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# Effective Collaborations in Multi-Campus and Online Environments Using LibGuides

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## PEER REVIEWED

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# Effective Collaborations in Multi-Campus and Online Environments Using LibGuides

By Rebecca Rose, Mary Ann Cullen, and Sofia A. Slutskaya

## Introduction

With the transition of library services to include a wide array of digital tools, librarians face challenges communicating their services to faculty. Multi-campus environments present additional hurdles; distance leads to infrequent face-to-face contact and a loss of spontaneous water-cooler meetings that contribute towards team-building. If used strategically, tools such as LibGuides can help to mitigate some of those difficulties.

This paper presents a series of case studies that describe and demonstrate successful collaborations created via partnerships with instructors, departments, and other groups in both multi-campus and online environments at Georgia Perimeter College (GPC), where all three authors worked together as librarians for five years. The case studies illustrate the use of LibGuides in building librarian-librarian and librarian-faculty partnerships to support teaching and other campus activities. This discussion includes successful strategies for establishing connections and adopting LibGuides as communication tool for collaborative projects.

## LibGuides as a Collaborative Tool

Establishing professional relationships or rapport between faculty and librarians can be challenging even in traditional school settings. Multiple campuses and distance learning compound these challenges and introduce new ones. Faculty working at distant campuses or

online may be unaware of the availability of librarian services. In multi-campus institutions, unique challenges and issues arise for projects requiring collaboration, communication, and networking (Bottorff et al. 2008). Even those who desire collaboration and partnerships with a professional librarian have to overcome the hurdles imposed by distance or the limits of an electronic environment (ACRL 2008). Access presents another issue. Online faculty residing in different time zones or continents face challenges connecting with their institution's librarian (Mee 2012).

Additionally, as digital content delivery becomes increasingly prevalent in higher education, library services must adapt to the changing needs of faculty and students in an online environment. The "Bill of Rights for the Distance Learning Community" mandates that academic librarians support distance students and faculty in their academic online environments on par with the traditional library service delivery (ACRL 2008). The proliferation of online collaborative tools increases opportunities for forging global partnerships.

One of the tools that emerged as response to online collaboration needs and gained wide popularity among academic librarians is LibGuides. Many of the features of LibGuides position them as an ideal tool for collaborative projects. The program's ease of use and virtual access allows multiple authors and editors for projects. LibGuides' formatted boxes for content creation naturally lend themselves to chunking material into digestible segments.

These interchangeable boxes easily embed within other guides, which alleviates duplication of effort and allows for the stockpiling and archiving of boxes containing core content for mixing and matching.

LibGuides' easy incorporation into learning management systems is essential for working with classroom faculty. Most classroom software may link to a guide or have either entire guides, pages of guides, or simply a box from a guide embedded within them. Creating classroom content in LibGuides enables librarians to retain control of the material on the guide, and instructor authorization is unnecessary for accessing and updating the LibGuide. Thus, LibGuides provide students access to up-to-date library resources without any potential compromise of classroom privacy. Users can also be granted different levels of access and control, making it possible to invite faculty and even students to work collaboratively on a specific guide without giving them access to the entire system.

### **Evidence of Collaborative Uses of LibGuides in Higher Education**

Increasingly, evidence of collaborative LibGuides appears in scholarly literature and professional conference presentations describing projects that span institutions and disciplines. For example, librarians across four separate veterinary schools collaborated on reading list templates using LibGuides (Rey et al. 2015). These reading lists identified local holdings of materials for veterinarians studying for specialized certification examinations and helped librarians prioritize collection development choices best suited for these users. The templates could even be used for institutions without a LibGuides license.

A librarian at Furman University (Wright 2013) describes a collaborative LibGuide written for a college-wide outreach program on scholarly communication, affiliated with the Associated Colleges of the South Faculty Development

Grant Program. The program was developed to discuss scholarly communication issues such as open access, altmetrics, and authors' rights and was hosted by the Furman University Libraries on behalf of the Associated Colleges of the South.

Librarian Ruth Baker (2014) created two guides to be used for the First Year Experience (FYE) program at Georgia Southern University. Both guides were designed to assist FYE students with an assignment teaching library-related skills; feedback from the students indicated that the guides contributed to their learning experience.

Susan Mee (2012) writes about the use of LibGuides in outreach efforts for each of the four international campuses at the Rochester Institute of Technology. Requested by faculty, these guides have been well received. She also states that instructors have been increasingly requesting additional guides for their classrooms, which points to their effectiveness as a tool for online and international collaboration.

