

RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

SUBTOPIC: SPECIAL TOOLS & SERVICES

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.

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<http://www.arl.org/rtl/roles/vrii/>

BRIGHAM YOUNG UNIVERSITY LIBRARY

Freshman research labs targeted to critical moments.

The First-Year-Writing manager, Kimball Benson, has targeted the optimum learning for Freshman students by offering open research labs. These labs are held in the library's instruction classroom on Tuesday, Wednesday, and Thursday evenings and are staffed by two student teaching assistants, one for research help and one a trained writing tutor. Students drop in and stay as long as they wish. They have access to all electronic research resources, word processing software, and individual help. The labs are not limited to freshmen, but they use the service the most. Advertising is placed around the library and in advisement centers. Students from the Freshman English classes receive two instruction sessions on their research paper assignment but often feel the need for additional help. The students are motivated by need to come and learn skills that help them in all their research projects by peer tutors. The campus faculty are also pleased because they have a place to send their students for individual help.

<http://net.lib.byu.edu/instruction/libclasses/Open%20Lab.htm>

Goals:

- Participants will identify information needs and find appropriate sources to meet their needs.
- Participants will effectively apply information literacy skills by solving research and writing problems for their class assignments.

Assessment:

Attendance counts and survey as students leave the session.

UNIVERSITY OF BRITISH COLUMBIA LIBRARY

Virtual reference service.

UBC Library staff participate in a consortial virtual reference service, Askaway. Askaway may be unique in that libraries in the entire province participate, including academic and public libraries and the range of questions is very wide, from basic reference questions to sophisticated graduate student/faculty research questions.

<http://www.bclibrary.ca/home/askaway>

Goals / Assessment:

NA

BROWN UNIVERSITY LIBRARY

Easy Borrow interface simplifies searching and ILL. (Rockefeller Library)

EasyBorrow provides a single user interface for requesting books from four shared resource systems. We use WorldCat as our starting point. Instead of passing the OpenURL from WorldCat directly to our link resolver, we intercept it and use the ISBN to 1) do a look-up in our catalog (we redirect if a circulating copy is available), 2) query our III INNReach catalog, 3) query two Sirsi-Dynix URSA consortium catalogs, and 4) default to our ILLiad system if the request can't be placed in one of the direct borrow systems. Instead of having to navigate different proprietary systems, each with its own search interface and login method, the user now searches once in WorldCat, authenticates once, and easyBorrow goes to work behind the scenes.

<http://dl.lib.brown.edu/its/software/easyborrow/>

Goals / Assessment:

NA

BROWN UNIVERSITY LIBRARY

OCRA: locally-developed reserves management system works with WebCT / Vista.

OCRA - online course reserves - is a locally developed full-bodied course reserves management application. Faculty use OCRA to submit requests for both traditional and electronic reserves (in all formats), to track and edit their requests, and to reactivate course reserves from one semester to another. The system utilizes the Library's context-sensitive linking application to deliver information about full text availability at the point at which requests are made. Students have access to a simultaneous view of all course reserve formats (in-library reserves, electronic text, audio and video streaming) and the system embeds links to this view in MyCourses (Brown's WebCT service). A staff interface allows staff in the Library and in Computing & Information Services to manage course reserves workflow for all formats.

<http://dl.lib.brown.edu/its/software/ocra/>

Goals / Assessment:

NA

BROWN UNIVERSITY LIBRARY

Videotaped classes served via OCRA: locally-developed reserves system.

During the '06/'07 academic year, a pilot project was undertaken to videotape and place online all of the lectures from three different courses. The three courses included in the project were an organic chemistry class with 250 students, an introductory biochemistry class with 205 students, and an American Sign Language class with 20 students. In total, 91 lectures were videotaped and made available via OCRA, the online course reserves system, and via VFNOW, a video on demand system. Each of the files was linked to the course WebCT page. Response to the project was positive from the students as the files were downloaded over 3500 times.

<http://dl.lib.brown.edu/reserves/student/videlectures.php?task=list>

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Faculty fellowship for undergraduate research. (Mellon Library)

Research-based learning — endorsed by the Boyer Commission in Reinventing Undergraduate Education: A Blueprint for America's Research Universities — has the potential to invigorate undergraduate education. Successful implementation requires attention be directed toward developing students' abilities to thrive in this type of environment, supporting instructors' exploration of new teaching approaches in the classroom and online, and providing institutional resources to transform course curriculum while supporting the collaborations needed for sustainability. The University of California, Berkeley is committed to leveraging its research strength to enliven undergraduate learning by engaging undergraduates in research-based activities. Institutional support for this initiative has been provided at many levels along with a shared commitment from administrators, faculty, librarians, educational technologists and other pedagogical experts to redesign courses and assignments, re-energize large enrollment and core courses, and enable students to develop information and critical thinking skills both within and outside of the classroom. Key components of the Berkeley plan include: building a community of faculty dedicated to exploring new approaches for research-based learning; developing a library reconceived as a center for learning and instructional expertise; and creating opportunities for academic support units to work collaboratively to provide consultative support to faculty that can inform course design and implementation. This four-year grant from the Mellon Foundation (recently extended to June 2009) provides a model for other research universities. Berkeley will soon be releasing an Evaluation Report related to this project as well.

<http://www.lib.berkeley.edu/mellon/>

Goals:

- Redesign undergraduate courses to incorporate assignments that utilize library collections and support research-based learning.
- Develop strong partnerships with and between faculty and other academic support unit staff in support of teaching and learning.
- Enable students to develop information and critical thinking skills both within and outside of the classroom.

Assessment:

Forthcoming report from an Evaluation Consultant hired specifically to collect qualitative and quantitative data about the results of this project focused on three areas: impact on individual UC Berkeley faculty, impact on the campus culture of learning, and impact on student learning. The report and samples of evaluation instruments will be posted to the web site. Additionally a report from the Assessment Consultant with summaries of key courses, student surveys, and assignment rubrics will also be available soon and posted to the web site noted below.

<http://www.lib.berkeley.edu/mellon/>

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY**Video tutorials cover a broad range of topics.**

Various campus libraries have developed tutorials over the past eight years, primarily using Adobe Captivate and Camtasia. These cover a range of approaches such as procedural (connecting to library resources from off-campus), database specific (BIOSIS), tool specific (Refworks), discipline or resource specific (Congressional Research), and process focused (evaluating full text scholarly content online). Librarians can create links to these tutorials from their course-specific web pages. The Library is pursuing approaches to integrate these resources into the campus learning management system, library catalog and other starting points for research. Terry Huwe has been experimenting with a variety of web 2.0 tools for libraries which are described in his ACRL presentation: "Getting Started with Your Library 2.0 Game Plan."

<http://www.irle.berkeley.edu/faculty/huwe/ACRL07.ppt>

<http://www.lib.berkeley.edu/Help/tutorials.html>

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Anthromap provides cartographic display of anthropology dissertations.

