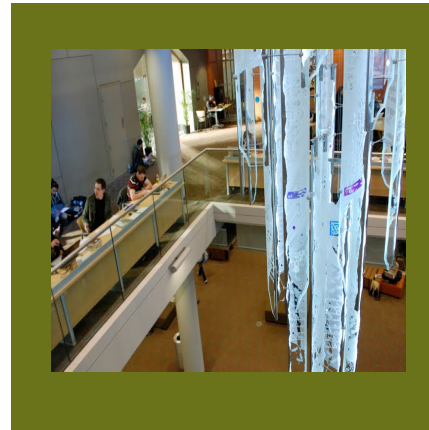




Future Forward



Reflections on New and Emerging Service Directions in Canadian Academic Libraries.

Sophie Bury.

Visiting Professional Scholar. SILS, UCD.

Associate Librarian. York University Libraries. Toronto. Ontario.



“Because of the fundamental role that academic libraries have played in the past century, it is tremendously difficult to imagine a college or university without a library. Considering the extraordinary pace with which knowledge is moving to the Web, it is equally difficult to imagine what an academic library will be and do in another decade.”

Jerry D. Campbell, “Changing a Cultural Icon: The Academic Library as a Virtual Destination,” *EDUCAUSE Review*, vol. 41, no. 1 (January/February 2006): 16–31.

+ Acknowledgements



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- Mark Robertson, Associate University Librarian, York University.
- Lisa Sloniowski, Information Literacy Coordinator (2004-2006, 2008-2009), York University
- Adam Taves, Reference Librarian, York University.
- Peggy Warren, Reference Librarian, York University.

+ Agenda

- Learning spaces advances.
- Evolving services to support advancement of the research agenda in higher education.
- New developments in information literacy policy and planning and implementation.
- New trends in reference services.



+ Learning Spaces Advances

Shifting Philosophies

Information Commons Model

- >

Learning Commons Model



+ Learning Spaces Advances

Information Commons Model

“a cluster of network access points and associated IT tools situated in the context of physical, digital, human, and social resources organized in support of learning.” (Beagle, 2006)

Learning Commons Model

- This is what happens when the resources of the information commons are “organized in collaboration with learning initiatives sponsored by other academic units, or aligned with learning outcomes defined through a cooperative process”. (Beagle, 2006)

Donald Robert Beagle, with Donald Russell Bailey and Barbara Tierney, *The Information Commons Handbook* (New York: Neal Schuman, 2006), p. xviii.



Ryerson University Library



**Technology & support / express stations /
Print release consoles – view 2**

Ryerson University Library



Commons learning lab

LEARNING SUCCESS CENTRE
STUDENT SERVICES

STUDY

FREE
LEARNING
SUPPORT

The Library @ University of Guelph

WRITING CENTRAL



walk-in writing help

Our Graduate Student
Writing Advisors
are here to help you
with your academic
writing projects.

1:00 - 5:00 p.m.
Monday - Thursday

6:00 - 8:00 p.m.
Monday & Thursday evenings

First floor Library



The
Learning
Commons

+ Learning Spaces Advances

Strategic priorities in Higher Education driving this:

- **Fostering student engagement.**
 - **National Survey of Student Engagement (NSSE).**
- **Emphasis on student-centered learning.**
 - **Inquiry learning, PBL etc.**
- **Emphasis on fostering independent, lifelong learning.**
 - **Associated values of critical thinking, information literacy.**



+ Learning Spaces Advances

Learning Spaces Model

The emphasis of the LS model is on the design of spaces that recognize diverse ways of learning and specifically the social and communal nature of learning. Environments are designed to accommodate group and peer learning. Social, cultural and civic activities are introduced. Learning is considered holistically and spaces are designed to be user-centred.

Source: Robertson, Mark. *21st Century Learning Space: A Model for the Scott Library*. June 1st 2009.



University of British Columbia (UBC) – Vancouver



Computers at the Learning Commons



Mills Learning Commons, McMaster University, Hamilton. ON

Carleton University - MacOdrum Library



discussion

Fourth Floor Renovation: A Flexible Learning Space



Portable privacy barrier (left), mobile and stationary soft seating, banquette-style seating (BIX) and “covered wagon”

+ Learning Spaces Advances

York University, Toronto, ON

User-centered discovery – an essential launching pad

- Critical that these spaces designed in collaboration with local needs and users.
- Inspirational Models: University of Rochester (ethnographic research), Georgia Tech.
- Methods
 - Affinity focus groups.
 - Flipchart surveys.
 - Photo surveys.
 - Semi-Structured Interviews.



