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Let the Right Ones In: Supporting Patrons as Content Creators with LibGuides and LibGuides CMS

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Abstract

LibGuides aren't just for librarians anymore. With flexible access and permission features, LibGuides and LibGuides CMS each offer a flexible platform for hosting and supporting patron-created content. This poster highlights how, with a few simple configurations, librarians at a mid-sized university in the southeast opened up the LibGuides CMS platform to host student-developed projects and portfolios.

Employing similar techniques, libraries can host a wide range of patron content, including blogs, group and event sites, and more. Learn how to extend editorial permissions to patrons while protecting your own guides and assets, as well as how to control access to patron-created content. This poster compares access and permission features available in LibGuides and LibGuides CMS. Also, privacy and policy considerations are addressed.

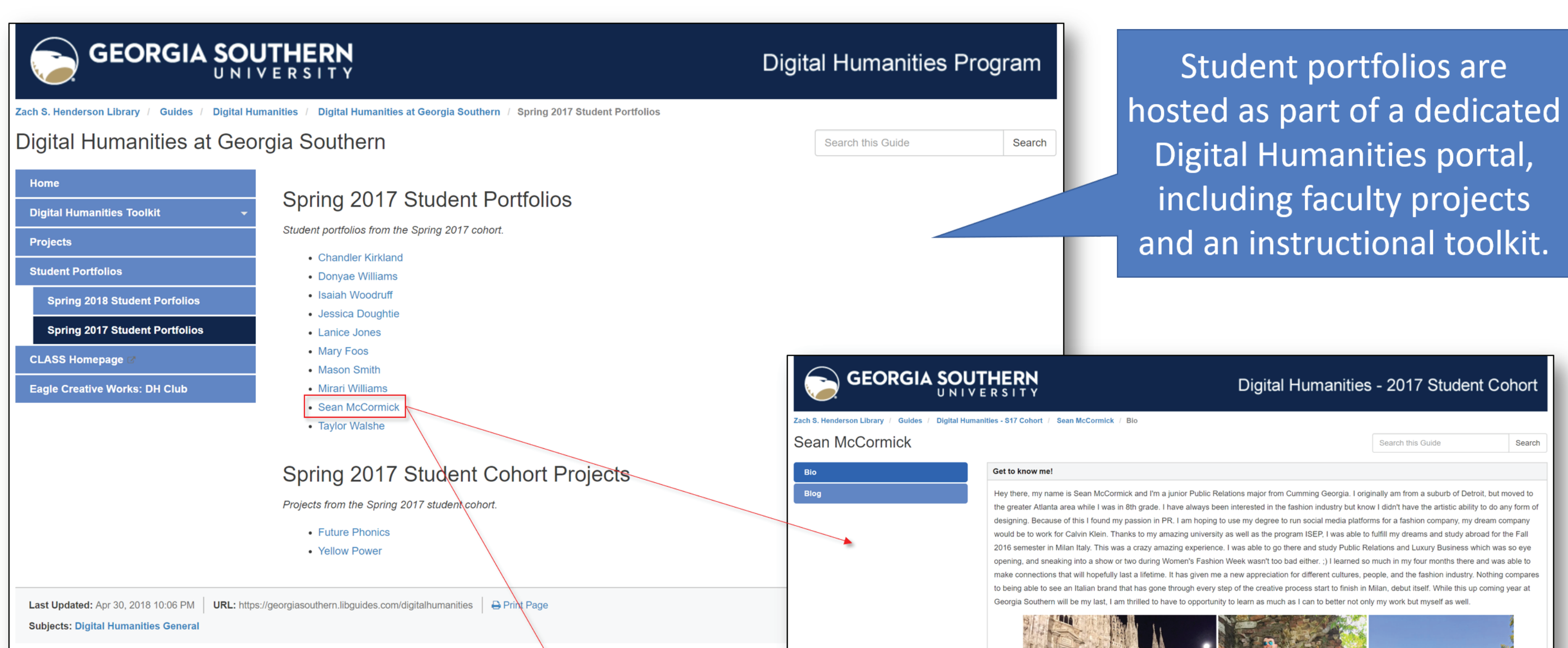
Best Practices

1. Engage the faculty early in reflection / brainstorming to determine suitable options for their course objectives.
2. Take privacy seriously. Understand privacy needs and ensure they are met.
3. Stress that Information has Value. Emphasize that all sources, including text, images, and video, need appropriate citation.
4. Empower AND instruct. Students will need help learning the system to take full advantage of it. Provide timely instruction and technical support as needed.
5. Be available and maintain communication. Faculty and students will need you along the way!
6. Think about how the platform can enhance assessment.

