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## Library Guides: Personalized Research Portals

Melinda Raupach  
*University of New Hampshire Manchester*

Carolyn Gamtso  
*University of New Hampshire Manchester*

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# LIBRARY GUIDES: PERSONALIZED RESEARCH PORTALS

June 5, 2009

Carolyn Gamtso, Associate Professor/Library Specialist

Melinda Raupach, Library Associate

# Personalized Research Portals

- “When I first learned about this paper and what we had to do, I was completely lost.”  
~ UNH Manchester First Year Writing student
- Food for thought: How many of you have heard students say this in the classroom or at the reference desk?

# Today's discussion

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- ❑ Developing, maintaining, and using Library Guides at UNHM
- ❑ Incorporating Library Guides into students' research experience in and out of the classroom
- ❑ Using Library Guides to weave information literacy principles into instruction
- ❑ Feedback, thoughts, and comments of the pilot semester, Spring 2009

# Why Library Guides?

- Looking for a platform to better deliver information and resources to students
- Variety of features allow for:
  - ▣ Flexibility in design
  - ▣ Multiple uses
  - ▣ Creativity in the delivery of content
  - ▣ Collaboration between librarians and across campuses
  - ▣ 24/7 access
  - ▣ Photo & contact info of a Librarian who may help them
  - ▣ Web 2.0 technology – how students use technology today
- Creates a more personalized, user-centered learning experience

# Development & Maintenance

- Design

  - ▣ Templates

  - ▣ Standards

- Collaboration

  - ▣ Multiple authors

  - ▣ Shared guides

  - ▣ Shared content modules

    - Easy to create, borrow, and adapt

    - Citation style pages for [APA](#), [MLA](#), [Chicago](#)

# Use

- 2 types of personalized research portals
  - ▣ Course-specific
    - Geared to the needs of a particular course, instructor, assignments, and topics
    - Created for each instruction session, performed by the librarians and used as the foundation for the class itself
  - ▣ Subject-specific
    - Replace the current online, text-heavy pathfinders with dynamic, engaging, user-friendly Library Guides
    - General information and resources on a broad topic, not specific to a course or assignment

# Library Guides in the Classroom

- ❑ [Course-specific](#) research portal
- ❑ Foundation for instruction sessions
- ❑ Used at all levels – undergrad & grad
- ❑ No longer providing handouts or worksheets in instruction classes
- ❑ Can be adapted throughout the semester to meet changing student needs
- ❑ Linked to courses in Blackboard
- ❑ Accessible through the library website
- ❑ 24/7 access provides point-of-need research assistance



# Library Guides out of the Classroom

- ❑ [Subject-specific](#) research portal
- ❑ Accessible through the library website for students and the general public
- ❑ 24/7 access provides point-of-need research assistance
- ❑ For the first time, information to assist with evaluation of resources included in the Library Guide
- ❑ Self-taught
- ❑ Prepared for an anticipated need

# ACRL IL standards in Library Guides

- One: “The information literate student determines the nature and extent of the information needed.”
  - ▣ Types and use of sources
    - primary, secondary, periodicals, etc.
- Two: “The information literate student accesses needed information effectively and efficiently.”
  - ▣ Search techniques
    - Boolean, truncation, keyword grids, etc.

# ACRL IL standards in Library Guides

- Three: ““The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base.”
  - ▣ Evaluating sources
    - print, electronic, web, etc.
- Four: “ The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.”
  - ▣ Purpose-driven design
    - accomplishing certain writing tasks (e.g. abstracts, argument papers, using primary resources)
    - assignment specific databases and other sources

# ACRL IL standards in Library Guides

- Five: “The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.”
  - ▣ Citing sources & plagiarism

# Feedback, Thoughts, and Comments

## □ Faculty and instructors

- “I think the guide is terrific...and quite a resource for students.”
  - Kristin Woolever, Dean of UNHM
- “Centralizing all the resources as been a real time-saver and is far more intuitive for me and I daresay my students.”
  - Susi Paterson, Professor of English
- “I think that, all in all, this is really a wonderful contribution to the course, and to the development of students’ (and faculty’s) research skills.”
  - John Cerullo, Professor of History

# Feedback, Thoughts and Comments

## □ Students

- “The Library Guide is very useful when trying to pick a topic. It helps allow you to get a topic and then slowly research and expand on that one subject. This lets you go in depth even more. This site also allows you to look at possible choices, sources, and even places to start your research. One of the most helpful things this site will do for you is also walk a student through the process of picking a paper topic and making it easier to plan out.”

■ UNH Manchester First Year Writing Student

# Feedback, Thoughts and Comments

- ▣ “The research in the library is helpful to me because it shows how I should go about searching. Starting with looking at background, what websites are best to use, how to find relevant articles. It is a great outline and starting point to show how I should approach a research paper.”
  - UNH Manchester First Year Writing Student
- ▣ “The LibGuide is perfect.”
  - UNH Manchester Grad Student

# Plans for the future

- Formal evaluation (survey) Fall 2009
- Continue to develop new personalized research portals for courses, focusing on new ways to design/display content that is not as text-heavy
- Completely replace existing online pathfinders with Library Guides
- Reach-out to the campus community
  - ▣ Faculty/staff committees – Diversity, Health & Wellness
  - ▣ Student groups – Gaming, ASL, GLBTQA
  - ▣ Academic departments – Learning Center, Counseling



# Questions/Comments?

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- Does anyone have any questions about how the UNHM librarians are using Library Guides to create user-centered research gateways for students?

# Final Thoughts

- “I was so impressed today at the work you’ve done creating the library resource page. I can easily see how it will benefit my students. Rather than face the multitude of options the library offers, this link presents them with a door with their name on it, so to speak.”
  - ▣ Gail Fensom, Professor of English
- “Browsing through this page and seeing how many topics there are and seeing how much information is available, I was overjoyed.”
  - ▣ UNH Manchester First Year Writing Student

# The End

- Thank you for listening to our presentation and participating in our discussion of Library Guides.
- Please feel free to contact us if you have any questions or comments.
  - ▣ Carolyn Gamtso
    - [carolyn.gamtso@unh.edu](mailto:carolyn.gamtso@unh.edu), 603-641-4172
  - ▣ Melinda Raupach
    - [melinda.raupach@unh.edu](mailto:melinda.raupach@unh.edu), 603-641-4330