+ Learning Spaces Advances

York University, Toronto, ON

User-centered discovery – an essential launching pad

Results – Inspiring student-generated metaphors (affinity focus groups)

- **Aesthetics:** “stand and stare”, “Academic Shangri-La.”
- **Comfort:** “York spa”, “Library cove”, “Playtime.”
- **Flexible/Differentiated space:** “different spaces for different tasks”, “student-focussed and student-friendly.”
- **Technology:** “Right Arm”, “digiworld”, “star trek”, “ifloor”, “simply efficient”.
- **Services:** “helping hand”, “friends”.
- **Health/Security:** “better health, stronger minds”, “bare essentials.”



+ Learning Spaces Advances

Ryerson University, Toronto, ON.

Space Design Concepts & Planning

- **Has Besse Information Commons and Successful Fourth Floor Redesign.**
- **Next step is -> New Student Learning Centre.**
 - **Learning from cutting edge space design concepts in libraries.**
 - **Thinking “outside the box” by learning from design concepts and principles which have worked well outside libraries.**



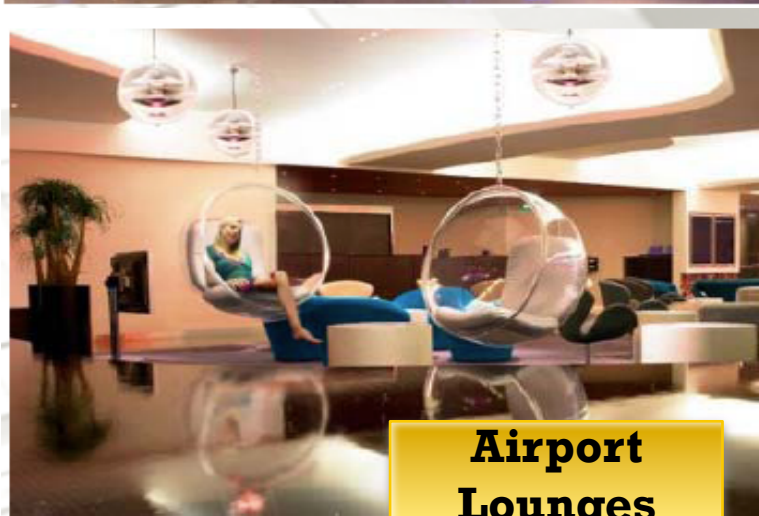
+ Ryerson University: Novel Design Principles for Student Learning Centre



Retail



Gaming



Airport Lounges



Relaxation Zones

+ Ryerson University: Learning from Successful and Innovative Library Design

Flexibility



**Georgia Tech
Modular Walls**



**Georgia Tech
Privacy
Screens**

Winnipeg Centennial Library



Transparency

Saltire Centre, Glasgow Blended Learning



+ Learning Spaces Advances

University of Guelph, Guelph, ON

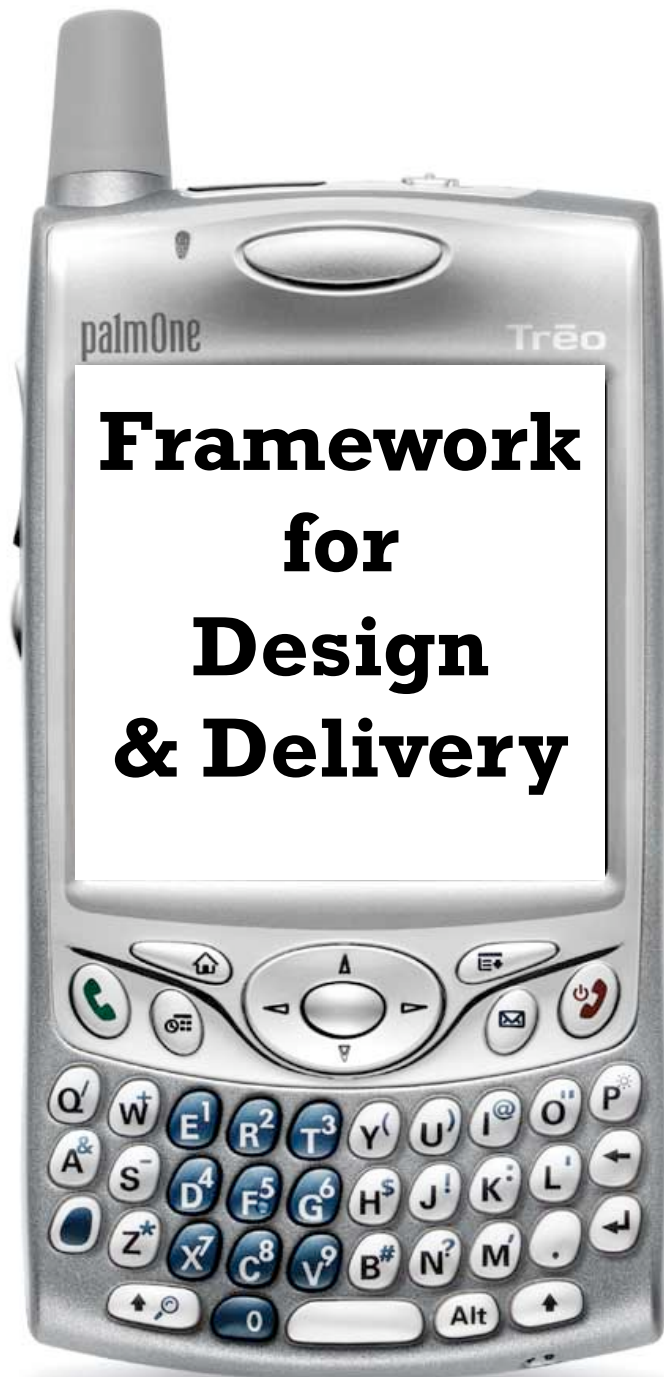
Moving beyond focus on physical space to establish very solid theoretical foundation.

