



香港中文大學圖書館
The Chinese University of Hong Kong Library

2026 **ULAC** Libraries Forum

User-Centric Libraries: A Sustainable Future through
INNOVATION, TECHNOLOGY, and COLLABORATION



Adoption of Reading Lists at the Faculty of Education, CUHK: a Case Analysis

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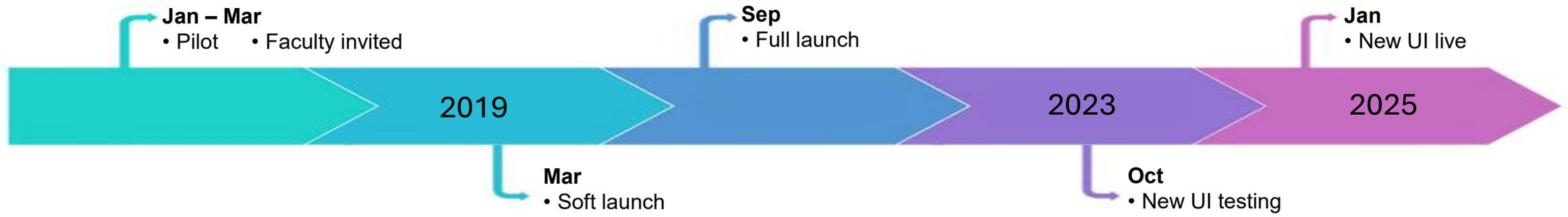


The screenshot shows a web interface for 'ReadingList'. On the left is a sidebar with 'ReadingList', 'Lists', and 'Favorites'. The main area is titled 'Lists catalog' and features a search bar, a filter for 'Education', and a list of three course-related reading lists. Each list entry includes a book cover, course title, update date, item count, and an 'Add' button.

Course Title	Updated	Items	Sections
EDUC2240A Understanding Schooling and Education Policy in Hong Kong	Updated 3 months ago	32 items	3 sections
ENLT6802 Contemporary English Language Teaching Issues	Updated 3 months ago	44 items	5 sections
ELED4730 English Language Teaching Techniques II	Updated 3 months ago	34 items	5 sections

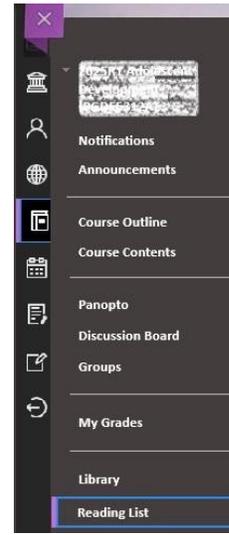


Introduction



Leganto, Ex Libris' reading list tool, has integrated the library system, Alma with the university learning management system Blackboard since 2019.

- To enable faculty to create dynamic reading lists for course students
- To provide course students with direct links to materials both in the library and online



Blackboard

<input checked="" type="checkbox"/>		Lifespan development eBook Boyd, Denise Roberts, Bee, Helen L., 1939-, Eight, Global edition., Harlow, England, Pearson, 2019 View online
<input checked="" type="checkbox"/>		The developing child Book Boyd, Denise Roberts, Bee, Helen L., 1939-, 13th ed., New York, Pearson, 2012 Available at University Library UL: BF721 .B43 2012
<input checked="" type="checkbox"/>		Childhood and adolescence : voyages in development Book Rathus, Spencer A., Sixth edition., Boston, MA, Cengage Learning, 2017 Available at University Library UL: HQ767.9 .R347 2017
<input checked="" type="checkbox"/>		How children develop Book Siegler, Robert S., Eisenberg, Nancy, Gershoff, Elizabeth T, Saffran, Jenny, DeLoache, Judy S, Leaper, Campbell, 1955-, Fifth edition., New York, New York, Worth Publishers, Macmillan Learning, 2017 Check holdings



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Introduction

The Faculty of Education at CUHK comprises 5 departments:

- Department of Curriculum and Instruction (CRI)
- Department of Educational Administration and Policy (EAP)
- Department of Educational Psychology (EPS)
- Department of Sports Science and Physical Education (SSPE)
- Physical Education Unit (PEU)