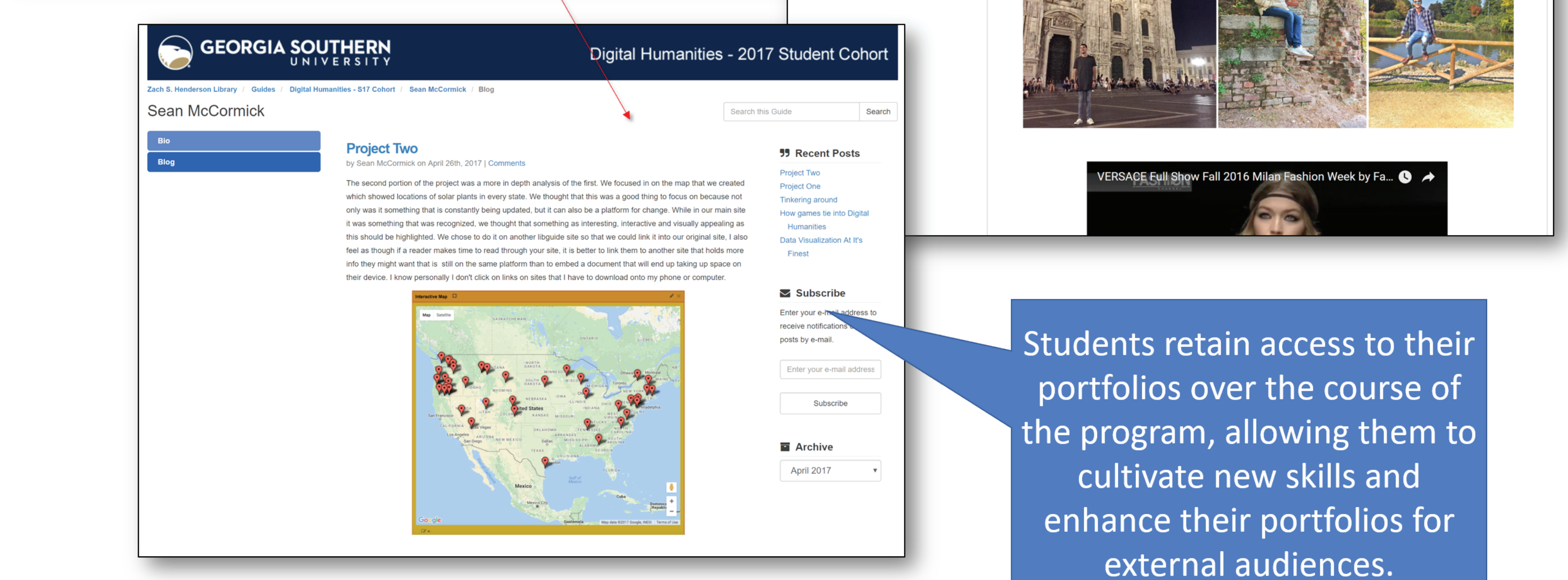
Hosting Student Portfolios

The library hosts student portfolios for the University's undergraduate Digital Humanities program. Students develop their portfolios over the course of the program to include exploratory and self-reflective blog posts, and text analytic, mapping, data visualization, gaming, 3D modelling, and digital storytelling projects.

