Bringing Library Resources to the Online Classroom: Building Faculty-Librarian Partnerships

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Bringing Library Resources to the Online Classroom: Building Faculty-Librarian Partnerships

Sofia Slutskaya and Rebecca Rose
## GPC Enrollment*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>21528</td>
<td>22559</td>
<td>24146</td>
<td>23867</td>
</tr>
<tr>
<td>Online</td>
<td>4219</td>
<td>5882</td>
<td>6824</td>
<td>7514</td>
</tr>
<tr>
<td>% online</td>
<td>19%</td>
<td>26%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>Online only*</td>
<td>1464</td>
<td>2495</td>
<td>2492</td>
<td>2685</td>
</tr>
</tbody>
</table>

* Number of students enrolled online only provided by GPC Online
GPC classes using iCollege

<table>
<thead>
<tr>
<th>Total number of sections</th>
<th>1389</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online only</td>
<td>743</td>
</tr>
<tr>
<td>Hybrid*</td>
<td>32</td>
</tr>
<tr>
<td>Face-to-face using iCollege*</td>
<td>550</td>
</tr>
</tbody>
</table>

* Number of hybrid classes and face-to-face classes using iCollege was calculated using Student Information System (SIS). Some classes that use iCollege may not list it as a requirement in SIS.
Goals of the Project

• Explore faculty awareness of current services
• Explore faculty needs and desires for new services
• Reach students through increasing faculty awareness of library services
• Treat every student as a distance learner
• Treat every faculty member as a potential online faculty
• Offer faculty tools for incorporating library resources and services into CMS
Enhancing iCollege with Library Resources: Course Type

* Total number of surveys distributed – 1120; total number of responses – 153; response rate – 14%; margin of error - 7.37.
Do you require to use library resources for your coursework?

- Yes, 53.3%
- No, 46.7%
Do you require your students to use library resources?

<table>
<thead>
<tr>
<th>Institution</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State (2007)¹</td>
<td>33%</td>
<td>62%</td>
</tr>
<tr>
<td>UNT (2009)²</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>GPC (Fall 2010)</td>
<td>53.3%</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

Do your students generally demonstrate knowledge of how to find and access library resources?

Yes: 58.0%

No: 42.0%
Do your students generally demonstrate knowledge of how to find and access library resources?

<table>
<thead>
<tr>
<th>Institution</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State (2007)</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>UNT (2009)</td>
<td>18%</td>
<td>73%</td>
</tr>
<tr>
<td>GPC (Fall 2010)</td>
<td>42%</td>
<td>58%</td>
</tr>
</tbody>
</table>
What problems your students are facing in regards of using library resources for their coursework?

- They do not know how to search for and access library resources: 68.6%
- They rely primarily on general web sites as research sources: 62.1%
- They do not know how to evaluate the credibility/quality of a resource: 60.1%
- They are not aware of the existence of many useful resources/services available to them: 64.1%
- They do not know how to cite properly: 49.0%
- They do not understand academic honestly or when to cite
Faculty Awareness of Library Services

- "Ask A Librarian" (chat with or text a librarian):
  - Unaware of this resource: 34.2%
  - Aware of but never used: 20.1%
  - Infrequently Used: 5.4%
  - Used Regularly: 3.3%

- GALILEO (available off-campus with full-text resources):
  - Unaware of this resource: 39.3%
  - Aware of but never used: 27.3%
  - Infrequently Used: 3.3%
  - Used Regularly: 18.0%

- E-books:
  - Unaware of this resource: 38.7%
  - Aware of but never used: 25.3%
  - Infrequently Used: 13.3%
  - Used Regularly: 13.3%

- Online Research Study Guides by Subject:
  - Unaware of this resource: 36.5%
  - Aware of but never used: 22.3%
  - Infrequently Used: 14.9%
  - Used Regularly: 21.6%

- Video tutorials:
  - Unaware of this resource: 38.3%
  - Aware of but never used: 24.8%
  - Infrequently Used: 14.9%
  - Used Regularly: 3.4%
## Faculty Awareness of Library Services

<table>
<thead>
<tr>
<th>Service</th>
<th>UNT</th>
<th>GPC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-text Databases</td>
<td>Aware: 32 %</td>
<td>Use regularly: 39.3%</td>
</tr>
<tr>
<td>Ask a Librarian</td>
<td>15.5 %</td>
<td>5.4 %</td>
</tr>
<tr>
<td>Research Guides</td>
<td>17 %</td>
<td>14.9%</td>
</tr>
<tr>
<td>Video tutorials</td>
<td>17 %</td>
<td>3.4 %</td>
</tr>
</tbody>
</table>
Which library resources do you find particularly useful in teaching online?

- Ask a Librarian: 9.8%
- Galileo: 37.3%
- E-books: 20.3%
- Online Research Guides: 18.3%
- Video Tutorials: 11.8%
- Do not use: 36.6%
Have you referred your students to GPC Libraries online resources?