Purpose of the Analysis

Assess the Reading List Adoption

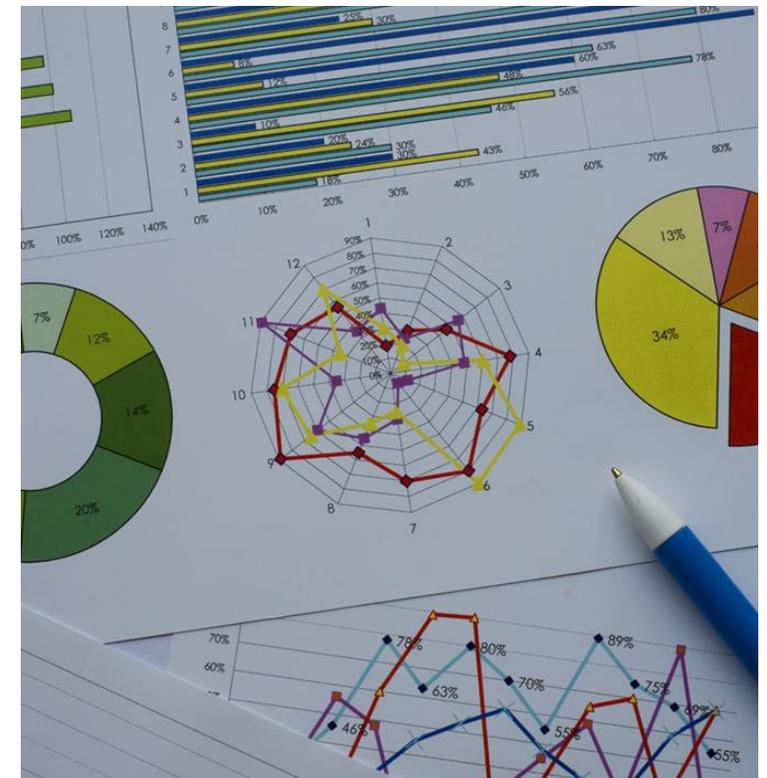
- Analyze the adoption rates of Reading Lists within the Faculty of Education to identify areas for improvement

Data-Driven Insights

- Utilize existing data to uncover trends and challenges affecting Reading List adoption rates

Challenges / Recommendations

- Propose methods to enhance the adoption process, ensuring that students have access to vital resources for better learning.





Methodology

Study Period: Academic years 2022/23, 2023/24 and 2024/25

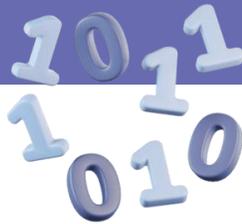
Source

- Faculty of Education (EDU)
- Leganto's Reading List (RL) statistics
- ITSC [e-learning website](#) (Blackboard course codes)



Quantitative Data

- No. of courses offered
- No. of courses using RL
- No. of instructors using RL
- No. of instructors
- No. of citations and views



Comparative Analysis

- A comparison of course and instructor participation across the academic years
- An examination of reading lists usage
- To identify challenges hindering adoption



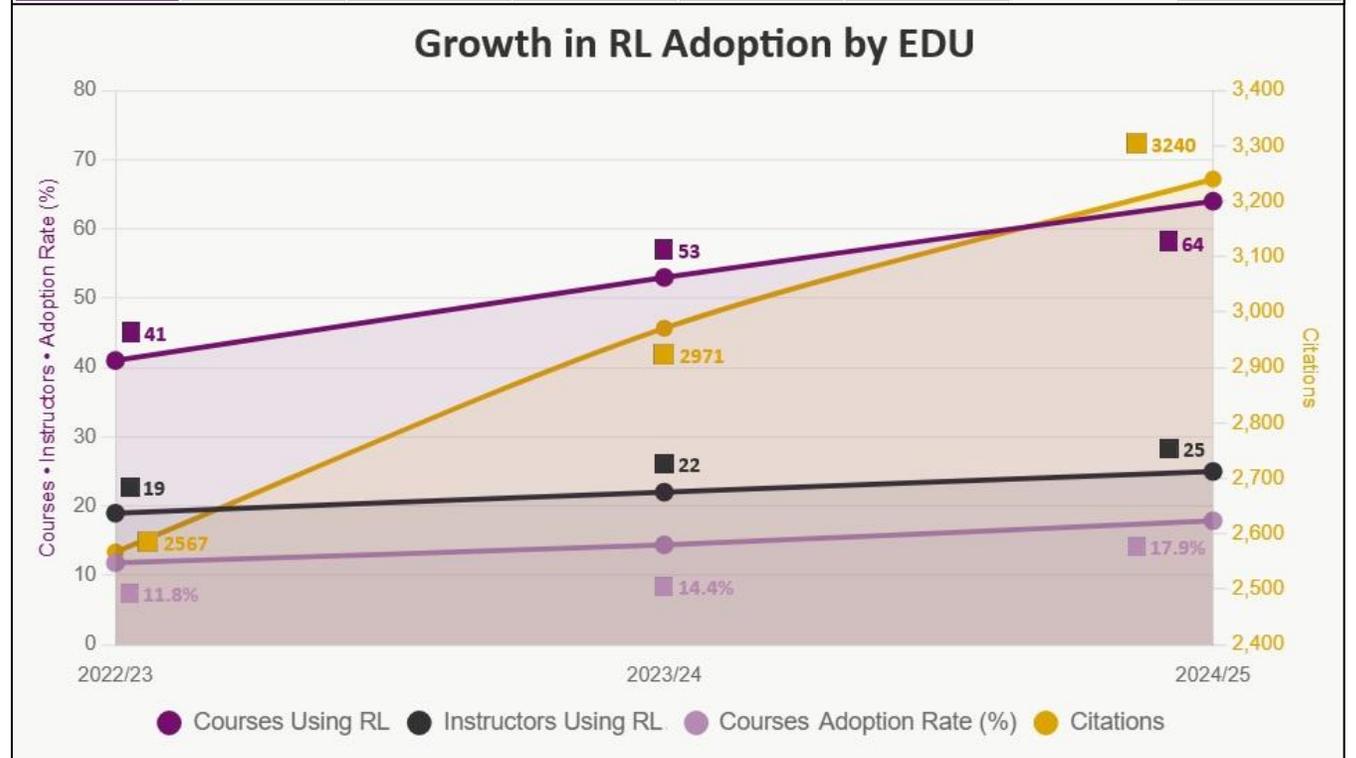


Findings and Analysis

Sustained and moderate growth in RL adoption:

- **Course adoption** grew steadily over 3 years:
 - 41 → 53 (+29.3%) → 64 (+20.8%) courses
 - Adoption rate rose from 11.8% → 14.4% → 17.9%
- **No. of instructors** using RL also grew consistently:
 - 19 → 22 (+15.8%) → 25 (+13.6%)
- **Total citations** increased significantly:
 - 2,567 → 2,971 (+15.7%) → 3,240 (+9.1%)

Year	No. of EDU instructors adopting RL	No. of EDU courses adopting RL	Total no. of EDU courses	Adoption rate	% increase	No. of views	No. of citations
2022/23	19	41	347	11.8%	n/a	5,118	2,567
2023/24	22 (+15.8%)	53 (+29.3%)	368 (+6.1%)	14.4%	+22.0%	3,782 (-26.1%)	2,971 (+15.7%)
2024/25	25 (+13.6%)	64 (+20.8%)	358 (-2.7%)	17.9%	+24.3%	3,984 (+5.3%)	3,240 (+9.1%)



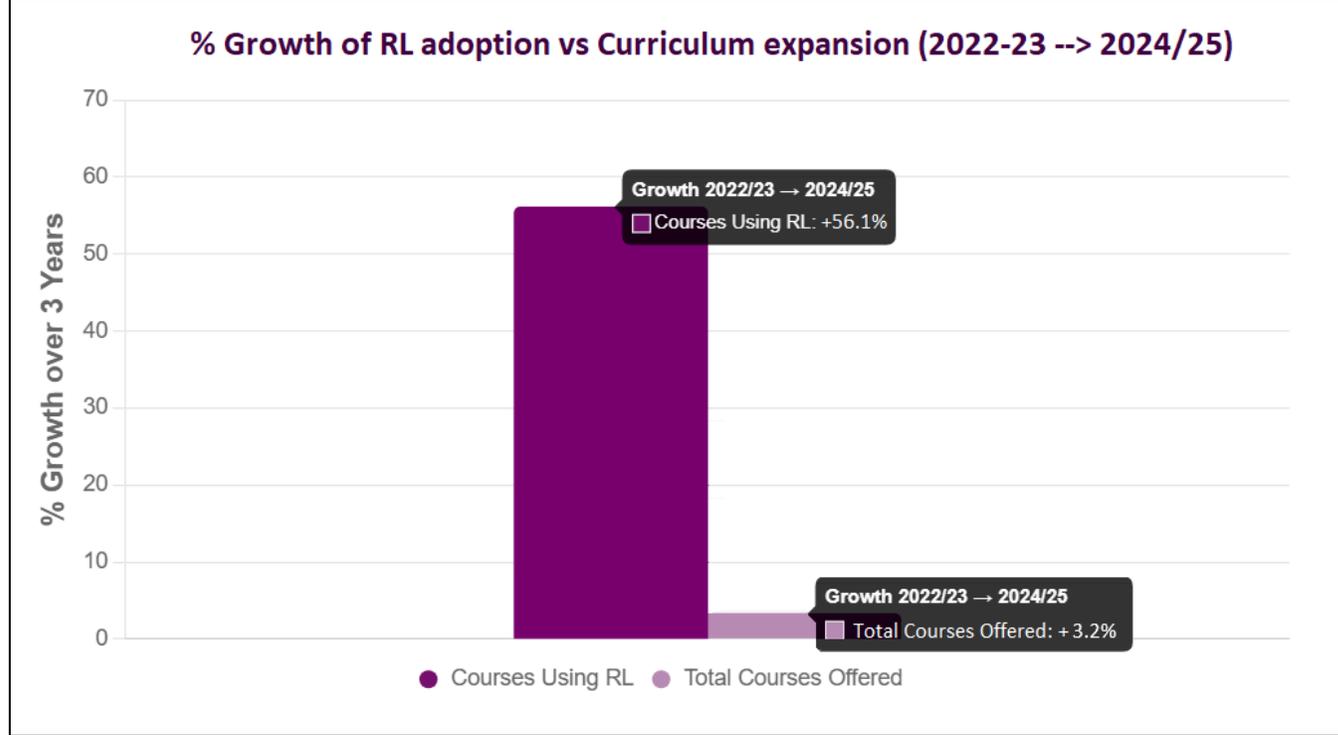


Findings and Analysis

RL adoption outpacing overall curriculum expansion:

- Course-level adoption rose by **56.1%** over 3 years (41 to 64 courses).
- Total course offerings increased by **3.2%** (347 to 358 courses).
- RL adoption is expanding **17.5 times faster** than the overall curriculum.