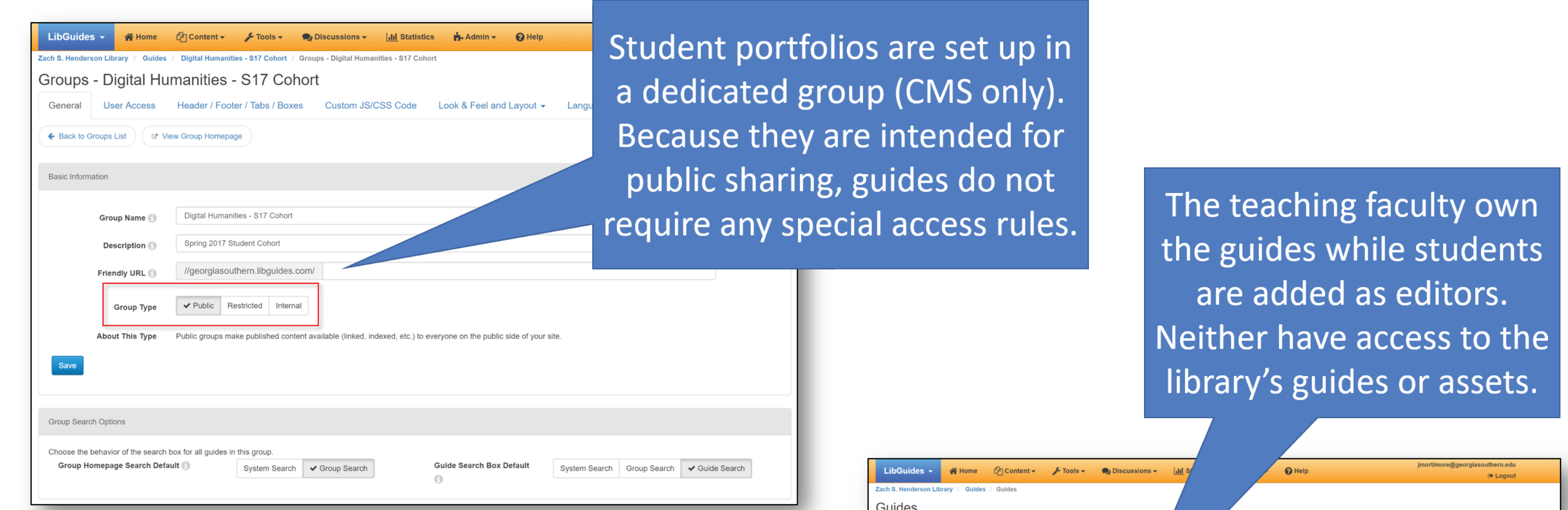
The portfolios are hosted in a dedicated Group in LibGuides CMS. The teaching faculty own the guides, and the students are added as editors.



Student portfolios are hosted as part of a dedicated Digital Humanities portal, including faculty projects and an instructional toolkit.