The Anthromap site originated with a wall-size map displayed as part of an exhibit Anthropology at Berkeley: A Century of Pathbreaking Scholarship, 1901-2001. For that project, map tacks placed at the field-site location for each of Berkeley's Ph.D. dissertations provided a quick overview of the geographic concentration of UC Berkeley's doctoral program in anthropology from its inception to the present. Four colors of tacks, each representing a 25-year period, provided a snapshot of the growth of the department in its first century. The present project expands on the static map with the development of an interactive map allowing for other views of dissertation work done in Anthropology at Berkeley. The initial database of dissertations used for this project were those completed for the Ph.D. in Anthropology at UC Berkeley between 1901 and July 24, 2002. Future dissertations will be incorporated annually thereafter. A multi-field search feature allows for a "search all" function, or targeted fields as desired. The search results are displayed on the map with red markers. Detailed search results in text format are simultaneously presented on the right. The interactive map interface was created using features of the free-for-use Google Maps API. The dissertation records dataset was prepared using Microsoft Access and Excel, and is interactively queried and displayed using a combination of PHP and MySQL, connected to the map interface by AJAX technology. All imagery is provided by Google Maps, and is subject to the terms of use and license agreements as established by Google Maps. Detail and quality varies depending on the region of the world. The date of the imagery is noted at the bottom of the map interface, according to the information provided by Google. <http://anthromap.lib.berkeley.edu/>

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Faculty uses Wiki to support undergraduate research project.

In Victoria Robinson's Ethnic Studies 21AC course this semester, she is using the wiki tool in bSpace (the campus learning management system) to support the course's Research Discovery Project (RDP). This research project was the result of Dr. Robinson's participation in the Mellon Library / Faculty Fellowship for Undergraduate Research in which the Library partnered with faculty to design and implement research-based learning assignments in large-enrollment undergraduate courses. Faculty were encouraged to use online collaborative tools supported by campus to support their goals of engaging students with library collections, information literacy, and critical thinking. In this course, students are required to compile primary source material on a variety of themes,

upload the material to the resources tool, and then use the wiki tool as a place to work in groups to list, describe, and discuss their findings. The goal is to end up with a thorough and well-organized space for each theme and its primary sources. An increasing number of instructors are using their course sites to deliver rich media such as video clips, audio, and images.

Goals:

See above

Assessment:

NA

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Community outreach program in partnership with other campus units.

The SPIRIT (School Partnerships in Research and Information Technology) outreach program strives to teach information literacy skills to middle school, high school, and community college students and teachers from the local communities surrounding UC Irvine. The program targets underserved, underperforming populations in an effort to increase student's interest in and eligibility to pursue their education beyond the high school or community college level. The SPIRIT mission is advanced through two main programs: Teachers Information Literacy Institutes and the Day at College Experience. Both programs have been running for five years and have seen hundreds of teachers and thousands of students pass through the UCI Libraries. In addition to community outreach, the SPIRIT program provides a mechanism for the Libraries to partner with academic units in their academic outreach activities. One notable example of this involves a partnership between an Assistant Professor in UCI's Department of Physics and Astronomy, and the UCI Libraries SPIRIT program. This professor successfully applied for a National Science Foundation (NSF) Early Career Award which included a requirement to provide outreach activities for the wider, external community. The NSF reviewers specifically mentioned the outreach partnership with the SPIRIT Day at College Experience as a factor influencing the decision to award her the grant. The SPIRIT Day at College Experience combines library research sessions with a hands-on learning experience. These activities help 6th-12th grade students learn subject specific concepts and enhance their information literacy skills in a college setting. Over 5,000 local-area students have participated in this successful program over the last 5 years, The Teachers Information Literacy Institute program provides information literacy professional development institutes for local K-14 teachers. In 2006-07, elementary, middle and high school teachers participated in this program, totaling more than 800 hours of professional development. Teachers participate in a series of professional development workshops in order to develop and enhance their own information literacy (IL)

skills and to learn how to incorporate IL skills and standards into the curriculum appropriate to their grade level. All institutes are held in one of the UC Irvine Libraries Technology-Enhanced Classrooms on Saturdays from 9am-3pm.

<http://course.lib.uci.edu/ed/spirit/index.html?tab=about>

Goals:

- Teach information literacy and life-long learning skills to students and teachers, increasing their understanding and confidence in their ability to locate and use information appropriately.
- Assist students in becoming eligible and competitive in order to enroll at the University of California, to thrive academically while here, and to graduate.

Assessment:

We assess the SPIRIT program using both quantitative and qualitative methods. We track the number of students and teachers who participate as well as basic demographic information about the participants. In 2006-07, 1030 students from area middle and high schools participated in the Day at College Experience Program and over 50 teachers participated in the Teacher Information Literacy Institutes. We also ask students and teachers to fill out an evaluation for the sessions they participate in. These evaluations are primarily intended to measure level of satisfaction with the instruction provided and to provide suggestions for future improvement.

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Library partnership produces library presence on campus portal.

The libraries are partnering with a number of other departments to create a campus portal. The campus portal will provide a single web platform for the integrated delivery of information, services and online communication tools to the University community. The portal will unify and integrate – within a consistent, branded web presence – the vast array of web-based tools, services and resources currently available for UC Irvine undergraduate, graduate and professional students. The portal will provide intuitive, personalized access to information and technology resources in a secure, consistent and customizable manner.

Goals:

See above

Assessment:

NA

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Student-parent orientation program; SPOP.

The transition from high school to the more rigorous demands of university life can be exciting and challenging for both students and their parents. Today's students often turn to their parents when they have questions about college or difficult class assignments. To help with the transition, the Libraries' Department of Education and Outreach held a series of workshops for parents of incoming freshmen to help them learn about the library services and resources available. The library sessions included a workshop and tour of the Libraries where librarians described the extensive resources available to students and how technology is used to make information more accessible to them. The sessions took place in the computer labs to give parents a taste of their student's experience. Parents had the chance to meet librarians and library staff who assist students throughout their academic career.

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Libraries' presence in Second Life.

UCI Libraries has purchased an island in Second Life which we named Anteater Island found at the slur!

<http://slurl.com/secondlife/Anteater%20Island/152/188/26/> .

The purposes of this investment are to foster and support creative design through course-related instruction and faculty research. In previous quarters courses such as Computer Games as Art, Culture and Technology and Reasoning and Modeling with Graphical Models made using Anteater Island an integral part of the syllabus. Student teams in these classes not only used Second Life as a platform to build computer games, they also used it as a collaborative work environment. UCI Libraries wants to partner with creative faculty who are interested in this new technology. Participation could be limited to holding a single class session in Second Life to using a parcel of the island for an entire quarter.

http://www.lib.uci.edu/online/second_life/

Goals:

See above

Assessment:

NA

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Collaborative builds course management system with rich features incorporating instruction, administration, and communication tools.

The Electronic Educational Environment website (EEE), is a home-grown course management system built to serve instructors and students at the University of California, Irvine. EEE offers a variety of tools to enhance learning and manage course administration. Tools include class mailing lists, class websites, online noteboards, class dropboxes, a gradebook and much more. EEE is a collaborative effort that brings together four units from across campus to make educational technology available and effective at UCI. Partners include the UCI Libraries, the Division of Undergraduate Education, the Office of the Registrar, and Network & Academic Computing Services.

<https://eee.uci.edu/about/#what>

Goals / Assessment:

NA

UNIVERSITY OF CHICAGO LIBRARY

Lens search engine advances relevancy and cross-database searching.

Lens is a new search engine that allows researchers to discover connections and find resources on a topic. Lens uses relevancy ranking, and other cutting-edge technologies, to search library resources more efficiently and effectively. Lens includes all content found in our library catalog, archival and manuscript finding aids, deep links to online reference sources such as the Dictionary of National Biography, and more.

