

Embedding Research Guides at Point of Need Using LibGuides LTI

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Overview & Background

In Fall 2016, working with the UITS Canvas team, IU Bloomington and IUPUI libraries launched LibGuides LTI (Learning Tools Interoperability). This tool, available for LibGuides CMS subscribers, allows librarians to integrate research guides into Canvas by adding metadata to the LibGuide itself. That's correct: librarians no longer have to be added to a Canvas course site to embed a research guide!

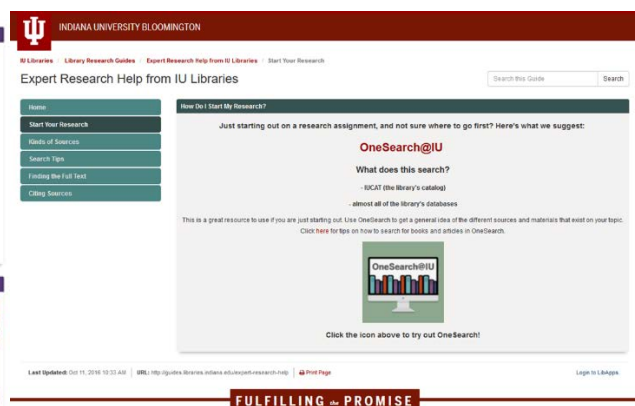
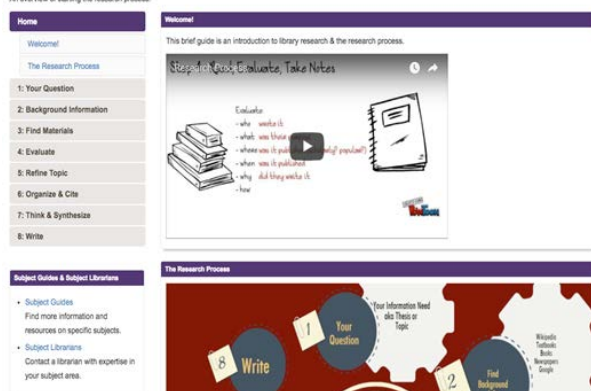
The goals of the project were to better integrate library resources within the learning management system; increase discoverability of library resources; create a more seamless user experience; and adopt a more unified, systematic approach to meeting information needs. Since the integration, we've been assessing how the embedded guides are being used by faculty and students.

The Integration

An option in the course navigation (named "Library Research Guide" at IUPUI and "Research Help" at Bloomington) takes students to either a generic research guide, a subject guide, or a course-specific guide.

Introduction to Library Research - Overview of the Research Process

An overview of starting the research process.



Library Research Guide, IUPUI (left) and Research Help, IUB (right).

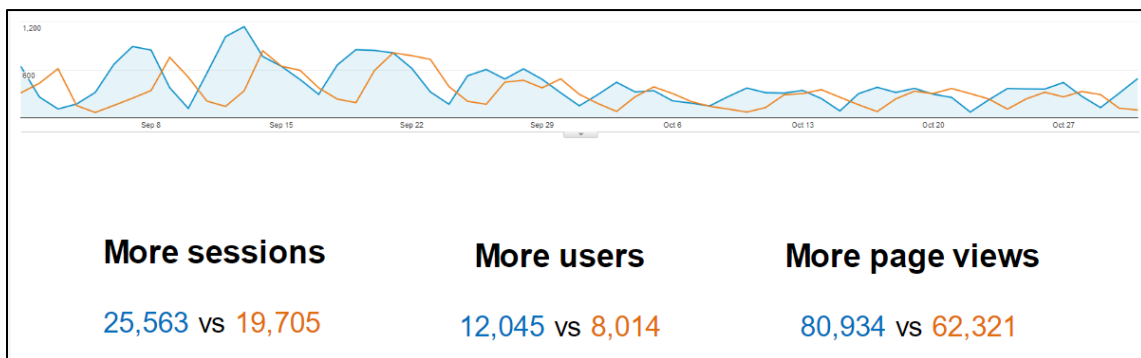
Usage

Overall, both campuses have seen an increase in LibGuides sessions, users, and page views following the LTI integration of that content into Canvas. Usage at IUPUI indicates students use course-specific guides embedded in Canvas more than they use subject guides or the general research guide. This is perhaps to be expected since a course-specific guide is usually created when a librarian is has more of a presence within a class and probably is teaching an Information Literacy session(s). IUPUI also saw that the Library Research navigation link within Canvas had only been clicked in about half of Canvas sites (53% of Canvas sites in Fall 2016, 49% in Spring 2017 through early April). This makes sense as not all courses have a research component, write papers, or bring external sources into their assignments, so that navigation item would be superfluous in those non-Information Literacy heavy classes. Anecdotally, students have told librarians that they do what faculty tell them to do in Canvas. So, if faculty tell students to use the page, they are more likely to do so.