■ Identify four characterizing attributes of their Learning Commons Model

1. Collaboration
2. Theories that inform practice
Educational model, constructivist approach.
3. Framework that guides the delivery of service
Supplemental, integrated, and embedded.
4. Student peer educators

(Schmidt & Kaufman, 2007)





Supplemental Services

**Generic skills; resources;
information & awareness**

Integrated Services

**Specially designed
sessions & workshops**

Embedded Services

**Collaborations with
faculty & TAs embedded
in the learning experience**

+ Learning Spaces Advances

For a Learning Commons to be successful, it must be:

1. Grounded theoretically
2. Structured accordingly
3. Designed intentionally
4. Budgeted appropriately

Source: Schmidt, Nancy. *Designing a Learning Commons to Enhance Learning and Increase Student Engagement*.

Presentation at York University Libraries. March 25th 2009.



+ Advancement of Research Agenda

Strategic priorities in Higher Education driving this:

- Enhance graduate education.
- Develop faculty research culture and productivity.



+ Advancement of Research Agenda

Where do academic libraries fit in?: Selected Examples

- Open Access & Institutional Repositories.
- Scholarly Communication.
- Promotion and Enhancement of Librarian Research.





Advancement of Research Agenda

Open Access & Institutional Repositories: Key Trends

Synergies (emerged 1999)

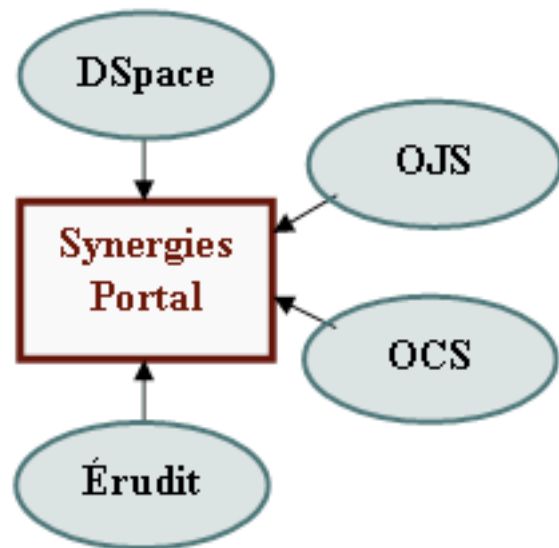


Figure 2 – Research collected by the Synergies Portal

- Goal of providing services and infrastructure to transfer Social Sciences and Humanities literature to the digital realm.
- \$14 million grant (Canadian Foundation for Innovation), 21 Canadian universities divided into five regional nodes.
- Multiple platforms.
 - Open Journal Systems (OJS), Dspace, Open Conference Systems, Érudit.
 - Canada has become a forerunner in terms of creating open source journal hosting softwares and populating them with content.
- Portal infrastructure (one big searchable interface) – beta stage.





Advancement of Research Agenda

Open Access & Institutional Repositories: Key Trends



Institutional Repositories (IRs) in Canada

- 33 HE institutions with Institutional Repositories (OpenDOAR, www.opendoar.org, 2009)
 - Academic libraries typically instrumental in creation.
- Synergies acted as catalyst in development of Institutional Repositories in Canada.
- CARL Institutional Repository Program (2003).
- Majority well beyond planning stages.