<http://lens.lib.uchicago.edu/>

Goals:

NA

Assessment:

NA

COLORADO STATE UNIVERSITY LIBRARIES

Digital Repository

In an effort to better preserve and promote the intellectual output of the students and faculty of Colorado State University, the CSU Libraries have invested in a Digital Repository. Benefits of having a local institutional repository include:

- Increased visibility of and access to research, scholarship, and artistic endeavors, including unpublished “gray literature”.
- Increased citation of research.
- Opportunity to control copyright (in certain cases).
- Provide permanent, stable URLs for and long-term preservation of digital research.

ExLibris’ Digitool product was selected as the platform for this initiative. The Libraries will maintain files and make them accessible from one central place with persistent URLs that will not break, move, or change. Faculty members can limit who can see various aspects of his/her work for a given time, as necessary. A variety of file formats can be uploaded. The Digital Repository will be an excellent promotional tool featuring the research performed at Colorado State University. This could assist in recruiting highly qualified students. It can also serve as an excellent administrative tool to compile promotion and tenure reports and departmental reviews for accreditation. Generating and disseminating new knowledge through scholarly and creative works will have an impact around the world.

Goals:

See above

Assessment:

NA

COLUMBIA UNIVERSITY LIBRARIES

Library partners with writing center. (Butler Library)

We began a collaboration with the University Writing Program in Fall 2007 in which consultants from their Writing Center work with students at the Butler Reference Desk. Librarians are included in the consultation if the student requires more research on a particular topic or help with finding particular sources. The outcome of this collaboration is increased activity at the Desk for both librarians and for Writing Consultants. Students see their peers working behind the Desk and want to take part as well. It created a buzz of excitement and draws more people to ask reference questions and to request appointments with the Writing Center. Librarians join in the consultation or refer the student to the appropriate librarian for additional library consultation.

<http://www.columbia.edu/cu/uwp/wc/main/main-page/index.html>

Goal:

- Improved writing and research skills.

Assessment:

To date, informal assessment for the University Writing library instruction outreach has been conversations with the Writing Instructors, “debriefing meetings” with the Writing Program Directors, informal feedback from UWP students to librarians during reference, individual consultations, or follow-ups to class presentations. Quantitative data includes the number of instructors and students receiving in-class instructions; the number of students seeing a Writing Center specialist; the number of individual consultations for University Writing students.

COLUMBIA UNIVERSITY LIBRARIES**History majors critically appraise primary and secondary sources in special collections. (Butler Library)**

History Lab is a for-credit class (worth two units) aimed at Columbia junior and senior history majors. History Lab develops student skills in accessing and critically appraising primary and secondary sources used in historical research and argumentation. There are six formal sessions, and one week for individual conferences with the faculty instructor or graduate-student preceptor. Four of the six weekly classes take place at Butler Library, with specialized librarians demonstrating the access and use of resources and providing advice during student hands-on exercises. The four library sessions cover: Secondary Sources; Published Primary Sources; Unpublished Primary Sources—Archival and Manuscript Collections; and Oral History. The introductory and closing session are taught by a History Department faculty member and a graduate student preceptor, each of whom attends all sessions and contributes briefly to the library sessions. Students post their assignments to discussion lists in CourseWorks. In their assignments, the students: propose a research topic; identify secondary and primary sources they would use in exploring it; and describe their experience of the research process. The discussion list postings are monitored by all instructors. The final product is simply a refined research proposal including a bibliographic listing of sources identified as useful, with annotations as needed. This proposal can be formulated in conjunction with an actual history paper that is being done or will be done for another class. History Lab is a for-credit class aimed at junior and senior history majors; and it is worth two units. In the academic year 2007/08 three sections per semester have been taught, with a rough average of 15 students per section.

Goals:

- Students understand how to propose and refine a meaningful topic for historical research.
- Students understand basic processes for identifying, accessing, and assessing the likely relevance of primary and secondary sources.
- Students understand some basic aspects of working with published sources in a special collections environment.

Assessment:

- Students completed detailed evaluations that asked the same set of questions for each week of instruction. Thus we were able to ascertain their response to the specific content offered each week. The evaluations from Fall '07 were used in rethinking the class for the Spring.
- The History Dept. faculty member and graduate preceptor also evaluated the overall progress of the students based on their final assignment, class participation, and their weekly postings on the CourseWorks discussion lists. Faculty member and graduate preceptor discussed their assessments with the librarian coordinating History Lab.

COLUMBIA UNIVERSITY LIBRARIES**Digitization of special collections materials targets items of high interest.**

Integration of special collections into active learning environments where digital representations of otherwise difficult-to-circulate material can be tagged, collected, and annotated. Examples of educational projects fed this way include Havel at Columbia,

<http://havel.columbia.edu/>

the Harlem Heritage Project,

http://ccnmtl.columbia.edu/portfolio/culture_and_society/harlem_heritage.html

and Mapping the African American Past.

http://ccnmtl.columbia.edu/portfolio/culture_and_society/maap.html

Delivery of library-curated data, selected by librarians for custom educational environments that allow students to substantiate analysis with data visualization. Example: Sacred Gotham. see below

http://ccnmtl.columbia.edu/portfolio/culture_and_society/sacred_gotham.html

Goals / Assessment:

NA

UNIVERSITY OF CONNECTICUT LIBRARIES

Library resources embedded within course management system.

Within WebCT developed a library resource tool to provide customized delivery of library resources based on the course a student is currently enrolled. This includes course reserves, databases, and links to other relevant library resources.

Goals / Assessment:

NA

CORNELL UNIVERSITY LIBRARY

Large-scale blog project to support university. (Mann Library)

Cornell University Library (CUL) and Cornell Information Technologies (CIT) co-sponsored a blog pilot as a first step in developing a centrally-supported blog service. The pilot enabled CUL and CIT to evaluate the feasibility of supporting blogs for teaching, research, and communication. The audience was all faculty and staff (and students using blogs for academic purposes) at Cornell University using blogs for teaching, research, learning and communication. We tested a pilot implementation of WordPress Mu. The pilot ran through the spring (2008) and was then evaluated. We've done several successful joint projects with CIT, so when we were both looking for solutions to the proliferation of standalone blog software installations (chiefly Wordpress), it made sense to join together. CIT handled the project management and technical and policy infrastructure and support, and the library helped provide support, technical help and documentation. The pilot evaluation results were positive from both academic and staff users, though we're finding they are still exploring how best to use blogs for various purposes. The blogs were used for reflection and sharing of resources outside of class, outreach and communication (both internal and external), and personalizing student programs and staff services. Currently, the blog service is open only to faculty, staff, and graduate students for academic, communication, and group collaboration blogs; undergraduates can be enrolled via a course, but it's not open to the entire university in general. We may do so in the future, but free alternatives are widely available. We have around 60 blogs in the installation so far, some new but most migrated from the pilot. We are still working out details of the production service but will certainly continue to offer it.

<http://edublogs.org/campus/>

Goals / Assessment:

See above

CORNELL UNIVERSITY LIBRARY

Library and IT deeply integrate resources into Blackboard.

Cornell University Library and Cornell Information Technologies have completed two phases of integrating Library resources and services into Blackboard. In phase I we added links to the Library Gateway and the Ask a Librarian service to the main menu of all new Blackboard courses. We installed the RefWorks building block. This building block allows Bb users to link to specific RefWorks accounts and create new accounts from the Bb Tools menu. It also allows instructors to add links to existing RefWorks accounts in any of the Blackboard content areas. Documentation was created explaining the functionality of all the new additions. We conducted an extensive communication initiative to make students and faculty aware of the Blackboard and Library Resources & Services integration. Librarians and CIT staff collaborated on teaching the “Blackboard Getting Started” workshops for instructors. We also began work on a plan for gathering metrics to measure the use of these resources and services in Bb. Phase II involved the use of Bb for managing all Library reserves. Faculty can make Library reserve staff course builders so they can add reserve material to an existing Bb course. If the instructor is not using Bb the Library will create a Bb course and add the reserve material to it for the instructor. We are now beginning to brainstorm ideas for phase III.

