Discovery, Learning, Teaching: The Library as an Integral Part of Higher Education

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TOPICS

1. Users studies – What do users need?
2. Discovery concepts and ideas
3. Discovery and library services: A Core Part of Higher Education
4. Leganto – a new reading list solution
Users come with different expectations

- Access to a known book or article
- Get a quick overview of a specific topic
- Find materials for a course assignment
- Locate the latest articles in a specific field
- Obtain data for a research project
User Studies - Purpose

- Challenge assumptions and gain new insights

- Who are the (potential) users and what do they need?
  - Understand differences and similarities
  - Identify recurring themes
  - Cluster them into groups with the same characteristics
  - Create Personas and identify common themes

- Enhance discovery experience and effectiveness
Methodology

- Library reported user scenarios

- Workshops with librarians from different institutions
  - Harvard University workshop, with participation from Harvard University, Brandeis University, CUNY, Boston College, Boston University, NYU
  - Oxford University workshop

- User interviews/questionnaires
Recurring themes – User groups

- **Students** often need to build up terminology first
  - **Graduates** to understand their research area first and then narrow it down
  - **Undergraduates** to gain more knowledge for papers/projects

- **Undergraduate students** take most of their resources from reading lists/set text books – but there are exceptions
Recurring themes – User groups

- **Faculty members and researchers** know their core publications
  - they are usually (but not always) interested in the newest material
  - they often follow citation trails to find similar material
  - they may also follow author trails (known authors and co-authors)

- **Graduates and researchers**
  - tend to look for thorough lists
  - often work on projects where they need an overview as well as very specific aspects of a topic
Recurring themes – Subjects

- **Undergraduates in the humanities** work often on papers and essays and need literature for that.

- **Undergraduates in the sciences** work towards exams and are often satisfied with textbooks, they use other literature for occasional tasks.

- **Also noteworthy** - the same subject is not taught in the same way in every country: Example Medicine.
Many users include learning as a desired part of their information research, e.g. to build up terminology.

Researchers/Grad. Students like to follow trails to find relevant material.

Different disciplines and academic grades behave differently and have different expectations.

Integration with other institutional tools and services is of key importance.
Discovery core concepts

- Search and find
- Exploration
- Learning
- Personalization
Exploring the vicinity: Virtual browse
Seeing a preview: Featured results
Exploring article relations: The bX Recommender

The sugar revolution

Higman, B. W.
* Full text available

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WHO AND MALARIA ABATEMENT IN SUB-SHARAN AFRICA: ASSESSING POLICY OPTIONS.
SPILLER, CHRISTINA. 2007.

Available at Mugar Memorial Library Reserve Room (MG1 IR542 OS)

Return to diversity: a political history of East Central Europe since World War II
Rothschild, Joseph. 1989

Available at Mugar Memorial Library Stacks (DJK50 .R67 1989) and other locations

EUROPE, 1815-1914.

Available at Mugar Memorial Library Reserve Room (MG1 LU160 OS)
Everything discoverable with different entry points

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- Student Mobile apps
- Content Repositories
- Google
- Course Management
- Institutional Portals
- Print, Electronic & Digital Resource Management

Student Mobile apps

- Leganto

Alma

- Unified Discovery & Delivery
- Print, Electronic & Digital Resource Management

Primo

- Unified Discovery & Delivery
Current challenges with resource lists

• Complex and disintegrated processes to create them
• Manual work required, year after year
• Often, instructors bypass the library
• Copyright clearance is sometimes ignored
• Usage information is not always logged
• Non-traditional materials are transparent to the library
• New teaching methods, such as massive open online courses (MOOCS), require new practices
A reading list with cross-system workflows: Leganto

- **Instructors** create, maintain, evaluate, and share resource lists and monitor their use

- **Students** access materials, share their views, and suggest additional materials

- **Librarians** make materials available through the library management service and track their use

- Supports **cross-system workflows**: Course management system, library management and other
Cross-system workflows

Authentication
Course Management
Resource lists
Library Management
Copyright Clearance Service
Discovery
An instructor wishes to add a book chapter to next week’s class. He logs in, chooses the course and the week, and opens the course resource list. The instructor enters the book title and finds the book in Primo. He then adds it to the resource list with a note for the library ('Chapter 6, please'). Next, an automated notification is sent to Alma and triggers the relevant Alma workflow. The task is assigned to a librarian who processes the request. Copyrights are cleared. When done, the item is ready for use.
The interface

Reading Lists

Your own lists

Politics and Social Change in Central America

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Systems biology in 3D space – enter the morphome
Luccoq, John M.1 jm17@st-andrews.ac.ukMayhew, Terry M.2Schwab, Yannick3Steyer, Anna M.3Hacker, Christian1
1 Appears in 1 reading lists

Biology: Concepts and Connections
Neil A. Campbell (Author)
Our Leganto development partners
Library services: A Core Part of Higher-Education Environments

- **Student life**
  - Student Mobile apps

- **Teaching & Learning**
  - Reading List
  - Course Management

- **Research**
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  - Unified Discovery & Delivery

- **Institutional Portals**
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