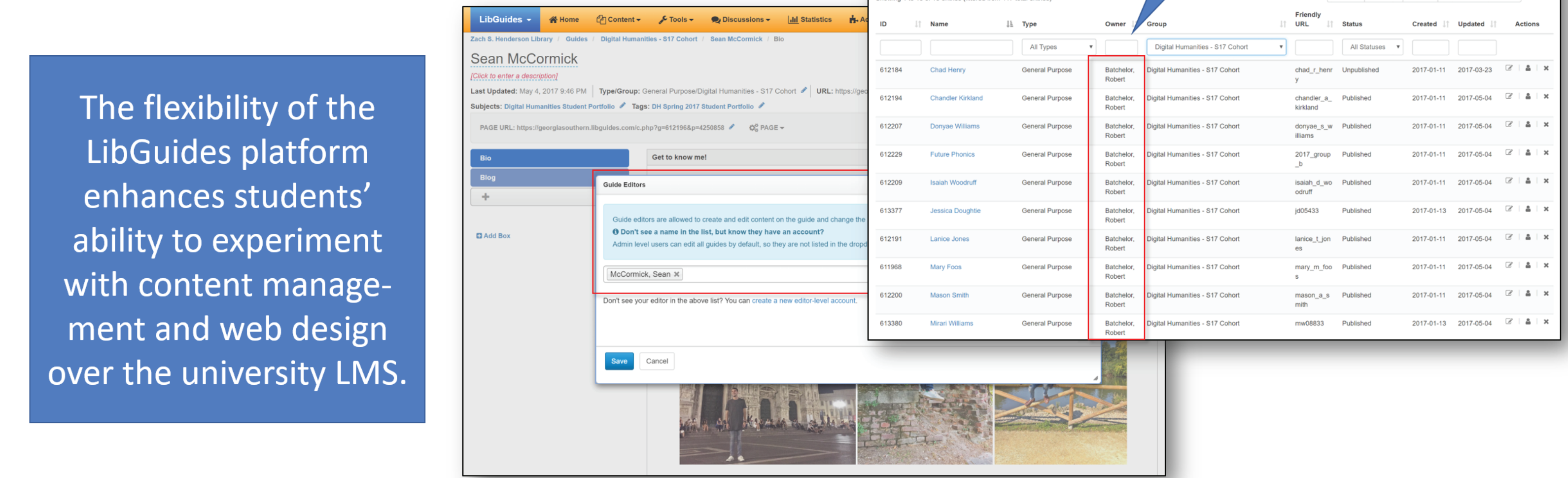


Students retain access to their portfolios over the course of the program, allowing them to cultivate new skills and enhance their portfolios for external audiences.



Student portfolios are set up in a dedicated group (CMS only). Because they are intended for public sharing, guides do not require any special access rules.

The teaching faculty own the guides while students are added as editors. Neither have access to the library's guides or assets.