Goals / Assessment:

See above

FLORIDA STATE UNIVERSITY LIBRARIES

V-Ref service rejuvenates virtual assistance by infiltrating student spaces.

Two years ago we had a stale, under-used, web-based virtual reference service. We converted the service to an IM based model. To support our v-ref service, our e-resources librarian created a chat widget and an option to “pop-out” the chat widget, so patrons can take their chat with them as they navigate through the website. Our numbers more than doubled and continue to climb. I think the success came because we went to our users rather than forcing them to come to us - to a specific web page and use a specific piece of software. The IM software and widget allow us to “infiltrate” a space they already inhabit. We have it prominently linked from our web site, but promote it through our classes, reference and reference-on-the-read services.

<http://www.lib.fsu.edu/>

Goals / Assessment:

NA

GEORGETOWN UNIVERSITY LIBRARY

The Libraries' Georgetown Media Service assists with video streaming.

The Georgetown Media Service makes course media, faculty lectures, and campus events available to students, faculty, staff, and off-campus audiences in a secure web-based environment. Audio and video can be delivered to dedicated groups, such as classes, or to the public, in streaming media format or as downloadable files. Features include Blackboard integration and podcast subscriptions.

<https://mediapilot.georgetown.edu>

Goals / Assessment:

NA

UNIVERSITY OF GEORGIA LIBRARIES

Library partners in curation and content creation for Georgia materials.

The Digital Library of Georgia is a gateway to Georgia's history and culture found in digitized books, manuscripts, photographs, government documents, newspapers, maps, audio, video, and other resources. The Digital Library of Georgia connects users to 500,000 digital objects in 105 collections from 60 institutions and 100 government agencies. Though this represents only a fraction of Georgia's cultural treasures, the Digital Library of Georgia continues to grow through its partnerships with libraries, archives, museums, government agencies, and allied organizations across the state.

<http://dlg.galileo.usg.edu/?Welcome>

Goals / Assessment:

NA

UNIVERSITY OF GEORGIA LIBRARIES

Library participates in digital encyclopedia of Georgia.

The New Georgia Encyclopedia is an authoritative source on the people, places, events, and institutions of Georgia. The site contains nearly 2,000 articles and more than 5,000 images and audio and video clips on the history, culture, and life of the state.

<http://www.georgiaencyclopedia.org/ngc/Home.jsp>

Goals / Assessment:

NA

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Sakai CMS links to library resources.

Sakai course management software is being implemented on campus with support linkages from the Library to provide seamless access within course outlines to library resources; to strengthen library partnerships with campus instruction; to develop stronger library presence within the curriculum.

Goals:

- To provide seamless access within course outlines to library resources.
- To develop stronger library presence within the curriculum.

Assessment:

Student attendance door counts and logins on library computers; student survey conducted every semester; student focus groups.

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Camtasia and Captivate video tutorials focus on tools at course-integrated level.

We are beginning to use video tutorials both for instruction on specific tools and for instruction at the course-integrated level. Examples of video tutorials, created using Camtasia or Captivate, include EndNote tutorials on creating a Georgia Tech Connection File, and one on using the USPTO patents database that is being utilized for walk-in patrons when our Patents librarian is unavailable. Several librarians have also created course-specific video tutorials for information literacy instruction for distance learning classes.

Goals / Assessment:

NA

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Library tests “social-driven” library instruction project: dataDUMP.

(From Brian Mathew’s ubiquitouslibrarian blog): “The focus of dataDUMP is not “the library” or “using the resources” – it’s about a social outlet connecting CS majors (and perhaps a few faculty) around a topic of mutual interest. The library is a sponsor, but this is really a chance for these students to showoff their work, to ask each other questions, to share stories or code, and whatever else they are interested in. (jobs, the major, the campus, GT football, comics, movies, etc.)

DataDUMP positions the librarian as a participant, not as the all-knowing persona who is running the show or preaching about the horrible inaccuracies of Wikipedia. I figure I can learn a lot from them in terms of the curriculum, their approach to assignments, as well as about computer science.” 30 students participated in fall 2008.

http://theubiquitouslibrarian.typepad.com/the_ubiquitous_librarian/2008/08/datadump-a-social-driven-library-instruction-project.html

Goals:

See above

Assessment:

NA

HARVARD UNIVERSITY LIBRARIES

Business School new curriculum design deeply informed by library engagement. (Baker Business Library)

In 2005, Harvard Business School (HBS) began a strategic shift, repositioning the library (now part of Knowledge and Library Services – “KLS”) as a proactive partner in the teaching and learning process. Central to the strategy was creating a group of curriculum designers and librarians who would collaborate with faculty on course development by leveraging Baker Library’s extensive collections and subject matter expertise. The newly formed Curriculum Services Group partnered with faculty in a series of pilot projects that resulted in:

- A map of the HBS teaching and learning landscape, including degree program components, case development and teaching method approaches, course and class cycles, administrative support processes, etc.
- Identification of the intersection points of business information resources, research skill development, and subject matter expertise with HBS course development and the creation of the KLS Infostructure framework
- Implementation of a project management methodology, including processes and tools, capability development, and the creation of a project management office to oversee resource allocation, project assessment, and statistics
- Marketing and communication materials about the group’s products and services, including 4 case studies for the Christensen Center for Teaching and Learning web site on curriculum innovation
- Strategic partnerships with other HBS central services groups, including the Division of Research and Faculty Development, Educational Technology Group, and Christiansen Center
- A course development support framework for tiered services: Enhance – Provide Information; Revise – Position Information; Develop – Integrate Information and an information research skill development continuum, The Informed Leader.

Key to the work is a belief that “if learning is the process of turning information into knowledge in order to take effective action, then we must be strategic about the use of information resources and expertise in course design and implementation.” The strategy has been fairly straight forward: understand the environment, develop the capability (individual and organizational) to deliver a quality service, and establish a model of collaboration with faculty. Since its inception, the program has grown from 3 to 35 projects, received endorsement from the Senior Academic Dean for Research and Course Development, yielded stronger relationships with faculty, provided career development opportunities for our librarians, and enriched the learning experience at HBS.

Goals / Assessment:

See above

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY

Librarian’s Office Hours

Library Office Hours (LOH) were created with the busy student in mind and serve to fill multiple roles. The LOH are much the same as the office hours any faculty member has, providing a time to confer one-on-one with an expert on a myriad of problems and questions. The office hours provide students an opportunity to receive assistance in a less open setting than the library reference desk and, at the same time, are not limited to the focus of topical workshops. Assistance is provided by Undergraduate Librarians and Graduate Assistants. <http://www.library.uiuc.edu/ugl/help/officehours.html>

Goals:

- Improve student use of library materials.
- Provide alternative setting for research assistance.

Assessment:

User survey.

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 ILLINOIS AT URBANA-CHAMPAIGN LIBRARY**Facebook links students to library resources.**

The UIUC Library designed an application for Facebook that allows anyone with a Facebook profile to add a search box to access the UIUC Easy Search metasearch engine to find books and articles on a topic. The target audience for this application is primarily undergraduate students, with the goal of increasing awareness of library resources, content, and collections, and experimenting with providing access to library search tools within alternative user environments such as social software.