+ Advancement of Research Agenda Scholarly Communication

Case Study: Scholarly Communications Committee, York University





Advancement of Research Agenda

Scholarly Communication



Scholarly Communications Initiative

scholcom.yorku.ca

Home	Open Access	Author Rights	Metrics	Upcoming Events	Contact Us
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Welcome

- ▶ [For Faculty & Researchers](#)
- ▶ [For Graduate Students](#)
- ▶ [For Librarians](#)
- [FAQ](#)
- [Log in](#)

Navigation

- [OA Week 2009](#)
- ▶ [News aggregator](#)

The York University Scholarly Communications Initiative

Latest News:

- [Michael Geist recognizes York University Happy Open Access Week!](#)
- [York University librarians and archivists adopt Open Access Policy](#)
- [YorkSpace resource site created](#)
- [9th Research Funder Open Access Mandate in Canada](#)
- [Online resource introduces key aspects of author's rights](#)
- [OASIS - Open Access Scholarly Information Sourcebook launched](#)

Advocate

- [The issues](#)
- [Get Involved](#)
- [York U. Projects](#)
- [Self-archiving](#)
- [York University Links](#)

Recommended Reading

New! Faculty & Researchers resource update:
[Information for CIHR grant recipients](#)

[What's the Buzz About Open Access?](#)

+ Advancement of Research Agenda Scholarly Communication

Case Study: Scholarly Communications Committee, York University

Initiatives:

- ARL Scholarly Communication Institute. (2007)
- Web site (library independent URL).
- Retreat for librarians.
- Speaker series.
“Open Access: What it Means for Research, Teaching and Ones Career.”
Jean-Paul Guedon and Leslie Chan.
- Open access publishing policy adopted by YUL Librarians (1st Oct. 2009)
- Open Access Week (Oct. 19-23 2009) events including:
 - Faculty and Librarian Deposit Day (Oct. 21 2009).



+ Advancement of Research Agenda Scholarly Communication

Case Study: Scholarly Communications Committee, York University

Lessons Learned:

- Learn from experts – ARL Scholarly Communication Institute.
- Advocacy and awareness building needs to start close to home.
- Much needs to happen at grassroots level, at level of individual disciplinary areas, departments/schools.
- Need to speak the language of target audience and meet them at point of need.
- Importance of dialogue, listening, and building understanding of respective cultures and issues critical.





Advancement of Research Agenda

Promotion and Enhancement of Librarian Research



Career paths and expectations -> Research Output

- Canadian academic librarians often have faculty status.
- Expectation of scholarly publication and/or presentation record.
 - Bar not as high as exists for faculty.
- Professional development activities evaluated as part of tenure and review process.
- Sabbaticals awarded.
- Short-term research leave negotiable.



+ Advancement of Research Agenda

Promotion and Enhancement of Librarian Research



Case Study: Research & Librarians, York University

Initiatives

■ Research & Awards Committee

- Mandate broadened and strengthened (2008) in light of University and library strategic plans.**
- 3 year plan of action (2009-2012) to promote and encourage research by librarians. Four cornerstones: (1) create an intellectual infrastructure conducive to research, (2) facilitate innovative research and scholarship, (3) build external connections and foster opportunities for research collaboration, (4) enhance strategies for sharing, celebrating and promoting research.**

■ Research Support website

- Research Resources and Support, Write and publish: Resources and Support, York Research Support, and Profile of Librarians Research.**

■ Collective bargaining agenda item – more research leave time negotiated.





Advancement of Research Agenda

Promotion and Enhancement of Librarian Research



York University Libraries

RESEARCH
The process
Funding opportunities
Resources & support
Forms & documents
Open access
Resources & support
YORK RESEARCH SUPPORT
RESEARCH@YUL
RESEARCHERS
SABBATICALS

Catalogue ▼ Research ▼ Resources ▼ Services ▼ Faculty ▼ Students ▼ About ▼ Search ▶

[research](#) > Root Folder

The **Research Support** website has been created for York University librarians and archivists; both new and experienced. It is an initiative developed from recommendations from Strategy 13 ("Encourage research by York Librarians") of the [York University Libraries Strategic Plan 2007-2010](#). The aim of the website is to direct and support librarians and archivists who are interested in pursuing all forms of research whether for publication, promotion, tenure, or other reasons.

This website is divided into 2 main sections: **RESEARCH** and **WRITE & PUBLISH**. Each of these parts provides information, tips and links to selected print and web resources that are useful in conducting, writing and disseminating research. Research profiles of York librarians and archivists are provided under **RESEARCHERS & PROJECTS**.

