Student as Teacher: creating LibGuides as a tool for professional development

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Abstract

As of August, 2010, five SLIS schools have introduced LibGuides as a tool into their programs yet NONE have allowed students to create AND publish their LibGuides on their respective university libraries' web site for actual use by researchers. (until now!)

This poster is a case study of the process that students in 'Humanities Information (LSC 634)' underwent in the Fall 2010 in creating their LibGuides.

Learning outcomes

- Know how to create an annotated bibliography
- Discern what resources are relevant to a particular bibliography
- Publish LibGuide on CUA Libraries web site
- Market skills of using LibGuides

What are Springshare LibGuides?

LibGuides are a Web 2.0 content management and information sharing system designed for libraries. Tools include wikis, blogs, RSS feeds, Web-based videos, catalog records, image retrieval, and other social networking tools.

Advantages of using LibGuides:

- Easy to use,
- Inexpensive
- Flexible

Process

Instructor

- Explain concept of annotated bibliography
- Handouts on using LibGuides
- Short workshops on main features
- Explaining the process for students (see below)

Students

- Who is the audience?
- Decide on a subject
- What is the need being filled?
- Decide on an organizational scheme
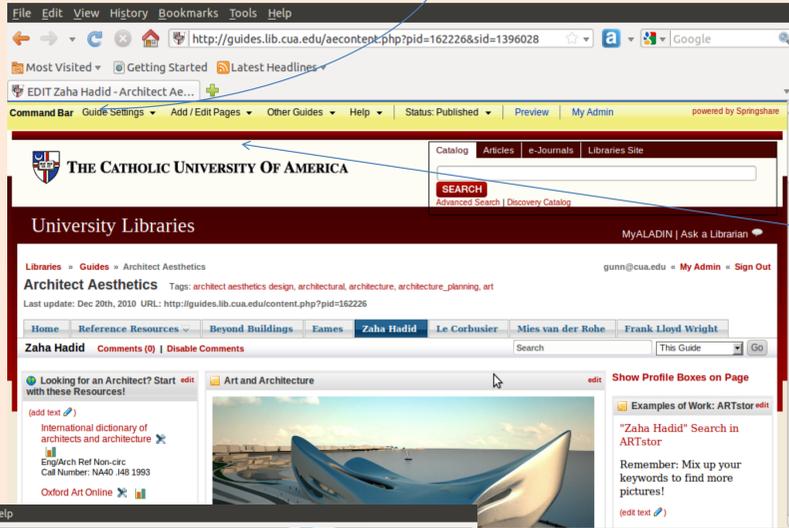- Select the resource
- Annotate !

Administration View
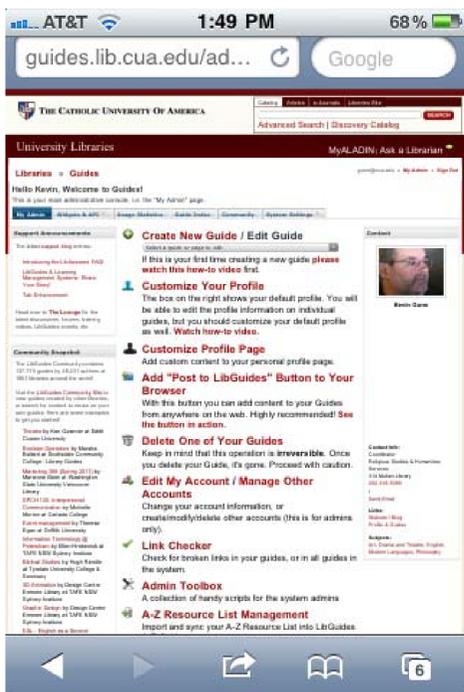
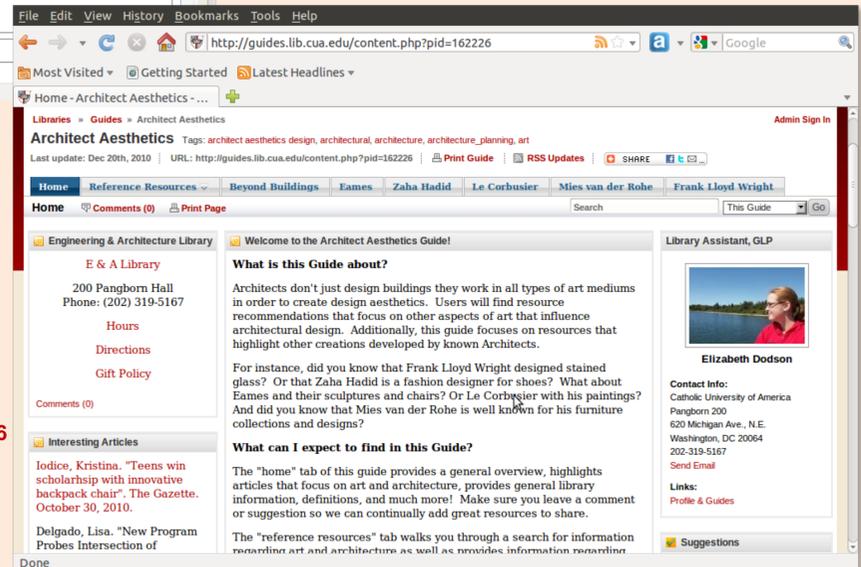## Features of LibGuides

- Create and organize pages and boxes

Pages

Boxes

A wide selection of tools
- Javascript programming
- RSS feeds
- Videos
- Images

Publish on CUA Libraries web site

Six LibGuides were created

- Chaucer: http://guides.lib.cua.edu/chaucer
- Modern Art: http://guides.lib.cua.edu/modernart
- Mythology: http://guides.lib.cua.edu/mythology
- Renaissance Art:
  http://guides.lib.cua.edu/renaissanceart
- Architect Aesthetics:
  http://guides.lib.cua.edu/content.php?pid=162226
- Christian Iconography and Architecture:
  http://guides.lib.cua.edu/iconography

Learning Outcomes Evaluations

Students and instructor evaluated their experiences

Student Recommendations

General comments:
- Demonstrations in class were adequate
- More troubleshooting problems desired
- Handouts needed more detail on some topics (dos and don'ts)
- Understood what is an annotated bibliography
- Understood the value of an annotated bibliography

Spend more time on:
- Creating mock guides
- More brainstorming on idea developments
- How to edit and move boxes within a page
- Linking online databases through ALADIN using proxy server specs

This project is worthwhile because:
- Potential impact on student learning
- Assisting other students/librarians within the CUA Libraries system
- Learned about new resources
- Familiarize oneself with a product that will enhance future employment opportunities

All students agreed that LibGuides highlighted important skills for future employment

Faculty Recommendations

- Start project near beginning of the course
- Image copyright issues
- More inclass lab time
- Show how to transfer guide to library web site

Innovation

This case study outlined the *first* time that SLIS students in the United States have created LibGuides for an academic library web site.

Future directions

- JSON (Javascript) training
- Involve other humanities librarians at CUA

References

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Turner, Benajamin (2010). Using LibGuides as a Platform for student research." *College & Research Libraries News*, Vol. 71 (8), pp. 407-8.