

# RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

## SUBTOPIC: LIBRARY GUIDES

The Virtual Resources and Instructional Initiatives survey produced 230 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at <http://www.arl.org/bm~doc/vriicompletesurvey.pdf>, arranged alphabetically by institution.

In order to assist readers with focused interests, 18 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list. For instance, there is no subtopic specifically for “Camtasia,” instances of which appear across several pre-set searches. A search of the word will reveal all occurrences.

COMPILED AND EDITED BY:

Crit Stuart  
*Director, Research, Teaching  
& Learning*

Laura Iandoli  
*Administrative Assistant*

Association of Research Libraries  
December 2008  
<http://www.arl.org/rtl/roles/vrii/>

## ARIZONA STATE UNIVERSITY LIBRARIES

### Libguides

We now use LibGuides, which have replaced traditional course and subject web pages.

<http://libguides.asu.edu/>

#### Goals / Assessment:

NA

---

## COLORADO STATE UNIVERSITY LIBRARIES

### Audience-driven Web pages provide customized entry points for users.

During the process of redesigning the Libraries' web site, and influenced by comments derived during usability testing, audience driven web pages were designed as an entry point for the variety of users of the Libraries' web site. By bringing together resources (databases, research guides, catalogs, etc.) and services (logins, Interlibrary Loan, instruction sources, etc.) targeted to certain populations, these pages function as a "one-stop shopping" point. The primary objective of this project was to reduce the amount of information overload users experience when presented with an overwhelming array of options on the Libraries web site. Pages were designed for: Undergraduate Students, Graduate Students, Faculty and Staff, Future Students, Distance Users, Community Users, Visitors, Alumni and Friends, Users with Disabilities, Libraries Staff. These pages are featured in targeted e-mails to patrons, during instruction sessions, and on the home page of the Libraries' web site.

<http://lib.colostate.edu/users/>

#### Goals:

See above

#### Assessment:

NA

---

## COLUMBIA UNIVERSITY LIBRARIES

### **Writing program research guide embedded in large scale courses.**

Course management system development and integration - selector-authored Library Research Guides delivered in Columbia's CMS - Spring 2008 400 courses using these guides which range from general introductory level for a range of courses to course-specific guides. Guides include resources, links to librarians, and will include brief online tutorials "Library Essentials." Beginning Fall 2007 we have embedded a Library Research Guide in the Course Management pages (CourseWorks@Columbia) of the University Writing Course, a required writing and research class for all first-year students in Columbia College, School of Engineering and Applied Science and General Studies. (about 60 sections per Fall and Spring semesters) The Guide is accessible from any page of that course's CourseWorks page, i.e. from the Syllabus page, the Assignments page, the Class Correspondence page, etc. The Research Guide provides the student with contact information and links to our online catalog and the primary databases that will get them started on the research process at any time of day or night as well as a section on library services. It gives the student an introduction to library collections and services without the pressure of having to go to the physical place as well as email access to the appropriate librarian who can assist them further. <http://www.columbia.edu/cu/lweb/subjects/ENGL/ENGLC1010.html>

#### **Goals / Assessment:**

NA

---

## CORNELL UNIVERSITY LIBRARY

### **LibGuides redefine approach to providing library resources. (Uris Library)**

Cornell has recently subscribed to LibGuides, and this software allows us redefine our course library guides. Guides created with this software have Web 2.0 interactive communication links. Below is a URL for the web guide that I have created for a for-credit course that I am co-teaching this semester, Writing 142. I will continue to add new content to this guide throughout the Spring 2008 semester.

<http://guides.library.cornell.edu/content.php?pid=4251>

#### **Goals / Assessment:**

NA

---

**LibGuides include Web 2.0 features.**

Cornell has recently subscribed to LibGuides. There are a number of fresh, exciting, and innovative approaches to library instruction incorporated into the guides. LibGuides also includes a number of Web 2.0 features.

<http://guides.library.cornell.edu>

**Goals / Assessment:**

NA

---

**UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY**

**Library portal consolidates infolit / instructional materials.**

We have created the “Learn to Use the Library” site to provide a portal to instructional resources, tutorials and other learning objects (<http://www.library.uiuc.edu/learn/>). We have licensed the LibGuides software (<http://uiuc.libguides.com/>) to provide a new authoring environment for instructional materials that is easy to use and allows integration of Web 2.0 features in order to better meet user expectations for instructional materials.

**Goals / Assessment:**

NA

---

**UNIVERSITY OF MARYLAND LIBRARIES**

**Library content delivered via Blackboard.**

Library presence in Enterprise Learning Management System (ELMS). The University of Maryland has just completed a campus wide implementation of the course management system Blackboard. Blackboard is presented to UM faculty, staff, and students through a portal named ELMS (Enterprise Learning Management System). The Libraries are delivering content to ELMS users via a distinctive University Library tab. The Libraries next step will be delivery of course reserve materials through the individual course pages within ELMS.

<http://about.elms.umd.edu/about/>

**Goals / Assessment:**

NA

---

## UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES

### **Subject disciplines accompanied by library resources and assistance. (Dubois Library)**

We have organized our subscription and free online databases and resources by both broad and specific discipline. Subject specialist librarians selected a couple of “best bet” and a more comprehensive list of databases relevant to the discipline or major. The page for each discipline connects to the Librarian’s contact info, specific topic pages, course guides, and subject research guides. Designed by subject specialists in fall 2007.

<http://www.library.umass.edu/ndl/view/>

#### **Goals / Assessment:**

NA

---

## UNIVERSITY OF PENNSYLVANIA LIBRARY

### **Subject guides integrated into course management system.**

Integrated online subject/library guides into nearly all courses offered by the Angel, the University’s course management system. These guides are an integral part of the system, and most were not requested by faculty—we were proactive in providing them. Also have links to reserve materials. We also provide specialized/customized guides at request of faculty members.

#### **Goals / Assessment:**

NA

---

## UNIVERSITY OF ROCHESTER LIBRARIES

### **Library course guides populate Blackboard.**

Sort of like a subject guide, except that the resource guide is tailored directly to an individual course. The library course guide is automatically populated into the Blackboard courses. Course guide includes a picture and contact information for the class librarian, in order to increase awareness of subject librarians.

<http://www.dlib.org/dlib/march03/gibbons/03gibbons.html>

Very dated article— has been upgraded several times and now lives in Blackboard. To see what they look like, go to

<http://www.library.rochester.edu/index.cfm?page=courses>

#### **Goals / Assessment:**

NA

---