RESEARCH	includes resources relevant to the research process, research methods, forming and conducting research, funding and other internal and external research supports
WRITE & PUBLISH	includes how to go about publishing your research, a list of key journals, book and article publishing tips, open access alternatives, venues for presenting and publishing research (including YorkSpace), author rights
YORK SUPPORT	lists relevant research resources and support available at York University
RESEARCHERS	showcases York University librarians' and archivists' research interests and scholarly activities and can be used as a tool to identify potential collaborators for research and publishing.

feedback



+ Information Literacy Trends

Relevant Strategic Priorities in Higher Education:

- Universities' mission statements and planning documentation increasingly place emphasis on lifelong learning and graduating independent thinkers.
- Move toward student-centered teaching and learning.
- Ontario Council of Academic Vice Presidents (OCAV) develop University Undergraduate Degree Level Expectations (UUDLEs) Guidelines.
 - Depth and Breadth of Knowledge
 - Knowledge of Methodologies
 - Application of Knowledge
 - Communication Skills
 - Awareness of Limits of Knowledge
 - Autonomy and Professional Capacity

UTM GRADUATE ATTRIBUTES & GENERIC SKILLS

To ensure that generic skills are systematically developed in UTM, the university has identified the following seven (7) Graduate Attributes and their respective Generic Skills.

COMMUNICATION SKILLS Communication skills incorporate the ability to communicate effectively in Bahasa Melayu and English across a range of contexts and audiences. - CS1 Ability to present information and express ideas clearly, effectively and confidently through written and oral modes - CS2 Ability to actively listen and respond to the ideas of other people - CS3 Ability to negotiate and reach agreement - CS4 Ability to make clear and confident presentation appropriate to audience - CS5 Ability to use technology in presentation	PROBLEM SOLVING Problem solving incorporates the ability to think critically, logically, creatively and analytically. - PS1 Ability to define and analyse problems in complex, overlapping, ill-defined domains and make well-supported judgment - PS2 Ability to visualise and conceptualise - PS3 Ability to look for alternative ideas and solutions - PS4 Ability to 'think outside the box'	- LL2 Openness to new ideas and capacity for self-directed or autonomous learning - LL3 Passion for learning
TEAMWORKING Teamworking incorporates the ability to work with other people with different background to achieve a common goal. - TW1 Ability to establish good rapport, interact with others and work effectively with them to meet common objectives - TW2 Ability to comprehend and assume the interchangeable role of leaders and followers - TW3 Ability to recognise and respect the attitudes, actions and beliefs of others - TW4 Ability to contribute to the planning and coordination of the group's endeavour - TW5 Commitment to collective decision	ADAPTABILITY Adaptability incorporates the ability to respond readily to changing situations and priorities. - AD1 Ability to recognise potential for improvement - AD2 Ability to apply known solutions to new situations - AD3 Ability to initiate and implement change - AD4 Ability to work and remain effective under pressure - AD5 Ability to comprehend and adapt to the culture of a new community and work environment - AD6 Ability to be resilient and persistent and to stay focused on the task	ETHICS & INTEGRITY Ethics incorporates the ability to apply high ethical standards in professional practice and social interactions. - ET1 Act ethically, with integrity and social responsibility - ET2 Understand the economic, environmental and socio-cultural impacts of professional practice - ET3 Analyse and make decisions to solve problems involving ethical issues
LIFELONG LEARNING Lifelong learning incorporates the ability to continue learning independently in the acquisition of new knowledge and skills. LL1 Ability to seek relevant information from a variety of sources		
SELF-ESTEEM Self-esteem incorporates the following traits: - SE1 Positive thinking - SE2 Commitment to uphold dignity and honour - SE3 Self-confidence - SE4 Assertive qualities - SE5 Emotional and spiritual balance		



GENERIC SKILLS & UTM'S GRADUATE ATTRIBUTES



+ Information Literacy Trends

- Information literacy a strategic priority in many Canadian academic libraries:
 - OCUL Libraries: Number of library presentations to students: 7,402 (2004/05), 8,363 (2005/06), 7,932 (2006/07).
 - OCUL Directors: Forum on Teaching and Learning 2009 – Mapping collaborative ways forward for IL.
- Information Literacy coordinator roles have been commonly created and advertised over the last 5+ years.
- Professional development opportunities abound, including dedicated Canadian annual events, e.g., WILU conference, annual seminar at Augustana University.



+ Information Literacy Trends

- ACRL's Information Literacy Standards for Higher Education widely adopted and embraced.
- Learning Commons developments relevant.
- Scholarly research: Work of IL scholar and Professor Heidi Julien, School of Library and Information Studies, University of Alberta, has shed light on state of IL instruction across libraries in Canada (academic and public).
- Advocacy at a national level for Information Literacy policy and planning in Canada strongly lacking.





Information Literacy Trends

Growing attention to the following areas in academic libraries



- Curriculum Integrated Information Literacy.
- E-Learning.
- Assessment.