<http://www.facebook.com/apps/application.php?id=2414276217>

Goals:

See above

Assessment:

NA

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY**Library curates and creates content for Illinois materials, served via portal.**

The Illinois Harvest Web Portal provides search & discovery service across and access to publicly available digital resources about or related to Illinois, with an emphasis on digitized resources derived from the diverse collections of the University of Illinois at Urbana-Champaign. The Portal also provides access to digital resources about Illinois and by Illinois scholars from collections and institutions around the state and region. Among the collections encompassed by the Portal are: digitized photos of and texts about Abraham Lincoln, copies of Illinois constitutions, World War I and II documents and images, historical Illinois maps and aerial photographs, documents about Illinois during the Civil War, the Bloomington-Normal Black History Project documents, and historic architectural drawings and renderings about the “built environment” of the University of Illinois. The Illinois Harvest Portal provides faculty, students, and the wider public a window into the wealth of digital scholarship, information, and cultural assets produced or curated by libraries, museums, government agencies, and academic institutions. Currently the Illinois Harvest Portal indexes content from 82 collections.

<http://illinoisharvest.grainger.uiuc.edu/>

Goals:

See above

Assessment:

NA

INDIANA UNIVERSITY LIBRARIES BLOOMINGTON

Emerging project to support visual and information literacy.

One librarian is currently working on a significant grant-funded project for visual literacy and learning using library resources and information literacy techniques. More information will be available in the coming year.

Goals / Assessment:

NA

Home-grown course management system delivers library links and resources; now based on Sakai. (Wells Library)

Using the IUB Libraries Web Content Management System librarians are able to create course specific web pages that speak directly to a course assignment and pull together relevant subscription databases and instructional tools. The pages can be made very quickly and easily and librarians can insert them into the class course site. IU uses the Oncourse course management system. The faculty or instructors typically request the pages but they do not have to and librarians can provide these resources without the instructors' involvement. In the event that there is not course page available from the library a list of subscription resources relevant to the course subject are available.

Goals / Assessment:

NA

JOHNS HOPKINS UNIVERSITY LIBRARIES

Library partnerships for faculty support.

The Center for Educational Resources is co-sponsored by the Libraries, ITS, Engineering, and Arts & Sciences. Its mission is to partner with faculty to extend their instructional impact by connecting innovative teaching strategies and instructional technologies. Our website describes in detail extensive projects that assist faculty and graduate students to focus their teaching on adapting to new learning pedagogies, capitalizing on digital resources, targeting optimum learning moments, and expanding in new directions. The Libraries play a role in curriculum and skills development.

<http://www.cer.jhu.edu>

Goals:

NA

Assessment:

In our Center for Educational Resources we do not assess information literacy per se. We constantly assess learning outcomes and effectiveness of teaching development.

JOHNS HOPKINS UNIVERSITY LIBRARIES

Tutorials for faculty and graduate students.

We have developed tutorials and instructional resource materials to assist faculty and graduate students in developing WebCT course sites and in readying graduate students for pedagogical assignments.

www.cer.jhu.edu - select WebCT Training and TA Training.

Goals / Assessment:

NA

JOHNS HOPKINS UNIVERSITY LIBRARIES

Library support for faculty in instruction and scholarly communication work.

Our Center for Educational Resources (CER) assists faculty with the development of course management system course sites and integration of library resources within those sites. It is jointly sponsored by the Krieger School of Arts & Sciences, the Whiting School of Engineering, the Sheridan Libraries, and Hopkins Information Technology Services. The Center's mission aligns with

the evolving role of university libraries as they advance from print-based repositories to electronic collaboratories that enable application of digital collections and networked services to new approaches in instructional and scholarly communication. We also have liaison librarians editing content in class spaces and embedding library research modules in online class spaces. The CER also develops specialized software that creates and supports virtual laboratory environments for a wide range of disciplines.

Goals / Assessment:

NA

UNIVERSITY OF MARYLAND LIBRARIES

Refworks and Assignment Calculator provide productivity tools to campus.

The Libraries have released a number of productivity tools to campus users. The Assignment Calculator (based on work done at the University of Minnesota) was introduced to help users manage their research. Refworks is a Web-based bibliographic management tool that allows users to build their own online personal database, manage their references, and generate in-text citations and bibliographies in various citation styles.

<http://www.lib.umd.edu/UES/freecalc/>

<http://www.lib.umd.edu/PUBSERV/refworks/index.html>

Goals / Assessment:

NA

UNIVERSITY OF MARYLAND LIBRARIES

Digital collections repository based on Fedora.

The Office of Digital Collections and Research (DCR) of the University of Maryland Libraries supports the teaching and research mission of the university by facilitating access to digital collections, information, and knowledge. This is accomplished through enhancing access to selected library resources through the development, maintenance, and preservation of digital collections; by serving as a knowledge resource within the university for digital library issues and development; by participating in national and international initiatives which further the development of new forms of scholarly communication, tools, standards, and applications; and by providing training and support in digital library standards and formats. The UM Libraries' Office of Digital Collections and Research began digitizing and building a digital repository based on the Fedora platform in January 2005. Best practice guidelines for creating digital collections have been created. The University of Maryland Libraries, like many

academic libraries, include not only the familiar books and journals of the general collections, but many rare and unique materials. The digital collections available here are a part of the University of Maryland Libraries' efforts to make many of our holdings more ubiquitously available in digital form.

<http://www.lib.umd.edu/digital/about.jsp>

Goals:

See above

Assessment:

NA

MCGILL UNIVERSITY LIBRARY

Library presence planned for Second Life.

A McGill University Library in Second Life is currently being developed. Open 24/7/365, it will house a virtual information services desk open staffed by librarian avatars or helpful robots, virtual computers which will link directly to the Library website, catalogue, indexes, databases, e-journals and Google Scholar, and Library brochures and other instructional materials. There will be a virtual 3-D representation of the Cyberthèque on the roof that could be used by students for meeting and chatting. The second floor will contain an "idea" centre where students can explore and discuss Library resources together via displays on a large screen and possibly their thoughts falling through the air or binding together — literal brainstorming (the thoughts might also be retained in the form of a log). The second floor could be used for meetings or classes as well. Power Point displays, Word documents, etc. could be shown on the large screen. Please note that not all of these features are available yet, and that some of them are experimental and may take some time to function smoothly. A communication plan is also being prepared.

<http://slurl.com/secondlife/Cybrary%20City/214/122/24>

One must have an SL avatar to access.

Goals / Assessment:

NA

MCMMASTER UNIVERSITY LIBRARIES

Collaboratory targets faculty and graduate students.

Working on a proposal for a Collaboratory to service faculty and graduate students. Will include a digital sandbox, assistance with learning object creation, data visualization, etc. Expect this to be built within two years - part of a large physical renovation of our science and engineering library.

Goals / Assessment:

NA

UNIVERSITY OF MIAMI LIBRARIES

Digital Library Fellows Program develops digital resources.

The Libraries awards grants to faculty interested in developing digital resources. The Libraries are currently in the second cycle of this program. The Libraries provided funding and technological support to faculty for the creation and online delivery of scholarly electronic resources.

<http://merrick.library.miami.edu/digitalprojects/fellows.html>

Goals:

- These projects will have a significant impact on teaching, learning, and research, and encourage projects which include student participation.
-

UNIVERSITY OF MICHIGAN LIBRARY

Library Sakai project enriches course experiences; collaboration with academic faculty.

