In Perfect Harmony: Faculty-Librarian Collaboration and LibGuides

LOEX May 4, 2013
Nashville, TN

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Bojana Beric & Amar Kanekar - Faculty

Session Objectives

- Participants will be able to improve collaborative information literacy efforts with teaching faculty
- Participants will understand the effectiveness of online research guides based on student feedback
- Participants will understand the type of resources students use most heavily during the research process

About the Collaboration

- Between MU & UAAR faculty-librarian teams
- Similar teaching strategy by faculty
- Working closely with the respective librarian
- Introducing LibGuides as a research tool for students
- Need for assessing students’ learning in both face-to-face and distance learning courses
- Undergraduate and graduate courses
Why Librarians in Health Ed Courses?

University of Arkansas at Little Rock

- Build liaison outreach with Health, Human Performance, and Sport Management department
  - Partnership with new faculty hire for health education courses
- Instructional support in-person and online
  - LibGuide created for each course, featuring research resources and guidance for completing assignments
- Enhance student information literacy skills
  - Peer-reviewed/scholarly journals
  - Subject-specific databases
  - Credible statistical & internet resources
  - Citing - APA format

Monmouth University

- Continue to build relationship with Nursing & Health studies department
- Librarians have expertise in research process & building research skills
- Librarian/faculty discuss assignment prior to instructional session
- LibGuide created for each class as a research tool to complete class assignment & always accessible from library website
- Health department has strong interest in instructional sessions
  - Instruction session includes Powerpoint/Prezi and working from LibGuide
  - Active learning experience for students
  - Scaffolding of skills building for different level courses
- Focus on keyword identification & search techniques for nursing databases
  - Discipline-specific terminology
  - Scholarly articles
  - Hands-on practice with support of librarian and faculty member
- Identification of credible internet health resources and statistics
- Create relationship with students for additional support with research
LibGuides as an Instruction Tool

- Electronic research guides
  - Guides for departments, course-specific, special topic
- Highlight library resources and credible websites
  - Books, databases, government docs, citation help
  - Resources are tailored to class assignment
- Incorporate links, visuals, media, RSS feeds and tutorials
- Easy access to LibGuides from library website
- Continued use of guides after instructional session
- Quick updates of contents
- Track feedback and usage
  - Guide, page, and link level
Research Methodology

Research Method & Design
- Cross-sectional survey study - IRB approved
- Questionnaire assessing student perceptions
- Number of items: MU=17, UALR=15
- Three types of items
  - Faculty-librarian collaboration, helpfulness
  - Use of LibGuides
  - Demographics

University of Arkansas at Little Rock
- Undergraduate Course: Health Education Evaluation (100% online)
- Graduate Course: Evaluation of Health Programs

Monmouth University
- Undergraduate courses:
  - Principles of Health Education - 3 sections
  - Community Health
  - Senior Seminar in Health

University of Arkansas at Little Rock Respondent Profile
- N=28 Students in 2 courses
- n=14 Survey respondents
- 92.1% Response rate
- 92.5% Female
- 92.5% Full-time students
- 92.5% Off-campus housing
- 57.1% 24-30 Years old
- 92.1% African-American
- 92.1% Health Education/Behavioral majors

Monmouth University Respondent Profile
- N=88 Students in 4 courses
- n=64 Survey respondents
- 92.1% Response rate
- 71.9% Female
- 87.5% Off-campus housing
- 89.1% 20-22 years old
- 84.4% White
- 100% Health Studies majors

Usage of Library Services

<table>
<thead>
<tr>
<th></th>
<th>MU n=64</th>
<th>UALR n=14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used the library in person</td>
<td>62</td>
<td>96.9%</td>
</tr>
<tr>
<td>Accessed library resources</td>
<td>59</td>
<td>92.2%</td>
</tr>
<tr>
<td>Accessed library resources</td>
<td>59</td>
<td>92.2%</td>
</tr>
<tr>
<td>Accessed library resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as article databases or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electronic books off-campus</td>
<td>59</td>
<td>92.2%</td>
</tr>
<tr>
<td>Used library’s online research</td>
<td>52</td>
<td>81.3%</td>
</tr>
<tr>
<td>guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended an instruction session</td>
<td>60</td>
<td>93.8%</td>
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<tr>
<td>led by a librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked a librarian for help</td>
<td>25</td>
<td>39.1%</td>
</tr>
<tr>
<td>via text, chat, phone, email,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or by appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not used the library</td>
<td>1</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>14.3%</td>
</tr>
</tbody>
</table>
How helpful was LibGuide in Completing Class Assignment?