Information
Literacy



Information Literacy Trends

Curriculum Integrated Information Literacy (Embedded Approach)



- Widely recognized as the most effective and desirable approach, though in reality in development stages and combined with supplemental and integrated instruction.
 - ACRL's *Characteristics of Programs of Information Literacy Which Illustrate Best Practice*. June 2003.
 - ACRL CPD seminars & courses. (IL Immersion Institutes)
 - Local Context: *Information Literacy Manifesto 2005-2010*. York University.
<http://www.library.yorku.ca/binaries/Home/ILManifesto.pdf>
- Initiatives typically conducted with selected programs of study.
- OCAV UUDLEs offer academic libraries a unique opportunity in Ontario.



Information Literacy Trends

Curriculum Integrated Information Literacy
(Embedded Approach)

Critical Information Literacy:

"a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact."

(Shapiro & Hughes, 1996)





Information Literacy Trends

E-Learning



- Library presence increasingly common in Virtual Learning Environments including Blackboard, Moodle and WebCT.
- *E-learning for Librarians and Ideas Playground* (Wiki resource sponsored by the Canadian Association of Research Libraries and hosted by Queen's University).
<http://library.queensu.ca/wiki/elearning/doku.php>
- Animated Tutorial Sharing Project (ANTS) Project – U.S. based but involves participation by Canadian librarians.
<http://ants.wetpaint.com/>
- Selected (Recently Developed) Canadian IL Tutorials:
 - **Re:Search.** University of Toronto at Mississauga.
<http://webapps-beta.utsc.utoronto.ca/itcdf/start.php>
 - 4 interactive tutorials which are PRIMO approved. Vaughan Memorial Library. Acadia University.
<http://library.acadiau.ca/help/tutorials.html>



Information Literacy Trends

E-Learning

Gallery of Library e-Learning Case Studies

This is where you can add your content. Register first then click on "Edit this page" and copy and paste the template below to share an e-learning story. Click "Preview" to check what it will look like and then "Save" when you are finished. Thanks so much for sharing!!

Contributors from:
Acadia
British Columbia
Brock
Calgary
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Queen's
Ryerson
Simon Fraser
Waterloo
Winnipeg
York





Information Literacy Trends

E-Learning



Home

- About the ANTS Project
- ▶ How to Contribute
- How To Utilize Existing Tutorials
- Access ANTS Files and Embedding Code
- Best Practices in Screencasting
- Embedding Tutorials

Welcome to the ANTS Wiki! Begin by setting up your profile and tell the Wiki to Watch our Discussion List and our Lists of tutorials for Development



Share this Report page

Welcome to ANTS!

The **Animated Tutorial Sharing Project (ANTS)** is a collaborative project presently involving librarians in Canada and the United States, but open to librarians elsewhere. The goal of the project is to create a shared repository of library, research, and information literacy tutorials created using screencast software such as [Adobe Captivate](#), [Qarbon Viewlet Builder](#), [Techsmith's Camtasia Studio](#), or similar products. Tutorials contributed to the ANTS project are made publicly available for use by all libraries via our affiliated sites: [LION TV](#) and [Screencast.com](#). Editable Source code is also available from our [DSpace](#) repository for those who wish to add their own brands, local links, etc.

+ Advancement of Research & Information Literacy Agenda

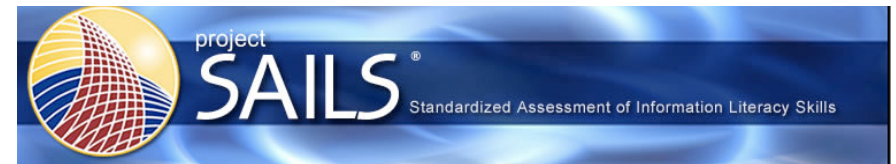
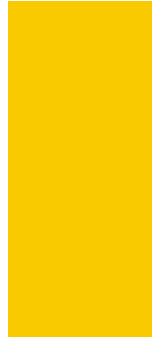
Information Literacy Assessment

- Julien & Boon (2002) find evidence of considerable room for improvement across Canadian academic libraries.
 - Majority of assessment informal and formative. Adoption of standard library session evaluation most typical where any assessment in place.
 - Assessment designed to gauge student learning quite rare.
- Several notable pilots/initiatives:
 - SAILS: Adoption of Standardized Validated Testing (Fixed-Choice).
 - iCritical Thinking (formerly iSkills). Developed by ETS. Form of Performance Assessment. Standardized. Validated.
 - WASSAILS: University of Athabasca.



+ Advancement of Research & Information Literacy Agenda

Information Literacy Assessment



- Easily administered test instrument.
- Sandarized, valid and reliable
- ACRL objectives as the foundation
- Cross institutional application with benchmarking



+ Advancement of Research & Information Literacy Agenda

Information Literacy Assessment

iCritical Thinking (formerly iSkills)

iCritical Thinking™ powered by ETS

- Developed by Educational Testing Service.
- Example of performance assessment.
- Computer based test of information and communication technology skills.
- University of Toronto at Mississauga adopted it (2006).