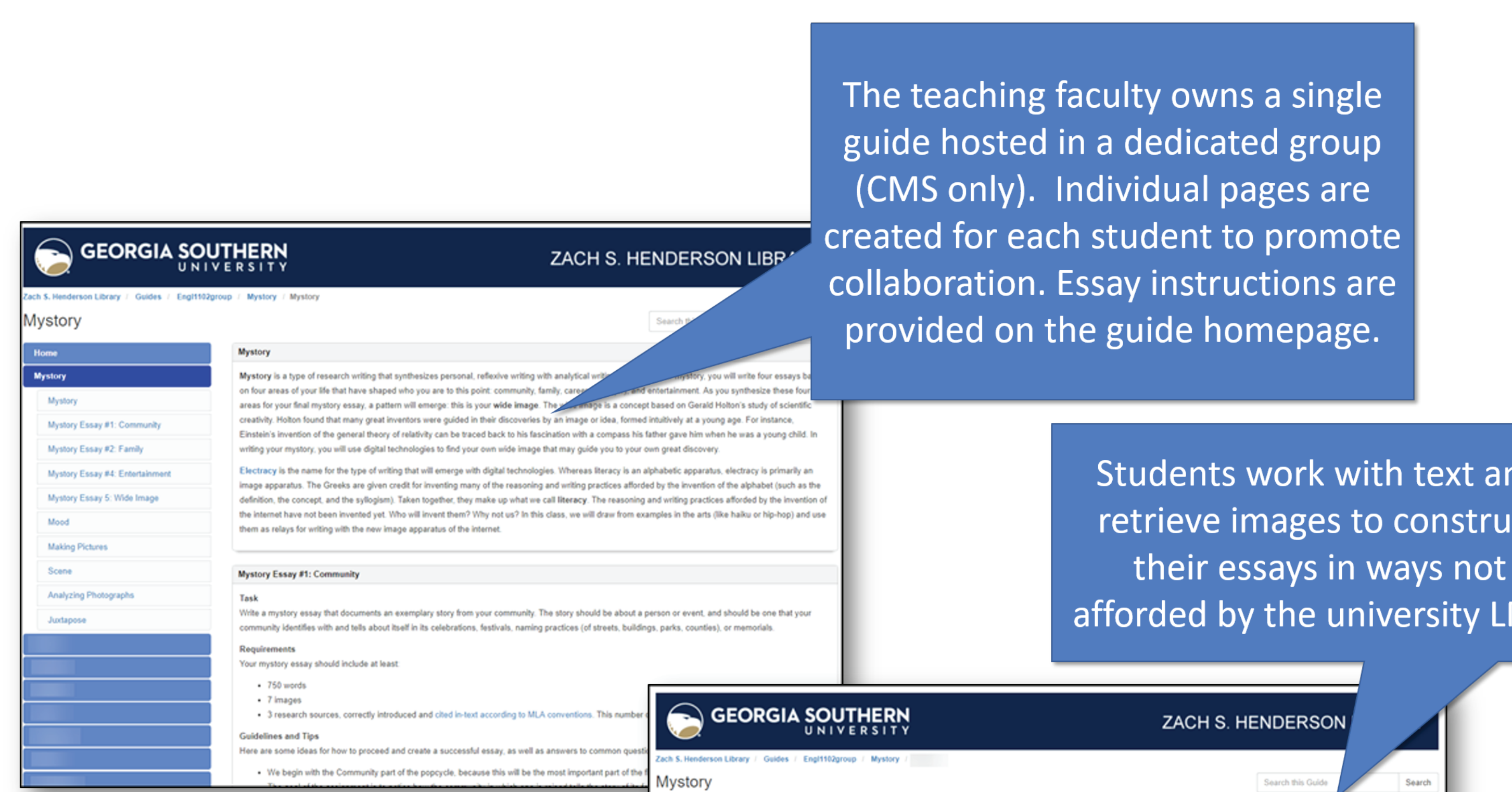


The flexibility of the LibGuides platform enhances students' ability to experiment with content management and web design over the university LMS.

Engaging the Framework with LibGuides CMS

'Mystery' is the theme of a First-Year blended (or hybrid) Writing Course designed to feature an alternative to traditional research paper or essay writing assignments.

LibGuides CMS is used to host student-created content for the course in the form of visual essay focused on four areas of students' lives: Community, Family, Career or Major, and Entertainment.