<table>
<thead>
<tr>
<th>Resource</th>
<th>YES (%)</th>
<th>NO (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a Librarian</td>
<td>23 %</td>
<td>77 %</td>
</tr>
<tr>
<td>GALILEO (full-text databases)</td>
<td>61 %</td>
<td>39 %</td>
</tr>
<tr>
<td>E-books</td>
<td>34 %</td>
<td>66 %</td>
</tr>
<tr>
<td>Research Guides</td>
<td>25 %</td>
<td>75 %</td>
</tr>
<tr>
<td>Video Tutorials</td>
<td>21 %</td>
<td>79 %</td>
</tr>
</tbody>
</table>
Would you be interested in working with a librarian to build an iCollege or other online research module?

- Yes, 46.2%
- No, 53.8%
# LibGuides/Research Guides Usage

<table>
<thead>
<tr>
<th>Guide</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>13</td>
<td>11</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Education: General Research Guide</td>
<td>-</td>
<td>25</td>
<td></td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>SOCW 2000 (Jones) - Introduction to Social Work</td>
<td>90</td>
<td>294</td>
<td>73</td>
<td>20</td>
<td>28</td>
<td>125</td>
<td>31</td>
<td>98</td>
<td>143</td>
<td>902</td>
</tr>
<tr>
<td>Education 2110, 2120, 2130 (Baker)</td>
<td>250</td>
<td>238</td>
<td>37</td>
<td>18</td>
<td>19</td>
<td>7</td>
<td>4</td>
<td>46</td>
<td>317</td>
<td>936</td>
</tr>
<tr>
<td>Current Issues</td>
<td>12</td>
<td>153</td>
<td>228</td>
<td>203</td>
<td>44</td>
<td>55</td>
<td>97</td>
<td>71</td>
<td>169</td>
<td>1032</td>
</tr>
<tr>
<td>COMM 1201 (Miller) - Informational &amp; Persuasive Speeches</td>
<td>32</td>
<td>363</td>
<td>46</td>
<td>16</td>
<td>14</td>
<td>446</td>
<td>49</td>
<td>55</td>
<td>347</td>
<td>1368</td>
</tr>
<tr>
<td>English and Communication -- Argument Papers (General Research Guide)</td>
<td>15</td>
<td>270</td>
<td>227</td>
<td>491</td>
<td>105</td>
<td>106</td>
<td>41</td>
<td>11</td>
<td>1372</td>
<td></td>
</tr>
<tr>
<td>Literature: General Research Guide</td>
<td>93</td>
<td>128</td>
<td>532</td>
<td>670</td>
<td>54</td>
<td>112</td>
<td>74</td>
<td>48</td>
<td>80</td>
<td>1791</td>
</tr>
<tr>
<td>RSCH 1203 (General Research Guide)</td>
<td>24</td>
<td>533</td>
<td>108</td>
<td>295</td>
<td>39</td>
<td>389</td>
<td>230</td>
<td>302</td>
<td>255</td>
<td>2175</td>
</tr>
</tbody>
</table>

* Report generated on 09/17/2010
Faculty comments

“It would be wonderful if there were an Organizer with instructions and links and handouts for students in every single course that is taught, so the students can access the library resources directly from their course in iCollege.”

“The creation of a basic research instruction module would greatly assist my students; they are required to do collaborative and individual research projects. A good history demands a good overview. A present I do this myself, but a ready module would make life simpler and students could access it via iCollege 24/7.”

“I was unaware of the resources available in the libraries here, so I designed my classes with that in mind. I will use more library resources in the future.”
Faculty Surveys: Common Themes

• Many faculty are still new to teaching online/using CMS
• Many are using CMS in face-to-face classes
• Faculty have significant influence on their students’ use of the library
• Most faculty require use of library resources
• Many faculty are unfamiliar with existing library services
Hurdles

Passwords
PINs
Email
Proxy access vs. GALILEO access
External Links List*

Library Web page
Specific Databases
Specific Journals
Credible web sites

Library Web Page

1. Information about the library
2. Catalog
3. GALILEO
4. Tutorials and Instructions
5. Handouts
6. Other Important links

Photo by the Universidad de Buenos Aires obtained via the Creative Commons.
Multimedia Links

1. Films on Demand
2. ARTStor photograph collections
3. CAMIO images
4. Audio Books
5. Digitized collections

Photo by Viacheslav Slavinsky via the Creative Commons.
GALILEO and other databases

Use Permalinks for:

1. Articles-Specific or search results list
2. Journals-Specific or search results list
3. Databases

This image (or other media file) is in the public domain because its copyright has expired.
Library Services and Resources

1. Chat/text box - Ask a Librarian
2. Online tutorials/videos
3. Catalog Search results
4. Research Guides or Libguides
Resources


• Enhancing iCollege with Library Resources Questionnaire - http://bit.ly/GCIL_survey

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• rebecca.rose@gpc.edu