Gonzalez and Westbrook (2010) emphasize the course and assignment guides' potential to further partnerships with faculty and serve as a built-in marketing device at New Mexico State University (NMSU). Creating course and assignment guides at NMSU prompted faculty to request guides and become more involved in guide content, suggesting resources and elements to be included. The NMSU study also showed that guides created as a result of partnerships with faculty are more likely to be embedded in Learning Management Systems (LMS) and more likely to be used by students.

Scull (2014) describes a project in which a faculty member and a librarian collaborated on a literature review assignment that included a student-created LibGuide. Roberts and Hunter (2011) highlight the advantages of using Libguides as a tool to reach online students.

Both a review of current literature and browsing through the LibGuides community site (<http://libguides.com/community.php>) show LibGuides as key tools for lending virtual support to academic partnerships and collaborations. The types of collaborations evidenced in the literature are librarian-faculty partnerships to support classes and assignments, as well as librarians providing virtual support to campus services (e.g., career and veteran services, centers for teaching and learning) and events (e.g., community reads, film festivals, conferences and symposiums). Additional examples of collaborative LibGuide projects at academic institutions can be found in the Appendix. This article will examine best practices, logistics, faculty partnerships, and collaborative projects using LibGuides at Georgia Perimeter College.

### **LibGuides at Georgia Perimeter College**

Georgia Perimeter College (GPC), recently consolidated with Georgia State University, is located in metropolitan Atlanta, Georgia, with five physical campuses and an online “campus.” The school’s primary focus is freshman and sophomore core curriculum classes, but there are also several career programs. In fall 2014, GPC enrolled 21,371 students with 8,000 enrolled in at least one class online (approximately half of those eight thousand were exclusively online). GPC’s five campus libraries operate as a system, with each of the twenty-one full-time librarians employed in public services at one of the campus libraries or in the centralized technical services department. Librarians throughout GPC contribute to library services for the online campus, coordinated by the Director for GPC Online Library Services. GPC’s multi-campus structure and large online presence makes it a perfect environment to foster collaborative projects.

In 2008, the authors worked as librarians at three different campuses at GPC, where they began exploring uses for LibGuides. Librarians

created general subject guides first, and specific classroom guides soon followed. As the number of guides grew, the need for standards and guidelines became apparent, to avoid duplication, provide consistency, and facilitate discoverability.

Libraries creating numerous guides should consider developing a master guide containing boxes of frequently-used content, such as chat reference widgets or instructions for obtaining passwords. Having these boxes centrally located simplifies updating links and content throughout all of the guides, because the changes only need to be implemented in the master box, which in turn changes every iteration of that box on every LibGuide. Springshare’s LibGuide v2 system strengthens sharing and collaborating by introducing the concept of assets: sets of links, images, and widgets located centrally, with the ability to be reused by all LibGuide authors in that institution.

If possible, librarians should solicit input and contributions from faculty before creating a guide for their students. When guides were created without faculty input, the authors found that faculty rarely recommended them to students. In one instance, a librarian created a pathfinder guide to supplement face-to-face library instruction. When she asked the instructor if he planned to use the guide the next semester, he apologetically told her of his total lack of awareness of any guide for his class. Despite the librarian recommending the guide to his students during their library instruction session, guide statistics showed it was completely unused. In another case, a librarian created a guide for a class only to have the instructor tell the class during the library instruction session that the recommended resources in the guide offered too many choices. He directed his students to use only one database.

Better communication with the instructors could have both helped these librarians tailor

the information to the class's needs and gained the faculty member's awareness of the guides' content. In contrast, a librarian created a guide for a special topics history course and submitted it to the instructor before class. The instructor suggested additions that were included in the working guide. The instructor's happiness with the final product not only prompted student use of the guide but also spurred him to email praise for the librarian to the librarian's supervisor, the subject department chair, and the dean.

Recommendations of this kind generate publicity that promotes future collaboration. The authors recommend that any course-specific guides be, at the minimum, emailed to the professor before the class as part of the planning process for library instruction. At the least, the instructor becomes aware of the recommended resources available at the library. At best, the guide prompts the instructor to plan the lesson collaboratively with the librarian.