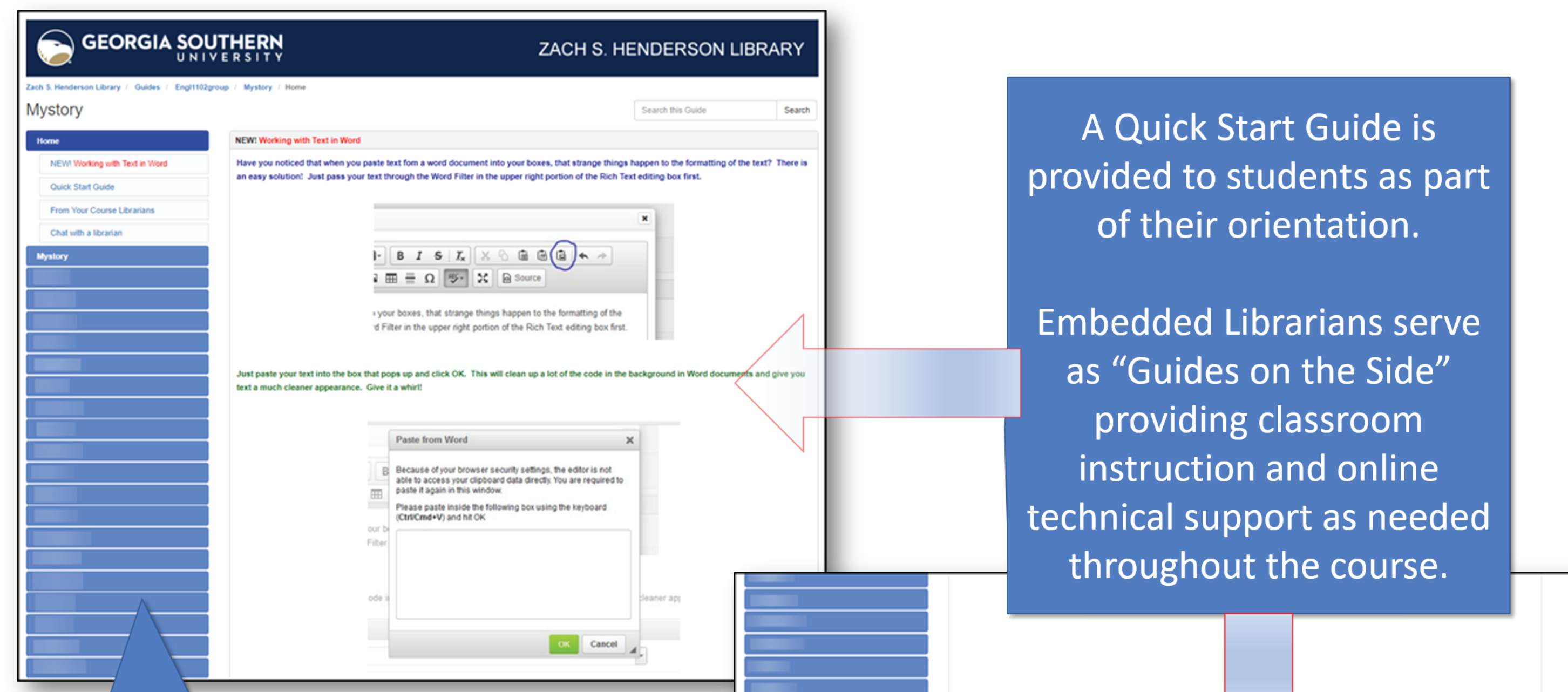


The teaching faculty owns a single guide hosted in a dedicated group (CMS only). Individual pages are created for each student to promote collaboration. Essay instructions are provided on the guide homepage.

Students work with text and retrieve images to construct their essays in ways not afforded by the university LMS.

Students engage in the practice of 'Electracy' in their essays—the type of writing that emerges with technology, relying primarily on images (Ulmer, 2003). Essay assignments are completed in the Mystery guide.

Activities align with various Concepts, Dispositions & Knowledge Practices in the ACRL Framework for Information Literacy.



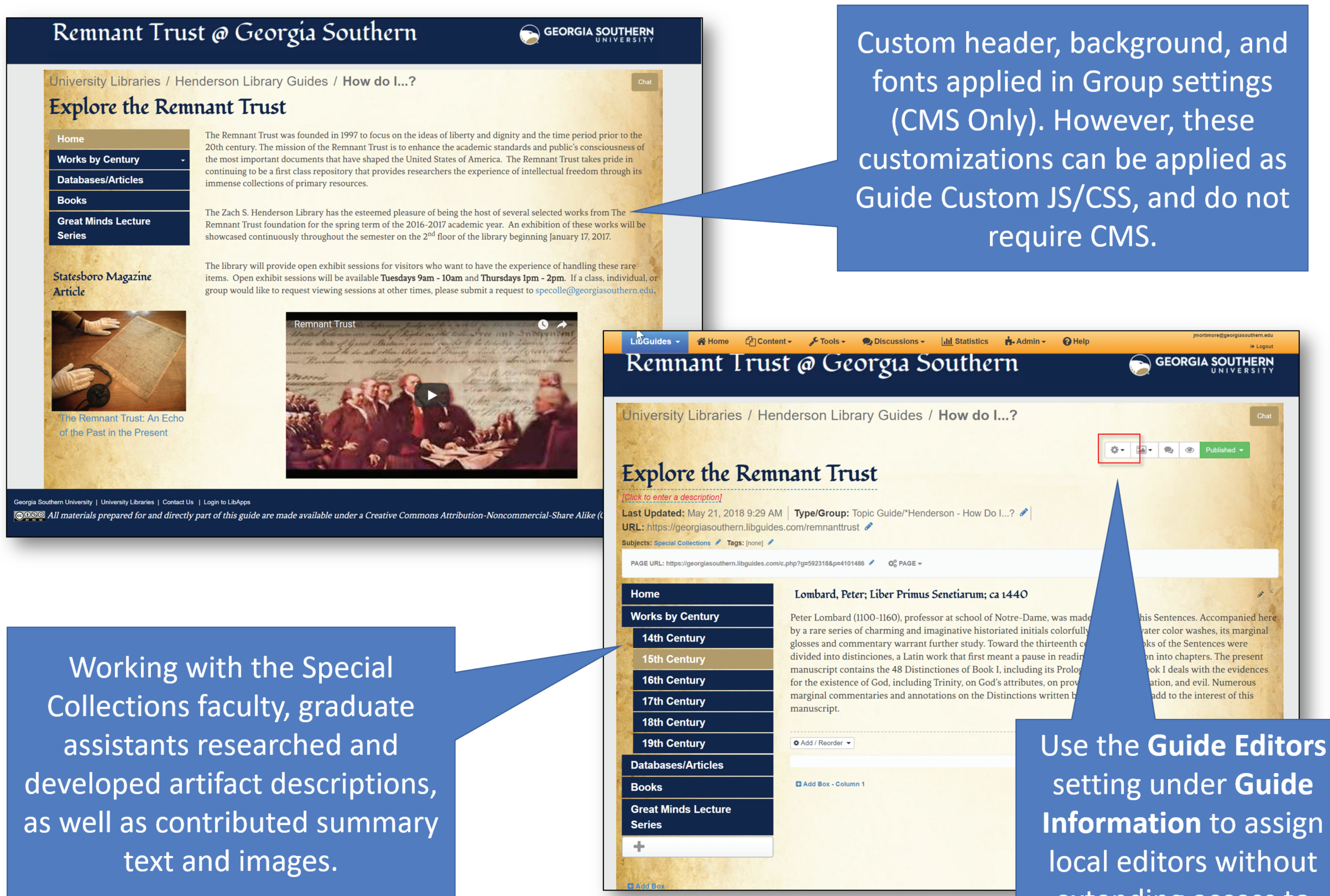
A Quick Start Guide is provided to students as part of their orientation.