Year	No. of EDU instructors adopting RL	No. of EDU courses adopting RL	Total no. of EDU courses	Adoption rate	% increase	No. of views	No. of citations
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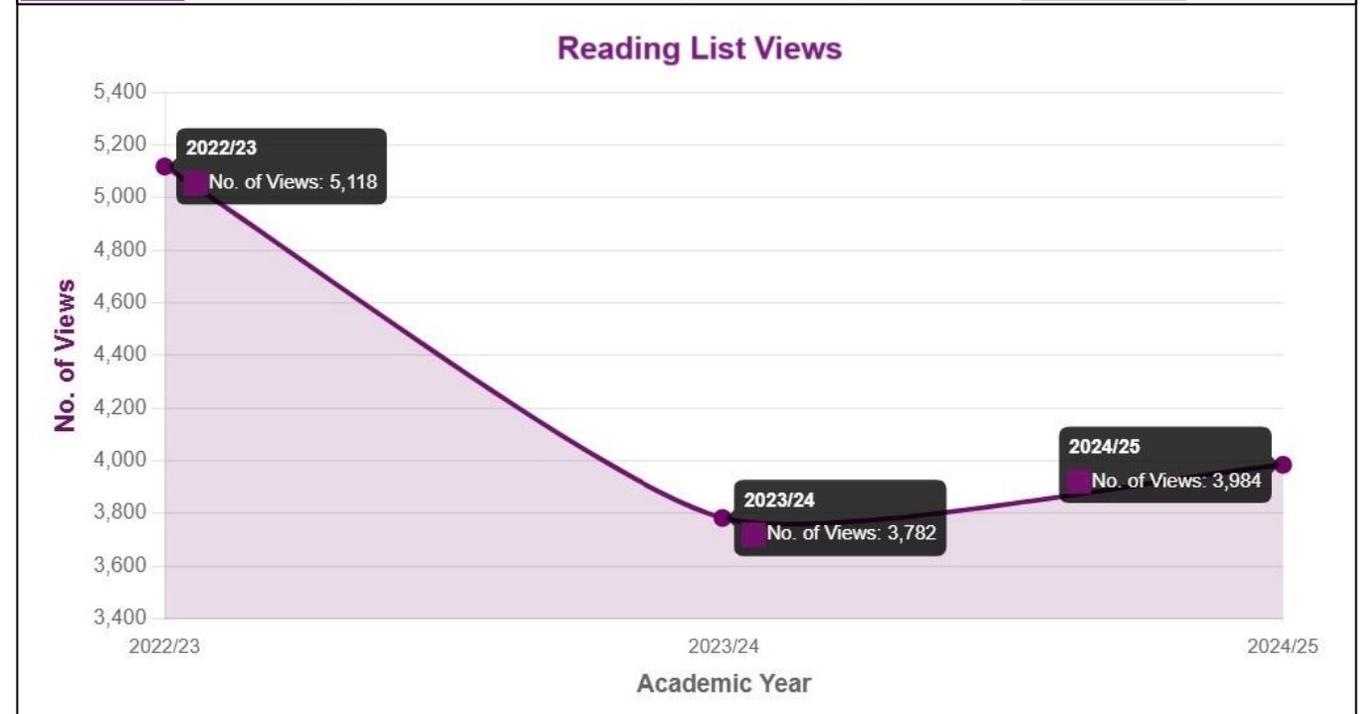


Findings and Analysis

Views counts dropped in 2023/24, followed by a modest recovery in 2024/25:

- 5,118 → 3,782 (-26.1%) → 3,984 (+5.3%)
- Potentially changing patterns in student engagement?
- Other external factors affecting viewership?

Year	No. of EDU Instructors adopting RL	No. of EDU courses adopting RL	Total no. of EDU courses	Adoption rate	% increase	No. of views	No. of citations
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Challenges Ahead (1): Faculty Turnover

Sharp drop in views (-26.1% in 2023/24) largely explained by passionate faculty departure:

- Highly enthusiastic early adopters left the university after 2022/23.
- Out of 5,118 views in 2022/23, 1,980 (**37.3%**) attributable to courses taught by the departing faculty.

→ The impact was massive.

The “super-users” were true champions:

- Actively promoted the tool among colleagues and students
 - Participated in interviews and promotional video shoots
 - Highlighted seamless linking to e-books/e-articles
- Drove students directly to RL and resources

When champions leave, usage drops dramatically.

- Replacing the energy, expertise, and advocacy is our biggest challenge.
- New faculty members may be unaware of RL services and its benefits.