### **Logistics of Librarian-Librarian Collaboration**

The librarians at Georgia Perimeter College collaborated on projects effectively, despite being spread across a multi-campus institution, with as much as sixty-three miles between them. The authors were each stationed at different campuses and found that despite the distances involved, they could function successfully as a team. This productive partnership lasted over years on several projects, including those involving LibGuides. Their methods of communication primarily involved emails and phone calls, requiring only occasional online or face-to-face meetings. Placement of meeting documentation on a private LibGuide proved essential for keeping everyone informed of project developments.

Best practices for successful librarian-librarian collaborations developed over time with the completion of projects. Recommendations include designating a leader of the project who

works with a committee to establish agreed-upon goals. The responsibilities should be broken down into manageable chunks and shared among the working committee members. Establishing deadlines or target dates for specific criteria drives their completion, sets short-term goals, and keeps the project moving forward. Without established deadlines, the project may languish, become reprioritized to the back burner, or delayed indefinitely. With an established deadline, project members who realize they cannot meet the target date can communicate their situation to the group, and the deadline can either move back, or others will step in to assist with the completion of that goal. Continuous feedback on the project shared by committee members throughout the process ensures uniformity of the project's look and feel, along with finessed editing and improvement suggestions. These best practices nurture a culture of knowledge sharing, mutual respect, and trust.

### **Partnering with Faculty**

A librarian's key to reaching students comes from gaining the support of instructional faculty. Faculty perceptions of the library affect student perceptions of the library; in addition, faculty members' knowledge of the resources and services the library offers can shape the research assignments the faculty develop (McAdoo 2010). Students are more likely to ask for help from a librarian when their instructors require or encourage them to do so (Pellegrino 2012). Challenges to building positive faculty relationships occur even with optimal conditions, but there are additional challenges presented with connecting with faculty in online environments, faculty who frequently change campuses, and faculty who teach part-time. Additionally, campus librarians may forget about online faculty (out of sight, out of mind) or may hesitate to contact online faculty because of unfamiliarity with the needs of online learners.

Relationships with on-campus faculty often

happen spontaneously through chance meetings at campus events, the campus cafeteria, and while serving on committees. However, spontaneous meetings rarely occur with online faculty, or faculty who spend little time on campus.

Librarians serving these faculty members must find creative ways of initiating and building relationships, which can lead to collaboration and partnerships.

Distributing surveys to faculty effectively addresses those challenges while gathering additional information. The authors conducted college-wide faculty surveys during two consecutive fall semesters in 2010 and 2011. The librarians primarily intended the survey to determine a baseline of faculty awareness about online library resources and services and to measure faculty use of library resources in their classroom (Slutskaya et al. 2013). The results revealed a general unfamiliarity with many online library offerings and surprise at the extent of services available. With 36 percent of respondents unfamiliar with LibGuides, faculty underutilized librarian-created resources and services, such as LibGuides and video tutorials. Many instructors, upon discovering these online services existed, expressed a desire to utilize those library services. The survey concluded with a comment section encouraging faculty to provide contact information for follow-up assistance; contact information was included in 46 percent of the responses, often along with details of a particular project.

The librarians divided each of the responses with contact information by the faculty member's primary campus for follow-up. This action opened the door for future librarian-faculty collaborations, including requests for building LibGuides for specific classes and assignments. Surveys and professional literature on faculty awareness of library resources show "that the relationship built through engaging faculty in supporting their own teaching activities...may be an especially

beneficial way to build relationships with faculty members more broadly" (Schonfeld and Housewright 2010, 10).

Other ways to reach online faculty include email and presentations at new faculty orientations and department meetings. Librarians can directly email faculty identified through reviewing course listings or ask the department chair or dean to forward an email to the appropriate faculty. One way to extend library outreach is to share an existing LibGuide link for a subject area. For example, sending the library's Science Resources guide to online science faculty with an introductory letter successfully generated replies and increased the usage of that guide. In the introductory letter, librarians may ask for input and then be prepared to follow up enthusiastically when replies with comments and suggestions arrive.

Librarians involved in campus or institutional committees and initiatives are in the best position to suggest using LibGuides. Opportunities for the creation of collaborative guides arise once a member of the group expresses a need to collectively share information, gather resources to store in a central place, or create a web page. This is an ideal time for a librarian to suggest creating a LibGuide that fits with the communication goals of the group or project. Introducing a guide at this point will help people who are unfamiliar with LibGuides, or people who have a limited view of LibGuides' scope, see the value of using a guide in the project. Librarians outside the group are less likely to recognize opportunities to use guides and are less likely to have suggestions to include guides accepted by the group.