Embedded Librarians serve as "Guides on the Side" providing classroom instruction and online technical support as needed throughout the course.

Student names are redacted to address privacy concerns articulated in the IRB Protocol. Privacy is further ensured by password-protected access (CMS only) and Private guide status.

Faculty-Student Content Collaboration

During spring 2017, the library developed a custom LibGuide to accompany an extended Remnant Trust exhibit. Graduate assistants collaborated with the Special Collections faculty to develop descriptions for the exhibit artifacts. The graduate assistants were invited onto the platform as editors, and contributed to content and layout planning.



Custom header, background, and fonts applied in Group settings (CMS Only). However, these customizations can be applied as Guide Custom JS/CSS, and do not require CMS.

Working with the Special Collections faculty, graduate assistants researched and developed artifact descriptions, as well as contributed summary text and images.

Use the Guide Editors setting under Guide Information to assign local editors without extending access to other guides or assets.

Three Use Cases, One Platform

In each of the 3 use cases: a Digital Humanities course, a First-Year Writing course, and the Remnant Trust exhibition, we used LibGuides CMS as a platform for hosting student-created content. The platform provides the tools and flexibility to accommodate different needs in each of the projects, as summarized in the following table:

	Digital Humanities Program	First Year Writing Class	Remnant Trust Exhibit
PURPOSE	Instructional; student-created content	Instructional; student-created content	Library exhibit with student-created content
OWNERSHIP	Teaching faculty	Teaching faculty	Librarian
ORGANIZATION	Multiple guides for each student in a dedicated group	Single guide with multiple pages for each student in a dedicated group	Single guide with multiple pages for artifacts in a dedicated group
CUSTOMIZATION	Custom group-level header	No customization	Custom group-level style sheet, including header, background, and fonts
ACCESS	Public; web-searchable	Private; access requires login	Public; web-searchable
LIBRARIAN ROLE	Technical support only	Face-to-face instruction, online tutorials, and technical support	Editing and final approval of content
STUDENT EDITING WINDOW	Up to 1 year following graduation	Up to 1 year following end of semester	None following completion of site

References
 Framework for information literacy for higher education. (2015). Chicago, IL: Association of College and Research Libraries. Retrieved from <http://www.ala.org/acrl/standards/iframework> (Accessed May 30, 2018).
 Ulmer, G. L. (2003). Internet Invention: From Literacy to Electracy. New York: Longman.