Student Reported Usage of LibGuide

Monmouth University

UALR

- Never
- 1-2 times
- 3-5 Times
- More than 5 Times
## LibGuide Usage Statistics

<table>
<thead>
<tr>
<th>MU</th>
<th>LibGuides</th>
<th>UALR</th>
<th>LibGuides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home Hits</td>
<td></td>
<td>Home Hits</td>
</tr>
<tr>
<td>Course &amp; Number of Students (N)</td>
<td></td>
<td>Course &amp; Number of Students (N)</td>
<td></td>
</tr>
<tr>
<td>Principles of Health Education (N=45)</td>
<td>142</td>
<td>Health Education Evaluation (N=24)</td>
<td>103</td>
</tr>
<tr>
<td>Community Health (N=32)</td>
<td>218</td>
<td>Evaluation of Health Programs (N=4)</td>
<td>86</td>
</tr>
<tr>
<td>Senior Seminar (N=15)</td>
<td>45</td>
<td></td>
<td></td>
</tr>
</tbody>
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### Rating of Resources in LibGuides

#### Usefulness of Resources

- **Research Databases**
  - Univ. of Arkansas: 4
  - Monmouth University: 4.3

- **Health Websites***
  - Univ. of Arkansas: 3.93
  - Monmouth University: 4.0

- **Government Stats**
  - Univ. of Arkansas: 3.93
  - Monmouth University: 3.9

- **Citation Help**
  - Univ. of Arkansas: 3.7
  - Monmouth University: 4.2

- **Assignment definition****
  - Univ. of Arkansas: 3.5
  - Monmouth University: 3.71

- **Books**
  - Univ. of Arkansas: 3.0
  - Monmouth University: 3.71

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* Health Websites included with government stats in Univ. of Arkansas Little Rock survey
** Not included in Univ. of Arkansas Little Rock survey
Top 5 Links used by MU Students for Community Health Class

- U.S. Census Stat & County Quick Facts (126)
- County Health Rankings (79)
- Cinahl Full Text Database (57)
- Healthy People 2020 (42)
- World Health Statistics (33)

Benefits of Course-Specific LibGuides

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<th>UALR n=14</th>
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<tbody>
<tr>
<td>Improved research process</td>
<td>53</td>
<td>10</td>
</tr>
<tr>
<td>Easier access to resources on my topic</td>
<td>51</td>
<td>12</td>
</tr>
<tr>
<td>Access to credible resources</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Reduced anxiety in completing assignment</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Identified new sources for information</td>
<td>25</td>
<td>10</td>
</tr>
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### Lessons Learned

#### Monmouth University
- 98% of students attended previous instructional sessions
- LibGuide usage = 94%
  - 76% accessed LibGuide more than 3 times
- Benefit: improved research process
- Resources rated high (4 & 5), except books (3)
- Define assignment in LibGuide
- Resources included address assignment
  - Students have trouble finding statistics
  - Don't overwhelm students with too many links
- Chunking of information into manageable segments
- Both librarian and faculty review search results
- Improvement in APA, use of credible sources
- Improved quality of papers
- Continued usage of LibGuide after instruction session

#### University of Arkansas at Little Rock
- > 60% of respondents accessed LibGuides > 3 times
- Benefit: easier access to information on topics
- Rating resources:
  - > 4.5 Citation help highest, Statistics, Articles
  - > 3: Books
- Improvement in APA, use of credible sources
- Improved quality of projects
- Use "Links & Links" or "Simple Web Links" box type for link statistics in LibGuides
- Re-evaluate use of links/resources - students not necessarily using all of them
- For online courses, explore supplementary ways to support students, such as:
  - Embedded librarian in course management system (CMS), i.e. Blackboard
    - Discussion forum (research help)
    - Librarian announcements
    - Faculty reminders about LibGuide and librarian assistance
    - Web conferencing (collaborate)
Recommendations

- Refine and develop further existing faculty-librarian collaboration
- Involve more faculty in this type of collaboration and instruction, at the level of university and nationally
- For online/hybrid courses, continue use of LibGuides and enhance librarian participation:
  - Recorded tutorials, online chat, embedded library modules and/or discussion forum in course management system
- Continue measuring effectiveness of using LibGuides

References


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<td>Amar Kanekar</td>
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LibGuide

http://guides.monmouth.edu/HE435  
http://researchguides.ualr.edu/hsci4380

Link to Prezi:

http://prezi.com/ihabgja3zb3g