Usage at IU Bloomington is similar to IUPUI's. Students, especially those enrolled in courses with project-based assignments, overwhelmingly use subject specific course guides in Canvas, as well as other modules (e.g., Kaltura videos) embedded within these guides. From 2015 to 2016, the number of referrals to LibGuides from within Canvas jumped from 10% to 87%, which is remarkable given the relatively low promotion for these guides. Interestingly, the number of Bloomington courses in Canvas in which students have clicked on embedded library content has remained relatively steady across the Fall 2016 and Spring 2017 semesters. Nearly one-third of all courses offered in fall, and just over one-quarter of all courses offered in spring have a library presence, with approximately 1900 and 1700 student click-throughs, respectively. This activity is largely attributed to faculty promotion of the guides, even if librarians have not met face-to-face with students in the course.



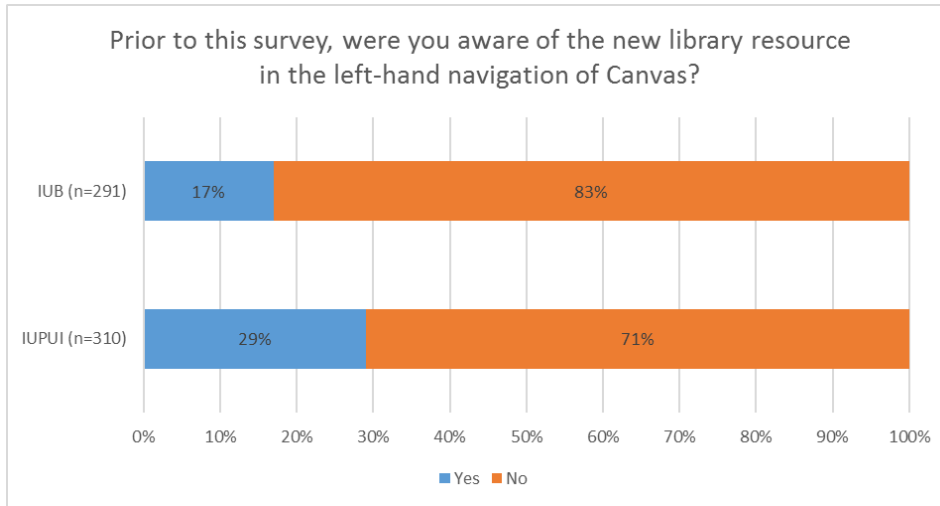
IUPUI Guide Usage: Orange (AY 2015, before the LTI) versus Blue (AY 2016, after the LTI).



IUB Guide Usage: Orange (Sept 1-Oct 31 2015, before the LTI) versus Blue (Sept 1-Oct 31 2016, after the LTI)