Many institutions have strict branding restrictions, hindering the quick creation of a web page for the college website. LibGuides bypass this hurdle, especially with a style guide in place, by having library branding established and locked within the template defaults.

**CASE STUDIES:**

**Video Tutorials**

With the increasing need for library services for the college’s growing online student population, the director of library services for the online campus formed a small committee to create streaming videos for virtual library instruction. Over time, the committee’s efforts produced a substantial body of short library instruction tutorials. Eventually, the large number of videos necessitated organizing their storage arrangement to simplify their discovery and retrieval.

The committee decided to store video tutorials on a LibGuide, organizing them by subject, title, and format of the video. In addition to the video tutorials, the guide included

downloadable PDF documents with illustrated instructions for different topics. This conveniently located all library support materials on one site. The videos and written tutorials effectively provided quality content for use on the LibGuides, showcased library databases and services, and facilitated library instruction.

**English Composition 2 (ENGL 1102)**

The need for an English Composition Online tutorial for second semester Freshman English Composition classes initiated one of the first projects collaborating with faculty using LibGuides. When beginning to target the library instruction program for online classes, the director of library services for GPC Online faced the challenge of providing virtual instruction to large numbers of students while simultaneously

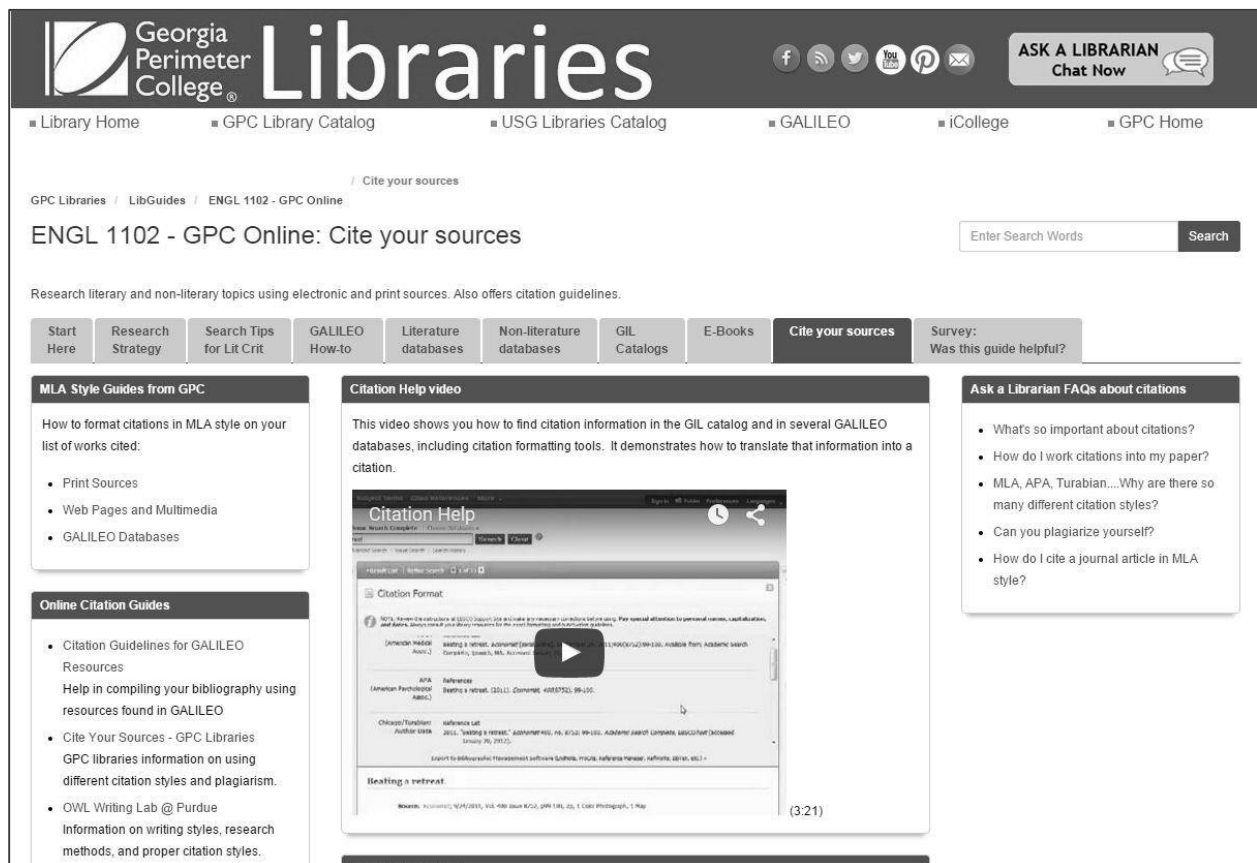


Figure 1. The ENGL 1102 online guide was created collaboratively by a librarian and the English faculty who built the template for the course.