The Sakaibrary Project Sakai is a free and open source online collaboration and learning environment. CTools, Michigan's local branded installation of Sakai, is tailored to support teaching and learning, ad hoc group collaboration, and support for portfolios and research collaboration. The Sakaibrary project is a collaboration between the University of Michigan and Indiana University, initially funded by the Mellon Foundation, to develop open source software tools to integrate access to library licensed digital content within the Sakai collaboration and learning environment. Students and faculty can thus utilize these resources easily within the context of a course. Specific developments that place access to librarians, library resources, and library services directly within CTools include:

- A librarian role that allows faculty to make a librarian an active member of the course site, with the ability to participate in online discussions and to add resources to the site;
- An AskUs button that faculty can add to a course site to give students one-click reference help;
- A citation linker, which allows faculty to add titles directly to a course site;
- And automatic addition of course reserve lists to a course site.

<http://www.dlib.indiana.edu/projects/sakai/>

Goals:

See above

Assessment:

NA

UNIVERSITY OF MICHIGAN LIBRARY

MBooks Google project revolutionizes access to immense holdings.

MBooks is the result of the ground-breaking partnership between The University of Michigan and Google, Inc., to digitize the entire print collection of the University Library. The digitized materials are searchable in the library catalog, Mirlyn, as well as in Google Book Search; we already provide full-text access to well over a hundred thousands public domain works, and make it possible to search for keywords and phrases within hundreds of thousands of more in-copyright materials. Though controversial, we believe that this project is altering the way we do research, and is changing the world for the better. It enables the Library to build on and reconceive vital Library services for the new millennium. In one example, we have worked with the Office of Services for Students with Disabilities to provide access to this great and growing library for visually impaired students.

<http://www.lib.umich.edu/mdp>

Goals:

See above

Assessment:

NA

MICHIGAN STATE UNIVERSITY LIBRARIES

Tablet PCs for instruction sessions.

Used in place of desktop or laptop instructor PCs to offer mobility and active learning activities in the traditional instruction lab.

Goals / Assessment:

NA

MICHIGAN STATE UNIVERSITY LIBRARIES

Library blog highlights helpful tools.

“Tools and Toys ” Blog. This blog highlights tools, toys, widgets, plug-ins and toolbars that can enhance the MSU Libraries experience. These items are not officially supported by the MSU Libraries, but we still welcome feedback and suggestions or an idea for a new tool.

<http://blogpublic.lib.msu.edu/index.php?blog=35>

Goals / Assessment:

NA

UNIVERSITY OF MINNESOTA LIBRARIES

Undergraduate Virtual Library creates compelling destination for students.

Look at the “About” link from the web site.

<http://www.lib.umn.edu/undergrad/>

Goals / Assessment:

NA

UNIVERSITY OF MINNESOTA LIBRARIES

EthicShare: a Collaborative Virtual Community.

Through funding provided by the Mellon Foundation, the Libraries are partnering with U of M Center for Bioethics, the Department of Computer Science and Engineering, and several other institutions to develop a virtual community site for scholars of Bioethics and Practical Ethics. The project seeks to foster the advancement of scholarship by giving this community an online environment that provides tailored social networking tools around a unique and rich aggregation of content. Further, the project will investigate and incorporate strategies for sustainable community-stewardship of the site; and serve as a virtual community model (with generalized architecture) for other discipline-oriented community sites.

<http://www.lib.umn.edu/about/ethicshare/>

Goals:

See above

Assessment:

NA

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES

Delivering the library via Blackboard.

We recently began developing customized course pages to integrate into the University's course management system, Blackboard. The library works closely with the faculty to identify the information sources appropriate for class assignments. The pages contain contact information for subject specialists available to help, either via email or chat. They also link to examples of scholarly book and journal articles, online tutorials, research guides, and other instructional resources designed to supplement or reinforce face-to-face instruction. In addition to being integrated into Blackboard, the pages are hosted on the library's website for later referral.

<http://www.lib.unc.edu/coursepages/>

Goals / Assessment:

NA

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Catalog with enhanced features and navigation.

In 2006 the Libraries launched its new online catalog. The catalog leverages the advanced search and Guided Navigation capabilities of the Endeca ProFind platform while capitalizing on existing cataloging records. The catalog offers the speed and flexibility of popular online search engines and takes advantage of rich content and cutting-edge capabilities.

Goals / Assessment:

NA

OHIO UNIVERSITY LIBRARIES

Customized toolbar for engineering resources.

The engineering toolbar is a Mozilla Firefox-specific application that has been developed by OU's Engineering Librarian, Michael Wilson, to make it possible for OU faculty, students and staff to access Alden Library engineering resources without going to the Library's website. (An Internet Explorer toolbar is under development.) The toolbar has two pull-down menus. The first connects to useful library pages such as "My Account", "Document Delivery and Interlibrary Loan" and the InfoTree resource page for Engineering. The second pull down menu is for databases. There is a chat feature which allows patrons to contact the Engineering Librarian (no chat client is required). There is also a search feature which allows them to search many subject specific databases (Compendex, Inspec, Science Citation Index, etc.). We're piloting the toolbar concept with the Engineering resources. In the future, we may develop a toolbar for general resources and additional subject oriented toolbars.

<http://www.library.ohiou.edu/toolbars/engineering.html>

Goals / Assessment:

NA

UNIVERSITY OF PENNSYLVANIA LIBRARY

Penn Engineering Information and Communication (EIC) Program.

The Penn Engineering Library is a founding partner of the Penn Engineering Information and Communication (EIC) Program. This curriculum-integrated program addresses core research skills in communication and information literacy within the undergraduate engineering curriculum. These skills have

been recognized as essential by the ABET Accreditation Board, which stipulates that accredited engineering programs must demonstrate that their graduates have attained the ability to communicate effectively and engage in life-long learning as part of modern engineering practice. When fully implemented, the EIC will provide instruction and support to three required classes in each of the six engineering departments; one in the freshman year, one in the sophomore or junior year, and the capstone senior design course. In this way, students receive targeted instruction to ensure that they develop these critical skills as they progress through their respective disciplines. The program employs different modalities to deliver instruction. We have piloted an online introduction to basic resources, tools and competencies with bioengineering and undeclared major freshmen. This introduction was delivered via nine interactive video tutorials, with associated quizzes to assess mastery of the material, By the end of this academic year, course-integrated instruction developed in close collaboration with faculty will have reached 13 classes and close to 1,000 students. These interactions typically consist of an in-class presentation, course guide, and assignment. The assignments range from brief search exercises to look up materials properties for a lab report, to research reflections utilizing a class wiki, to detailed annotated bibliographies as part of the senior design project proposal. Wherever feasible, the information and communication components are coordinated and higher-level skills such as critical thinking and evaluation are required.

http://www.seas.upenn.edu/~eic/information_literacy.html

Goals:

- Senior Design Information Literacy Skills (still under development).
- Provide undergraduate students with the tools and resources needed to understand the organization of information, understand and assess research topics, identify and evaluate resources, and effectively communicate the results of research.
- Freshmen will be able to use the major Penn Libraries finding tools (Franklin, FindIt) to locate print and electronic materials.

Assessment:

We have not made a comprehensive effort to assess progress, but have instead assessed individual classes through surveys and pre- and post-tests. We are exploring the possibility of conducting a more widespread effort next academic year, working with a group of incoming freshmen and tracking them through their four years on campus.

UNIVERSITY OF PENNSYLVANIA LIBRARY

Extensive Web-based tutorials.