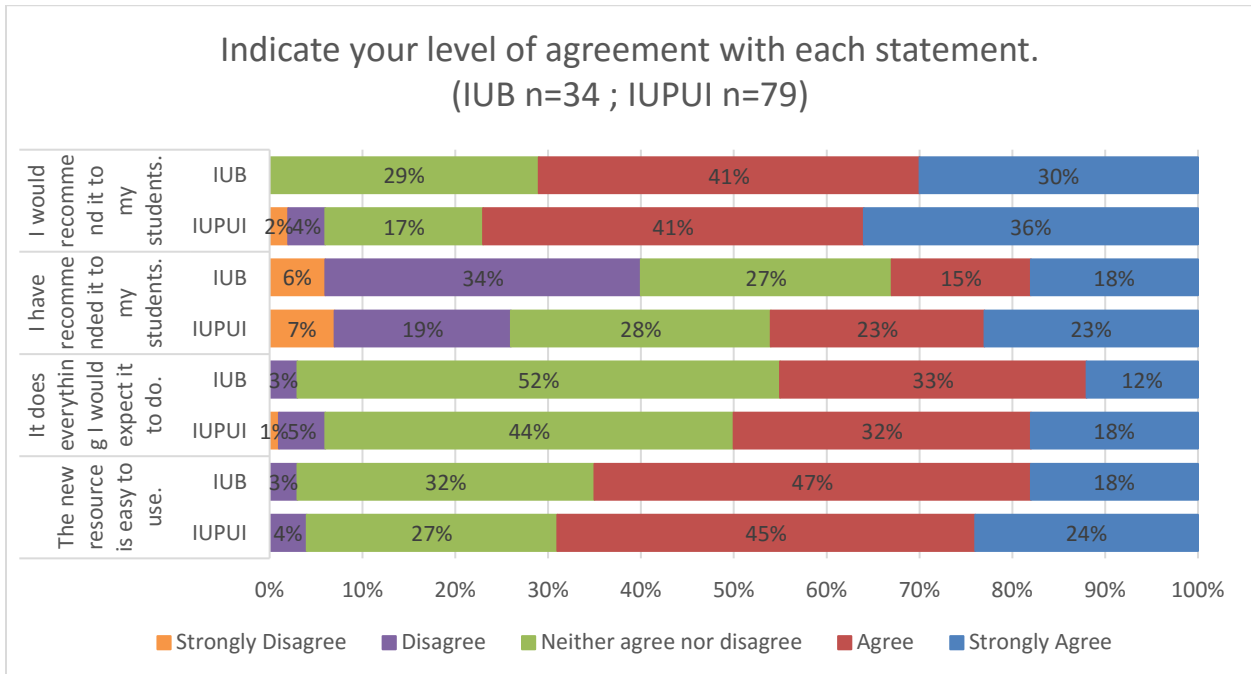
Faculty Response

In Fall 2016, the authors administered a survey to faculty at each campus via a Canvas announcement; we chose this method of survey distribution so that only faculty logging on to Canvas, our target population, would see the survey invitation (IUPUI n=310, IUB n=291). The overwhelming majority of faculty at both campuses – more than 80% at IUB and just over 70% at IUPUI – were *NOT* aware of the library research page in Canvas.



Of the much smaller group that were aware of the embedded library content, a majority at both campuses *agreed* or *strongly agreed* that “they would recommend it to their students” and “that the resource is easy to use.” Less than a majority at both campuses *agreed* or *strongly agreed* that

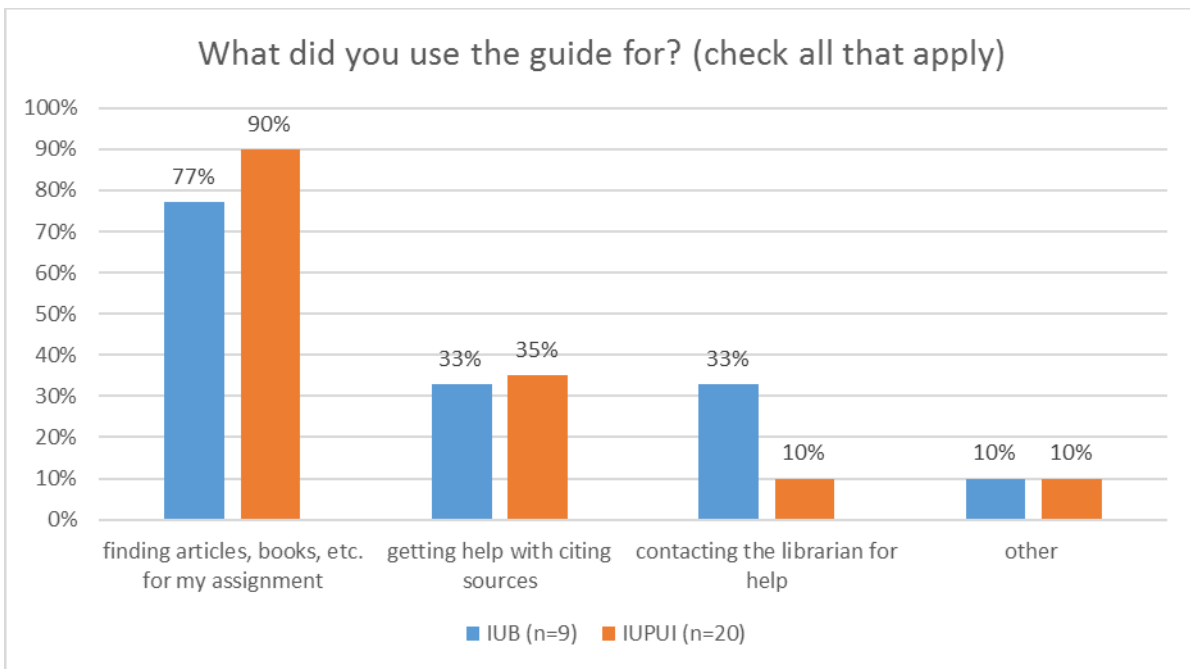
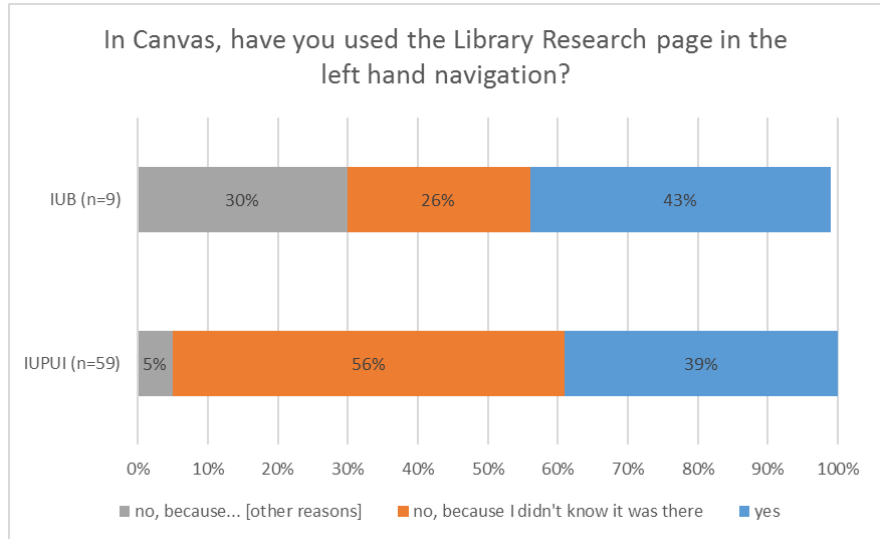
“they *have* recommended it to their students” and “that the resource does everything they would expect it to.” As mentioned above, faculty mention of Canvas resources may be one of the most important drivers of student use of the library page. So the fact that a majority *would* recommend it, but a much smaller percentage *have* recommended it, is an important thing for librarians to bear in mind.



