of Otago iconic clock-tower during the Matariki Humanities Colloquium, Dunedin, New Zealand. December 2014. Photo courtesy of Otago Bulletin (<http://www.otago.ac.nz/otagobulletin/>)

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