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

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“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.”

Acknowledgements

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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

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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)

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First floor, Library
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.

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

- **Georgia Tech Modular Walls**
- **Winnipeg Centennial Library**
- **Saltire Centre, Glasgow Blended Learning**
- **Transparency**
- **Georgia Tech Privacy Screens**
- **Flexibility**
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)
Framework for Design & Delivery

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

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)

- 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.

- 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.

**Figure 2** – Research collected by the Synergies Portal
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.


- Majority well beyond planning stages.
Advancement of Research Agenda

Scholarly Communication

Case Study: Scholarly Communications Committee, York University
Advancement of Research Agenda
Scholarly Communication
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.
- Open access publishing policy adopted by YUL Librarians (1st Oct. 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**
  - 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

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.
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
Information Literacy Trends

- Information literacy a strategic priority in many Canadian academic libraries:
  - 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 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)

- 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).

- Animated Tutorial Sharing Project (ANTS) Project – U.S. based but involves participation by Canadian librarians.

- Selected (Recently Developed) Canadian IL Tutorials:
  - **Re:Search**. University of Toronto at Mississauga.
  - 4 interactive tutorials which are PRIMO approved. Vaughan Memorial Library. Acadia University.
    [http://library.acadiau.ca/help/tutorials.html](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!

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Winnipeg
York
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.

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

  - 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).
  - WASSAILS: University of Athabasca.
Advancement of Research & Information Literacy Agenda

Information Literacy Assessment

- Easily administered test instrument.
- Standardized, 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)

- 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

WASSAIL

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 the IL Learning 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 (excluding 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](http://askon.ca) (initiative of Knowledge Ontario)
- 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

Welcome to askON

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

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.

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

Participating Academic Libraries

- Algonquin College
- Cambrian College

Hours
Monday - Thursday, 11am - 10pm
Friday & Saturday, 12:30pm - 4:30pm
Sunday, 1:30pm - 4:30pm

Welcome to askON
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### Average Questions per Day - 2008

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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

askON Performance - February 2008

- Accuracy
- IL Research
- Tone
- Accuracy Local Knowledge
- Tone

York
University
College
New Trends in Reference Services
askON: Ontario Libraries’ Collaborative Virtual Reference Service

askON Exit Surveys: Satisfaction Rates

- Excellent: 49%
- Good: 38%
- Fair: 10%
- Poor: 3%
That’s it…

- Questions?
- Comments?