We have developed tutorials and instructional resource materials to assist faculty and graduate students in developing WebCT course sites and in readying graduate students for pedagogical assignments.

<http://gethelp.library.upenn.edu/PORT/>

Goals / Assessment:

NA

UNIVERSITY OF PENNSYLVANIA LIBRARY

PennTags provide smart organization of resources.

PennTags is a social bookmarking tool for locating, organizing, and sharing online resources. Members of the Penn community can collect and maintain links to pages on the open web, journal articles, records in Franklin, our online catalog and VCat, our online video catalog. Once these resources are compiled, patrons can organize them by assigning tags (free-text keywords) and/or by grouping them into synthetic groups called projects.

<http://tags.library.upenn.edu/help/>

Goals / Assessment:

NA

UNIVERSITY OF PENNSYLVANIA LIBRARY

Facebook links to library resources.

We have created a Facebook application that provides access to online catalog and other resources (still in development). Development work done by a “hot team” created with the Libraries and computing personnel. Promoted during our annual Fall Open House for new students; over 1000 students integrated the widget into their Facebook account.

Goals / Assessment:

NA

RUTGERS UNIVERSITY LIBRARIES

Information literacy deeply embedded in writing program and assistance to this faculty.

Information literacy is integrated into the English Writing Program Research in the Disciplines course of which there are 40 to 50 sections each semester. The instruction librarian liaison has equal time with the program coordinator during the faculty orientation held each semester. The librarian focuses on the concepts and objectives of information literacy along with the specific content and objectives of the multiple library sessions (2-3) provided for each section, instruction on the use of Sakai for course management, and the use of RefWorks for research information and organization. Library resource materials are provided with the faculty packets and with the Sakai module on the faculty Sakai site. Instruction adjuncts are hired to assist with the teaching of these sessions. A repository of instructional materials was developed in Sakai for the purpose of sharing materials that will alleviate re-inventing/re-creating materials and for inspiring librarian instructors.

http://wp.rutgers.edu/courses/201/course_description/course_desc3.html

Goals:

- Students will identify a scholarly versus a popular article.
- Students will identify citations for books, periodical articles, and parts of a book and search for the items effectively and efficiently.
- Students will evaluate information and information sources for appropriateness for their information need and/or research purpose.

Assessment:

These will be assessed this semester by the preliminary and final annotated bibliography and works cited list.

RUTGERS UNIVERSITY LIBRARIES

Web browser utility provides persistent link to library.

LibX, a web browser add-on based on open-source technology created at Virginia Tech, is being piloted at Rutgers University Libraries with the hopes of shifting from the user the burden of navigating a complex web site to find resources and links. This simple tool allows library users who download it the ability to quickly get to the pages they use the most. Renewing a book, contacting a librarian via the libraries' Ask-A-Librarian service, locating a full-text article, even finding out if a book from Amazon is available at the Rutgers Libraries are just a few of the possibilities this toolbar affords users. Once a user downloads the toolbar, browser pages are branded with the Rutgers University logo, which

supports the integration of the libraries' resources into the work and research users, no matter what Web pages they are currently on.

<http://www.libraries.rutgers.edu/rul/tools/toolbar/toolbar.shtml>

Goals / Assessment:

NA

UNIVERSITY OF SOUTHERN CALIFORNIA LIBRARIES

IM service expands coverage; retains local librarians for the service.

To supplement our 24/7 Live Ask-A-Librarian Chat Service, we have opened up a new IM service providing virtual help from USC librarians from Monday-Thursday, 10am-5pm and on Fridays from 10am-2pm. We realize that most students can get reference help 24/7, all the time, from academic librarians across the U.S. via the Ask A Librarian service. However, USC librarians staff the service only on Tuesdays 1-5p and Thursdays 2-5p. By opening up the USC IM service we are offering our student's local assistance with collections, archives, and e-resources for more than 32 hours a week more. The students log on via Yahoo IM, Google Talk accounts, MSN or AOL accounts. Our screen name is uscref. We also provide subject based chat in areas such as: American Studies & Ethnicity- Anthropology- Business- Communication- Gerontology- English/Literature- Linguistics- Philosophy- Psychology- Religion- Science & Engineering- Sociology-) U.S. & Canadian History-

http://www.usc.edu/libraries/services/ask_a_librarian/chat/

Goals / Assessment:

NA

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Assessment of library instruction sessions.

For the past 2 years, we have been working with RHE 306 (basic writing course) and core curriculum signature courses to develop an effective multiple-choice assessment tool tied to the learning outcomes identified above. We use SurveyMonkey to pre- and post-test every class with a library instruction session. Pre-tests are distributed to each class at least a week before the library instruction session so that we can use the information to guide the content of the session. Post-tests are administered after the first research assignment so students will have had time to apply the skills to their research problem. We have worked with the campus Measurement & Evaluation Center to do item analysis each semester and use the results to improve the tool. We also ask for faculty feedback. For classes for which we create exercises/ assignments or "train the

TA," we may use any combination of this tool, faculty feedback, or analyses of completed assignments.

Goals / Assessment:

See above

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Web 2.0 workshops.

The Libraries provide drop-in workshops on Web 2.0 technologies as they apply to finding/organizing/synthesizing information. Classes offered include Understanding Blogs & RSS Feeds and Social Bookmarking.

Goals / Assessment:

NA

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Project to link library resources into Blackboard.

Currently working on automated content in Blackboard. This means that links to subject specialist librarians and subject/course research guides would automatically appear in a Blackboard course based on the course prefix (ex: HIS 350 would link to the history librarian/materials). This would primarily reach undergraduates (the largest users of Blackboard on campus) with the goal of raising the profile of librarians/library resources as starting points for research. This is still in development but we hope to measure effectiveness by monitoring research consultation/reference question statistics and web server statistics (hits to research guides).

Goals / Assessment:

See above

VANDERBILT UNIVERSITY LIBRARY

Amalgamated searching provided via ExLibris' Primo platform.

We have partnered with ExLibris to help develop their Primo discovery tool, a "next generation" search tool and retrieval interface. DiscoverLibrary is a new search and discovery tool for the library's vast collection of resources. A simple search box will bring back results from a number of different sources, including Acorn, the library's catalog, and the Vanderbilt TV News Archive. Additionally, many of the library's online article databases are searchable through DiscoverLibrary on the second tab.

The development of DiscoverLibrary is an ongoing process. Over time we will add new resources and features, as well as refine the user interface.

<http://discoverlibrary.vanderbilt.edu>

Goals / Assessment:

NA

UNIVERSITY OF VIRGINIA LIBRARY

Undergraduate medical curriculum embeds information competencies across four years (Health Sciences Library)

Librarians and educators have collaborated to address information literacy across the entire undergraduate medical curriculum. Outcomes have included: assessing different information tools and their quality of results in small group Principles of Medicine course meetings; integrating a small group, hands-on search-retrieval assignment in Clinical Epidemiology and Genetics courses. Small group sessions are taught by librarians.

Goal:

- Questions on course exam drawn from info literacy sessions.

Assessment:

- Student assignments are reviewed by faculty and librarians (as appropriate) to determine if the anticipated competencies were demonstrated in each exercise.
-

UNIVERSITY OF VIRGINIA LIBRARY

Blacklight “faceted browsing” open source software improves search experience. (Alderman / Clemons Libraries)

Blacklight, developed by UVa libraries, is open source software for searching the library catalog. Will be overlaid on top of our SIRSI catalog (VIRGO). Relies on faceted browsing as a means of narrowing search (format, collection, library, time period). Integrates digital library holdings with library catalog.