Passionate faculty departure

Loss of promotion/advocacy

Drop in views

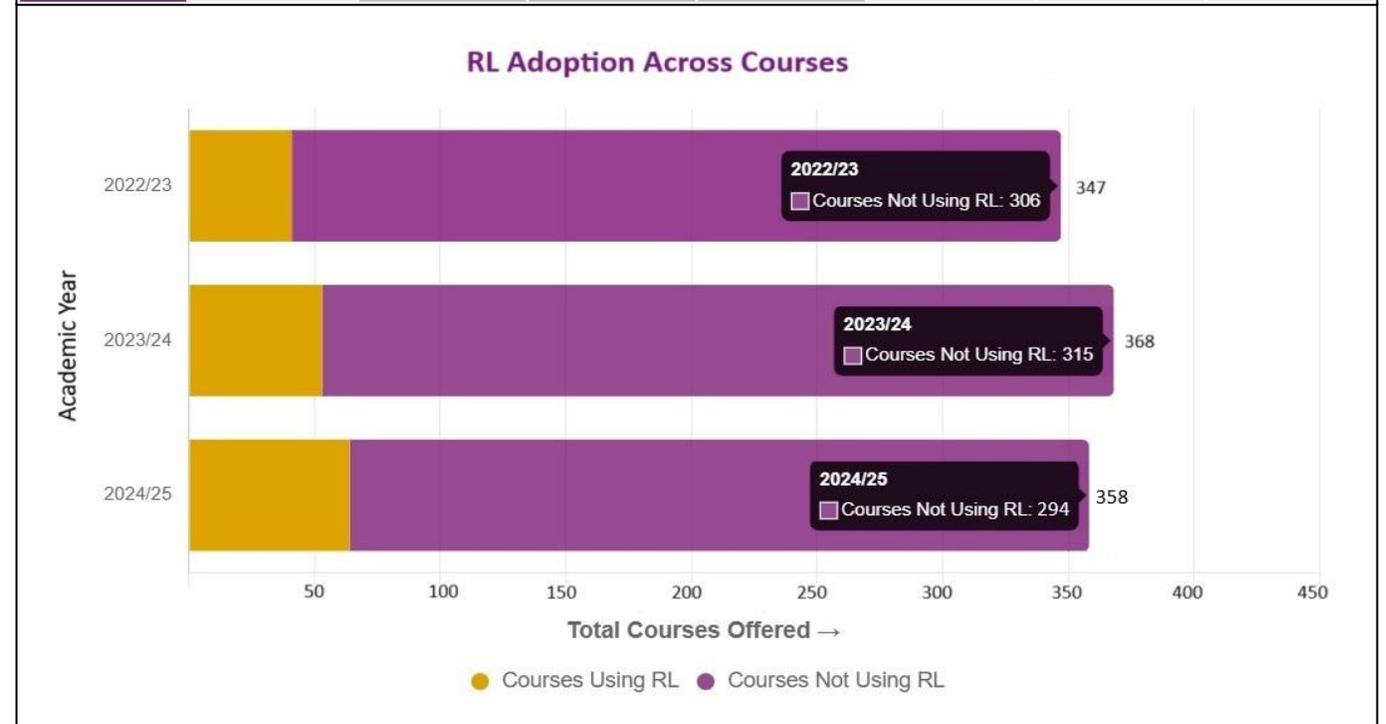


Challenges Ahead (2): Untapped Potential

A significant gap remains between the total courses offered by the Faculty and those actively using RL

- In 2024/25: 1 in 5.6 courses (17.9%) using RL
- Absolute growth is strong (+23 courses in 2 years), but penetration rate grew only ~6.1 percentage points over 3 years (17.9% – 11.8%).
- ~82.1% of courses (294) still do not incorporate RL
- Large untapped potential remains

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Challenges Ahead (3): Course Nature Limits RL Relevance

Certain course types rarely or never assign readings → low RL adoption:

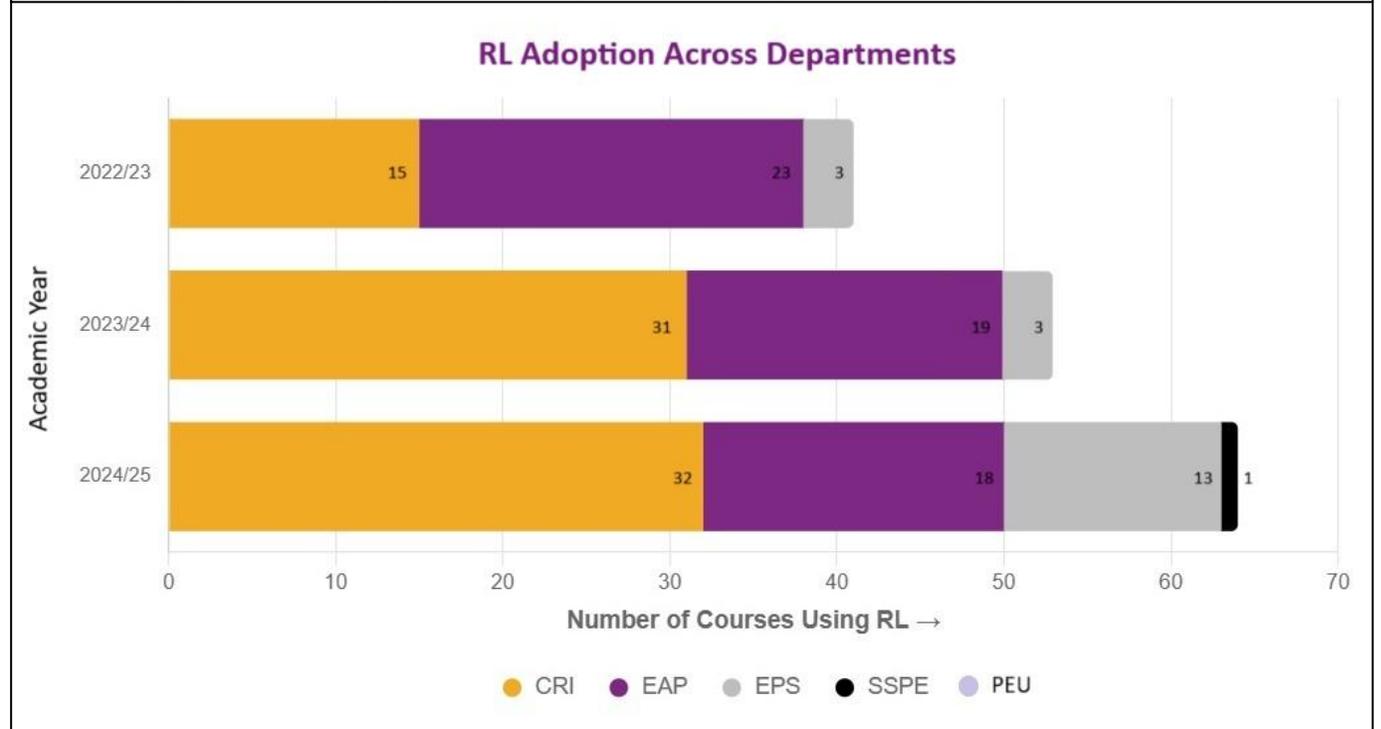
- Physical Education from PEU (an average of 11.6% of EDU courses per year)
- Practicum / Internship / Seminar
- Thesis / FYP / Independent Study

→ Reduce overall Reading List coverage and adoption %

Departmental adoption is uneven:

- CRI now drives >60% of total no. of RL
 - SSPE & PEU: almost 0 adoption
- RL is suitable for conventional lecture and tutorial courses. What about courses that are non-traditional?

Year	Department of Curriculum and Instruction (CRI)	Department of Educational Administration and Policy (EAP)	Department of Educational Psychology (EPS)	Department of Sports Science and Physical Education (SSPE)	Physical Education Unit (PEU)	Total
2022/23	15	23	3	0	0	41
2023/24	31	19	3	0	0	53
2024/25	32	18	13	1	0	64