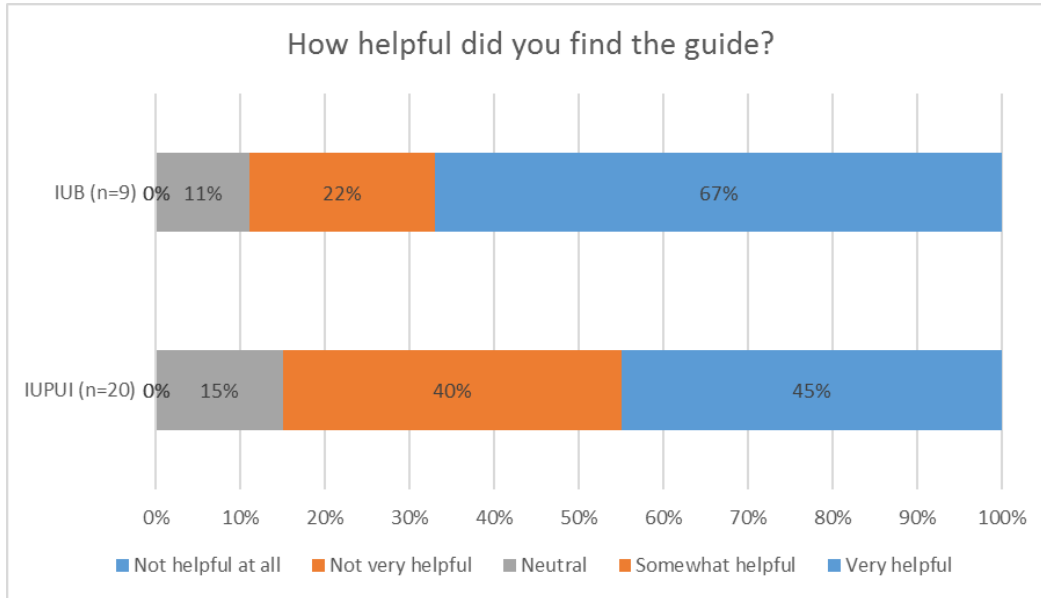
Student Response

This spring, both campuses distributed a short survey to students via Canvas (IUPUI n=59, IUB n=9). Similar to the faculty survey, a majority of respondents had *not* used the Research Guide.

When they did use the guide, the overwhelming majority of respondents used it to find resources (articles, books, etc.) for their assignment.



Happily, a majority of respondents from both campuses found the guide *very helpful* or *somewhat helpful*.



Conclusion & Next Steps

The authors agree that better promotion of the tool to both faculty and librarians is warranted, as is making sure students have a unified, consistent user experience. Librarians are encouraged to build course-specific guides when possible. We'll also be looking closely in Fall 2017 at two new products that were recently purchased system wide, to make sure these tools complement the existing LibGuides LTI content integrated into Canvas course sites: EBSCO Curriculum Builder, an LTI-integrated tool that enables the creation of course reading lists; and EBSCO Discovery Service.