Reintroduces serendipity to search.

<http://blacklight.betech.virginia.edu>

Goals:

See above

Assessment:

NA

UNIVERSITY OF VIRGINIA LIBRARY

Google project revolutionizes access to immense holdings.

Through its Google Books Project, UVa Library will make selected books (potentially all of its 5.1 million volumes) available to Google for digitization. In return, Google will provide UVa with digital copies of any books in the public domain, thereby vastly increasing our digital holdings.

http://www2.lib.virginia.edu/press/uva_google.html

Goals:

See above

Assessment:

NA

UNIVERSITY OF WASHINGTON LIBRARIES

WorldCat Local integrates access to resources into single interface; impacts consortial sharing.

WorldCat Local WorldCat Local (WCL), a new service offering from OCLC. WCL provides seamless access to local, consortial, and worldwide holdings; over 30 million article citations; and integrates three delivery streams — all through one interface. The service interoperates with local circulation, resource sharing and resolution to full text services to create a seamless experience for the end user. Throughout the development, our goal was to eliminate “dead ends” within and between our myriad discovery and delivery systems. The greatest impact of WCL has undoubtedly been in resource sharing. Before the implementation of WCL, we estimated that approximately half of our users hit a “dead end” when a local catalog search produced no usable results. From that point, few users found/ searched our consortial catalog and even fewer were able to find and request materials via our interlibrary loan service. Since last April, consortial borrowing by UW users is up on average 65% from the year before and Interlibrary Loan requests are double what they were before WCL. In short, users are finally able to discover and access a much larger range of materials than ever before. The system has been improved through user feedback. In conjunction with staff from OCLC, the University of Washington has conducted two rounds of usability testing and is looking forward to learning more from the testing planned at the University of California system. Additionally, user feedback from surveys, email comments/ questions, and usage statistics have been used to inform design decisions.

Goals / Assessment:

NA

WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

Library provides shared space to store / disseminate GIS data.

The Library is currently setting up shared space to store and disseminate GIS data. Data acquired through purchase and creation by university users will be organized and served using various means, such as a GIS Server and map-able drive space. This technology will be built on a Windows server platform. The expected impact is that data will be obtainable quickly and easily.

Goals:

See above

Assessment:

NA

WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

Gateway to digital collections, processes, and standards.

The Washington University Digital Gateway serves two primary purposes:

- Serves as a single point of entry for discovery of all digital collections available at Washington University, especially locally-created digital resources.
- Provides a similar single point of entry for anyone in the Washington University community interested in developing digital projects.

This web site is maintained by Digital Library Services (DLS), a unit of the Washington University Libraries created in 2006 to serve the entire Washington University community in these capacities, in collaboration with key units from within the Library and across the University, including the Digital Library Team (DLT), The Digital Implementation Group (DIG), Arts & Sciences Computing and the Humanities Digital Workshop.

<http://digital.wustl.edu/>

Goals:

See above

Assessment:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Assignment Planner adapted from U Minnesota for infolit needs of specific courses.

Adapted from the Assignment Calculator developed at the University of Minnesota, Western Libraries created a flexible database version of this time management and planning tool that we have adapted for general program use as well as tailored to the specific needs of a course or assignment. Instruction librarians can customize the content to include IL components and information and links required by students for particular assignments and students can opt to receive automatic e-mail reminders at key dead-line times throughout the process. Assignment Planner at <https://www.lib.uwo.ca/instruct/calculator/> .

Goals / Assessment:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Instruction and Outreach Database

Primarily a tool for Instruction Librarians, the Information Literacy Committee at Western Libraries created an on-line database available at this point through our staff intranet only, for recording instruction and outreach initiatives. The committee conducted needs assessments to determine the best structure and content requirements and the Instruction and Outreach Database is now the only method WL uses for collecting and reporting statistics, useful internally for annuals report purposes but also for communicating WL statistics externally.

Goals:

NA

Assessment:

Needs assessment conducted to inform eventual model that was developed to support instruction staff.

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Next Generation Website implementation.

Western Libraries is in the process of reconstructing our complete web presence making the entire website an integral research and discovery tool for the Western community. (The new catalog interface launches in January 2009: <http://www.lib.uwo.ca/>)

Goals / Assessment:

NA

YALE UNIVERSITY LIBRARY

Mandatory infolit instruction for Architecture, History of Art, English, and History.

As part of the School of Architecture's General Requirements, the Arts Library Research Methods Session is required of all incoming students. In this hour-and-a-half session, discussion covers various strategies to answer research questions pertaining to course curricula and topics by using tools such as the Yale University online catalog, architecture databases, image resources, print resources, and archival resources.

This session is also mandatory for all History of Art seniors writing their senior essay.

The History department requires two mandatory classes for majors:

- An orientation class focused on two skill sets essential for historians: performing literature reviews of secondary sources and finding primary source collections for original research. The history department requires students to complete this requirement by the third week of their junior year and /or before they can pre-register for a junior seminar.
- The Senior Essay Library colloquium is arranged chronologically and topically, for history senior essay writers. Within these general areas, the focus is on individual paper topics and finding primary source materials for students' projects, both in the Yale collections and beyond. Students' statements of intent serve as guides in designing the content of these classes, and instructors often bring specific resources and tools for individuals to these sessions. Follow up often includes e-mail, telephone calls, and personal appointments. Classes are offered in late September and early October of each year and participation in at least one colloquium is mandatory.
- A similar program is place for English majors.

Goals / Assessment:

NA

YALE UNIVERSITY LIBRARY

Digital Library Cross-Collection Search; DL/XC.

The Digital Library is a web-based image management and viewer application developed by the Beinecke Rare Book & Manuscript Library to support their digital collections. Many Library digital images collections comprised of over 300,000 images are available for cross-collection searching using DL/XC including:

- Arts Library Visual Resources Collection
- Beinecke Digital Collection
- Lewis Walpole Library Digital Collection
- Art of the Book Collection
- Beinecke Photonegatives
- Beinecke Marinetti Libroni
<http://images.library.yale.edu/dlxc/>

Goals / Assessment:

NA

YALE UNIVERSITY LIBRARY

Library collaborates to provide enriched course Web pages utilizing Sakai.

Classes*v2 provides the Yale community with a powerful, integrated set of Web-based tools for teaching, learning, and sharing information. For more than three years, Yale University has been involved in the Sakai Project, an initiative led by the University of Michigan, Indiana University, Stanford University and M.I.T. to develop a powerful online learning and collaboration environment. This online collaboration and learning environment includes:

- A syllabus creation tool.
- Announcements.
- Threaded discussions and real-time chat rooms.
- Course assignments.
- Online file sharing (dropboxes and Resources area).
- Course-related external links.
- Project sites for collaboration.
- A host of other online tools and online areas for sharing information.

<https://classesv2.yale.edu/portal/site/!gateway/page/!gateway-100>

Goal:

- The goal is to create an integrated set of Web-based tools for teaching, learning and research that is not only superior but also compatible with existing information systems here at Yale. Yale's customized deployment of Sakai is called Classes*v2.

Assessment:

NA

YORK UNIVERSITY LIBRARIES

Library resources in course management system; student portal under development.

We have developed a library module for inclusion in the Moodle course management system for courses. This is adaptable for each course. We are also developing a library "portal-ette" within the overall student portal that is being developed by the University.

Goals / Assessment:

NA