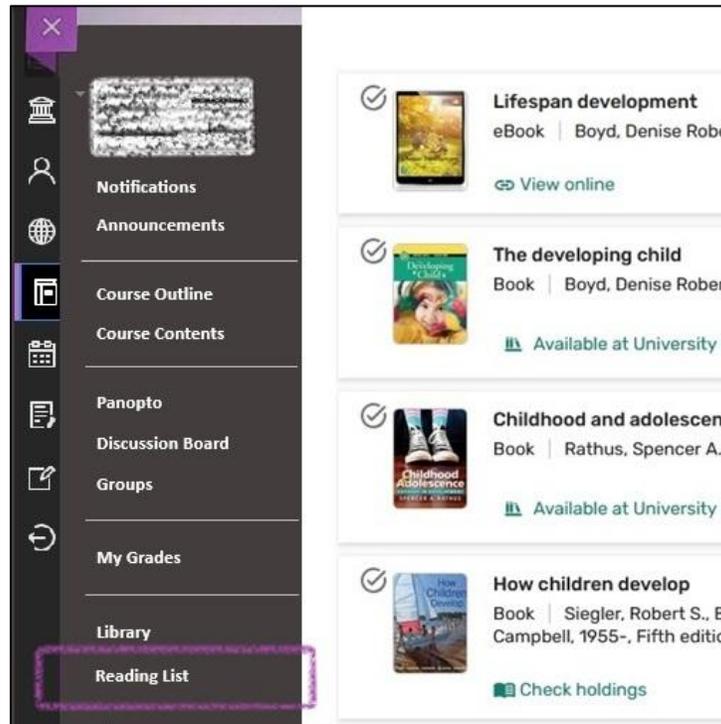




Challenges Ahead (4): Dependency on Blackboard

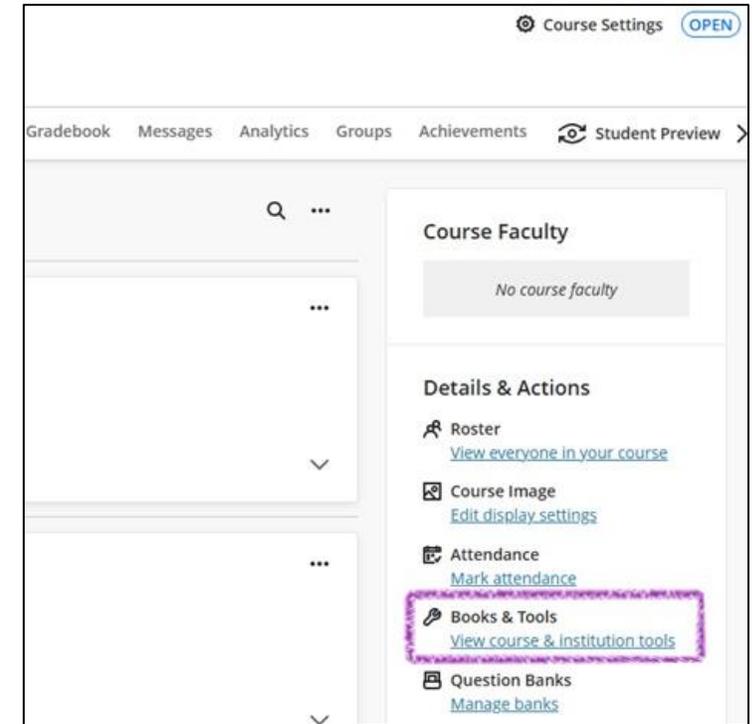
Instructors, who do not use the Blackboard platform make reading lists remain unheard of and unseen.

- Reading List is tied to Blackboard Learning Management System.
- Lack of platform adoption = zero utilization of reading list functionality
- With the shift to Blackboard Ultra Course View in 2026, instructors will need time to adapt to new interface and changes.



Blackboard (old interface)

- “Reading List” is available in the course menu.



Blackboard (new interface)

- Access Reading List via “Books & Tools”
- Instructors can manually add Reading List on the Content page.



Key Takeaways

1. Scale up Reading List creation through automation and proactive support

- Take initiative to convert course outlines/ reading lists published on faculty websites into RL
- Create online request form for instructors to upload course outlines/reading lists in one click
- Partner with departments to embed RL use into the course approval process where feasible
- Explore possible access to course data
- Investigate possible Reading List AI feature like "Syllabus Assistant" to convert source documents into RLs to improve efficiency
- Monitor and evaluate progress

The screenshot shows two main options for creating a reading list:

- Create a list from a course material file** (BETA): Powered by AI. This option includes an icon of a document and a pencil, and a button labeled "Import course materials".
- Create a new list from scratch**: This option includes icons for a play button, a circular refresh icon, and a document, and a button labeled "Create new list". Below the icons, it says: "Build a list of course materials by adding items from the library collection, from the web, or from your computer."



Key Takeaways

2. Strengthen Communication with Faculty

- Organized onboarding and direct engagement
 - Personalized welcome emails
 - Dedicated introduction sessions for new instructors
 - Targeted outreach to non-Blackboard users and low-adopters to understand barriers and offer tailored solutions
- Ongoing communication and support
 - Provide regular refresher and advanced workshops, clear guides and consultations to sustain engagement
 - Maintain regular interaction through departmental meetings to keep faculty informed about RL
 - Send term-start reminders to course coordinators about “Setting Up Your Reading List” and Blackboard/ RL update

The screenshot displays a LibGuides page from The Chinese University of Hong Kong Library. The page title is "A guide for instructors" and the specific topic is "ReadingList: 01 Login from Blackboard and create a reading list". The page features a navigation bar with tabs: "Home", "01 Login from Blackboard and create a reading list" (selected), "02 Add citations via Library Search", "03 Add citations from web via Cite It!", "04 View and annotating citations", "05 Publishing a reading list", "06 Copyright Issues", and "Contact your librarians". A search bar is located in the top right corner. The main content area is titled "Steps" and contains the following instructions:

- Go to Blackboard > Courses (left hand side menu) > Check your Course ID in Blackboard.
i.e. "LIB-LEGANTO-TEST-LITS" in this example. Normally it is something like "2019R1-ARCH2321".
- Go to your course details and confirm "Edit Mode" is ON (right top corner) to see the hidden link "Reading List" (left hand side menu).
- Click "Reading List" to go to the ReadingList platform.

Two screenshots of the Blackboard interface are provided. The first screenshot shows the "Courses" page with a search bar and a search result for "LIB1111 - Leganto Training Course (Year 2020)". The second screenshot shows the course details page with "Edit Mode" turned on and the "Reading List" link highlighted in the left-hand menu.



Key Takeaways



• *Let faculty speak for faculty!*

What do you like most about the Reading List?

RL directly links to Blackboard. Teachers and students don't need to switch between different sites.



Calvin CHUNG
Assoc. Prof., GRM

The best part about RL is that I can migrate the list easily from one course to another.



Yunwen GAO
Lecturer, CCS

RL allows me to make requests to purchase new e-books. It also links to e-books for students to access which saves them lots of time.



Aaron KOH
Assoc. Prof., EDU



Do you find students liked it?