Related Links

Higher Education Home
Webinars
ETS Proficiency Profile
MFT
Criterion
SIR II
Student Learning Outcomes





Advancement of Research & Information Literacy Agenda

Information Literacy Assessment

IL @ Augustana

- » [Assessment](#)
- » [Awards](#)
- » [Courses](#)
- » [Living Library](#)
- » [Recognition](#)
- » [Research](#)
- » [Resources](#)
- » [Video](#)
- » [Workshop](#)
- » [WASSAIL](#)

WASSAIL

[WASSAIL](#) / [Download WASSAIL](#) / [Things to Consider](#) / [Tutorials](#) /
[Take a Test Drive](#) / [Augustana's Commitment](#) / [Contact Information](#) /

WASSAIL (wassail.augustana.ualberta.ca)

WASSAIL is a database-driven, web-based application employing PHP, MySQL, and Javascript/AJAX technologies. It was created to manage question and response data from the Augustana Library's library instruction sessions, pre- and post-tests from credit bearing information literacy (IL) courses, and user surveys. It has now expanded beyond its original function and is being used to manage question and response data from a variety of settings. Its most powerful feature is the ability to generate sophisticated customized reports.

WASSAIL enables users to:

- Track assessment data by course, by instructor and by academic year
- Collect and manage institution-specific questions (including Likert-style, open-ended, subjective or qualitative questions, or pre-defined multiple-choice-style questions)
- Group the questions into institution-specific templates
- Apply the templates to individual courses to gather data through surveys administered on paper or via the Web
- Generate queries/reports on the resulting data including:
 - Statistical analysis for each question (exempting qualitative)
 - Graphical display of statistical analysis for each question (exempting qualitative)
 - Listing of responses by question for open-ended, subjective or qualitative questions
- Pre-/post-test data analysis with the Gains Analysis function (compares the pre-test and post-test data sets to display the net learning by students)
- Categorize like questions using structured controlled vocabulary (such as traditional Library of Congress Subject Headings) and also user-defined folksonomic tags (a feature enjoyed by Web 2.0 advocates for its flexibility).





New Trends in Reference Services

Changing Face of Reference Services in Canada



- Growth of electronic reference services, e.g., e-mail, IM and commercial VR systems.
- Canadian Association of Research Libraries (CARL) Statistics for 2007 show that all member university libraries adopting this in one form or another.
 - Asynchronous – 100%
 - Synchronous – 81%
 - Videoconferencing or multimedia – 33%





New Trends in Reference Services

askON: Ontario Libraries' Collaborative Virtual Reference Service

- <http://askon.ca> (initiative of Knowledge Ontario)
- Launched in January 2008.
- Ontario-based real-time chat information service.
 - LivePerson is the software used.
- Collaboration of public (45 hours, 37 libraries) and academic libraries (60 hours, 7 universities, 14 colleges).





New Trends in Reference Services

askON: Ontario Libraries' Collaborative Virtual Reference Service





online research help

[welcome](#) [about](#) [contact](#) [hours](#) [privacy](#) [licensed resources](#) [system requirements](#) [français](#)

Welcome to **askON**

About askON

askON is a real-time chat information service that offers immediate, interactive, and knowledgeable research and reference help on-line.

Using chat, askON staff provide research guidance and can help you navigate the Internet, your library's services, and other online resources.

Participating Public Libraries

To chat live choose your closest public library.



online research help
Visit your library website to chat

Hours
Monday - Thursday 12:30 - 8:30pm
Friday & Saturday 12:30 - 4:30pm
Sunday 1:30 - 4:30pm

- Asphodel Norwood Public Library
- Barrie Public Library
- Belleville Public Library
- Middlesex County Public Library
- Moonbeam Public Library
- North Bay Public Library

Participating Academic Libraries



online research help
Visit your library website to chat

Hours
Monday - Thursday 11am - 10pm
Friday - Sunday 11am - 5pm

Colleges

- Algonquin College
- Cambrian College



+ New Trends in Reference Services

Collaborative Virtual Reference Service

Impact

Total Questions by Home Institution

		2005	2006	2007	2008
January	Ryerson	188	195	109	310
	York	498	528	408	417
February	Ryerson	252	264	147	376
	York	595	595	426	626
March	Ryerson	386	344	231	525
	York	514	663	456	645

Average Questions per Day - 2008

		Weekdays	Weekends
January	Ryerson	16	9.5
	York	22	12.5
February	Ryerson	19	11
	York	31	23
March	Ryerson	25	22
	York	31	23





New Trends in Reference Services

askON: Ontario Libraries' Collaborative Virtual Reference Service

Lessons Learned:

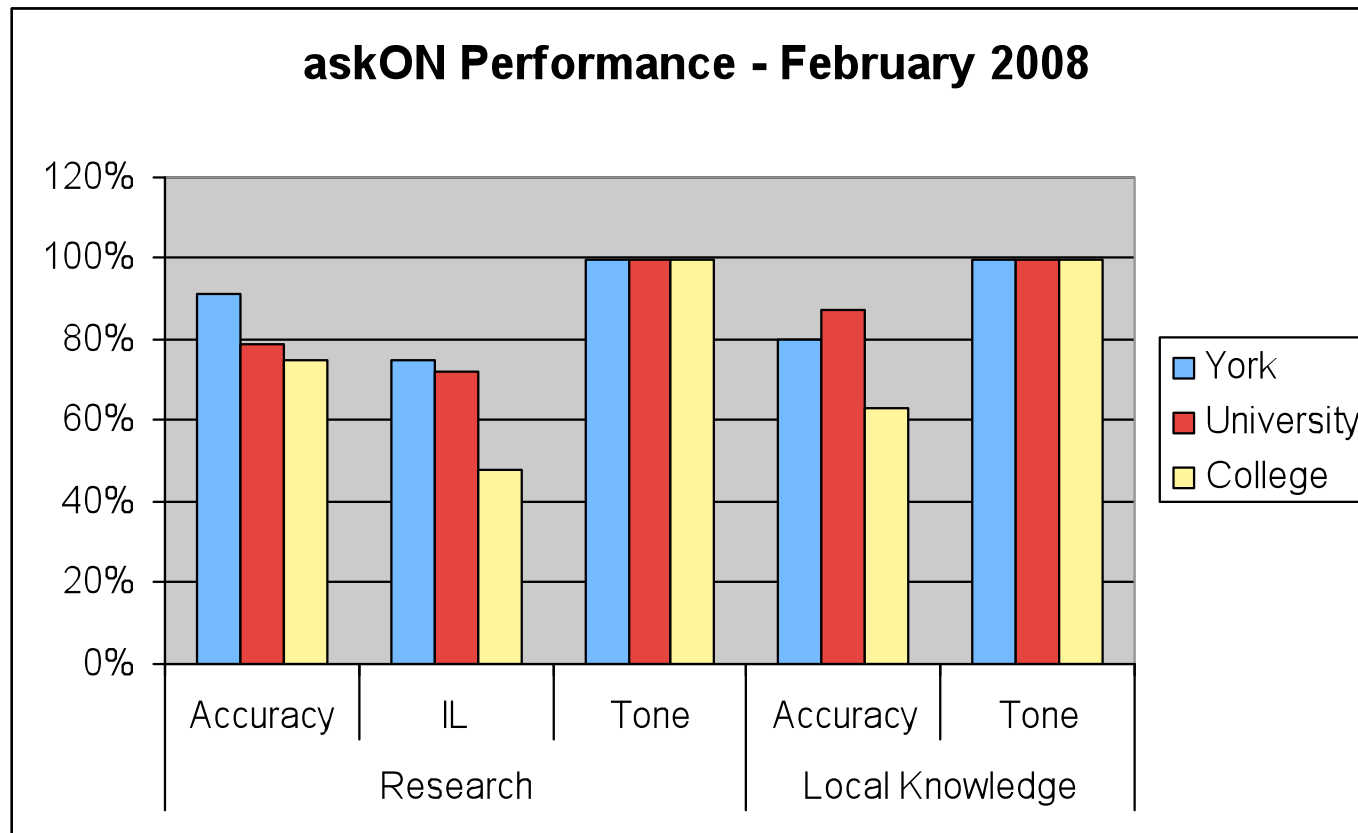
- Consortial arrangement facilitates more extensive VR service for local institutions.
- Graduate students and faculty are using the service not just undergraduates.
- Reference queries need to be streamed by library type (including by type of academic library): splitting of academic queues (Sept. 2009).
- Provides opportunity for service review and enhancement including training opportunities (tracking/monitoring of reference transactions).





New Trends in Reference Services

askON: Ontario Libraries' Collaborative Virtual Reference Service



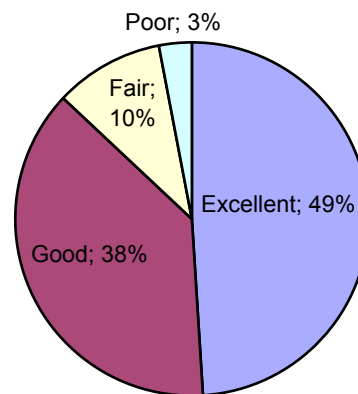


New Trends in Reference Services

askON: Ontario Libraries' Collaborative Virtual Reference Service



askON Exit Surveys: Satisfaction Rates



+ That's it...



■ Questions?

■ Comments?