Yes, my students love it. They find it very convenient to proceed with all the readings.



Yun DAI
Assoc. Prof., EDU



Would you recommend RL to your colleagues? Why?

Yes, I strongly encourage all faculty to use it. It's efficient to put all readings on one platform for students to access any time anywhere.



Seen Meng CHEW
Assoc. Prof., FIN



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Video

What does faculty think about the Reading List?

The video frame contains a central text overlay: "What does faculty think about the Reading List?". To the right of the text are five individual portraits of faculty members: a woman in a blue blazer, a man in a white shirt, a man in a dark suit and blue tie, a man with glasses in a dark suit, and a woman in a dark top. The background of the video frame shows a modern library building with a large glass facade and a paved walkway.

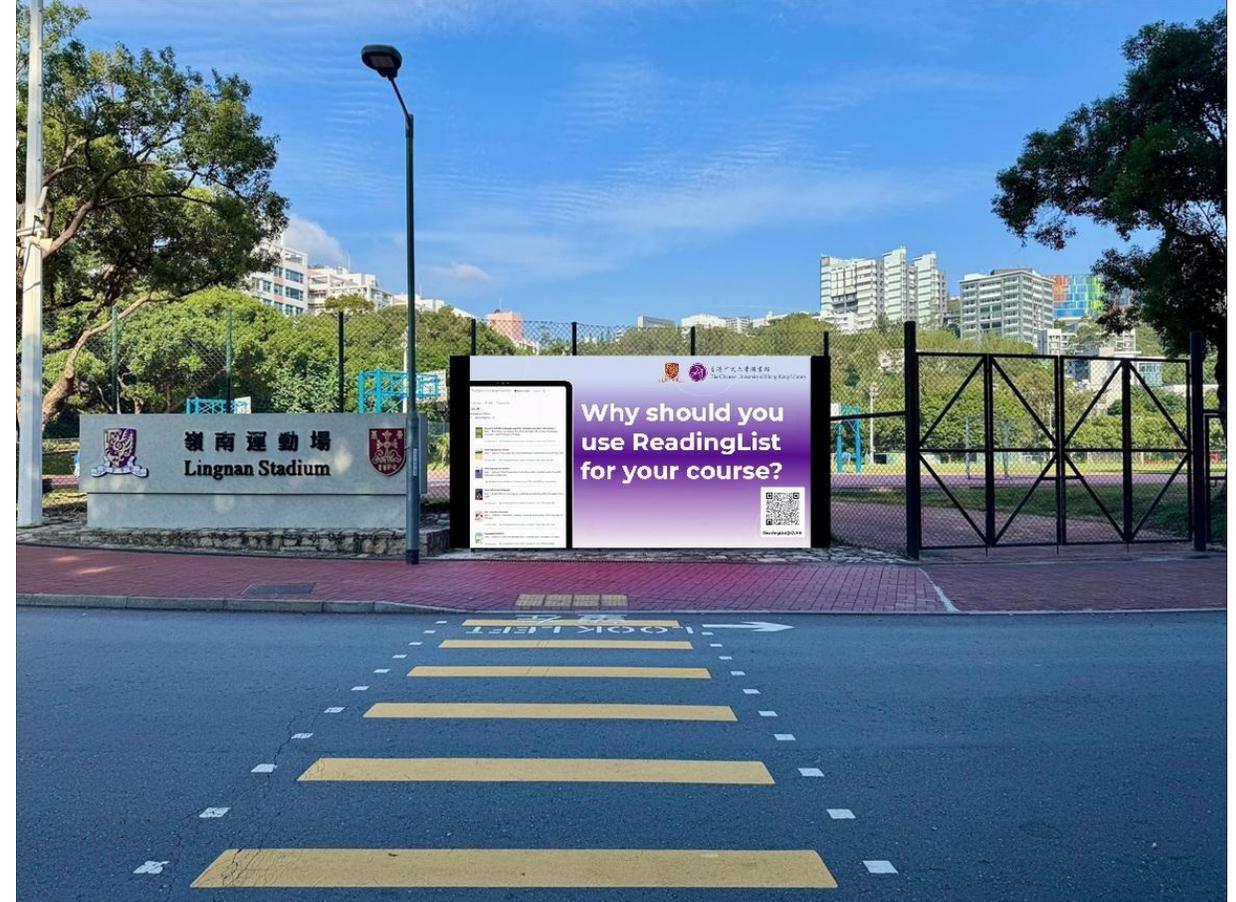
Let us hear from the faculty...



Final Thoughts

Turn faculty into the strongest advocates

- Highlight faculty experiences by using interview videos and sharing them at events and training/sharing sessions.
- Distribute videos across various platforms, like Billboards near MTR stations and library TVs, to enhance visibility and underscore RL's contribution to digital learning.
- Showcase faculty accomplishments and practices, while promoting advantages in library newsletters, social media updates and other communication outlets.
- Work together with the University PR team to honour leading adopters and disseminate success stories to the broader university community and beyond.





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Thank You!