meeting numerous departmental stipulations: asynchronous instruction, online instruction equitably comparable to face-to-face instruction, content easily accessible to faculty and students, and the ability to monitor and update content by the librarian. After consulting with course faculty and instructional technologists in the college's Office of Instructional Technology, the librarian decided that the most expedient solution pointed to using LibGuides as the platform for library tutorials.

The LibGuide tutorial for the ENGL 1102 Online template (fig. 1) was the first of these projects. Built by experienced faculty members for core online courses, course templates ensured consistency and quality control within online classes. The school required first-time, part-time instructors to use course templates, with access to templates given to all faculty members teaching that course. By working with the developer of the template for the online ENGL 1102 courses, the librarian customized library instruction to fit the required course assignments. The librarian and faculty members jointly selected resources to include in the guide and chose appropriate information literacy objectives to match concepts taught in the curriculum.

In the four years since the guide's creation, the librarians have easily revised content to stay current, updated recommended resources, and replaced out-of-date videos with new ones. Surveys and ungraded check-for-understanding questions provide feedback from faculty and students using the guide. This feedback identifies trouble spots to the librarian, who can then address concepts students find confusing. Also, the librarian can incorporate suggestions from students to add more check-for-understanding questions and practice learning activities where needed. Housing the library-related content within the LMS would have hindered or prevented this level of monitoring and modification of content, unless each instructor allowed the librarian access to each

course. Not only is course-by-course modification tedious, but instructors are often reluctant to give librarians access to their courses due to issues of student confidentiality and the delicacy of the settings in the course navigation and files.

Most frequently appearing as number one on the top ten list of LibGuides used at GPC, the ENGL 1102 online guide's success suggests that embedding guides within the course template qualifies as an efficient instruction model. Reaching that large number of students justifies the amount of work involved in maintaining the guide. To minimize disruptions mid-semester, significant updates to content should occur only between semesters. The librarian should keep faculty apprised of changes by email.

### **English Composition 1 (ENGL 1101)**

A team of librarians collaborated to create a fully developed ENGL 1101 Freshman Composition tutorial LibGuide. Inspired by the success of the ENGL 1102 tutorial, the idea to create a virtual library instruction session using LibGuides arose after budget cuts and staffing shortages. An online tutorial could suffice in cases when the library schedule did not allow for face-to-face instruction and could also provide equitable instruction for online ENGL 1101 students. Additional benefits of publishing fully-developed virtual tutorials included the ability for all students to access and view them and for students to revisit the tutorial as many times as needed.

Librarian involvement with the creation of this guide was spread across four campuses and sixty miles. The coordinator of library instruction at the Clarkston campus spearheaded the project, which included the contributions of eight librarians

The objectives from GPC's common course outline for English Composition and the ACRL Information Literacy Standards guided the development of the learning objectives and



outcomes for the tutorial (fig. 2). Each objective covered in the tutorial related to one or more library-related skills or resources. Generally, one page (or tab) of the LibGuide concentrated on each learning objective, with the primary responsibility for content development divided among committee members. The library videos in the tutorial avoided presenting heavy textual instruction in an attempt to appeal to visual and auditory learners.

The students worked their way through the content sequentially on each tab on the LibGuide, culminating with a check-for-understanding assessment link at the bottom of the tab. The assessment was a single question that the student could retake multiple times. When ready, the students would advance to the next learning objective, located on the subsequent tab, which offered additional check-for-understanding questions. The tutorial usage statistics showed that the majority of students who took the tutorial went through all pages and attempted all check-for-understanding

questions, even though proceeding to the next tab did not require this action.

Upon the completion of the tutorial, students underwent a comprehensive final assessment with randomized question order. A score of 70 percent generated a certificate that students could print or email to the instructor to signify the successful completion of the tutorial. If students failed to reach a score of 70 percent, they could retake the assessment until they achieved a passing score. Allowing students to retake the assessment multiple times reinforced the concepts for the students each time they took the assessment.

### Dental Hygiene

A dental hygiene faculty member initiated the creation of the Dental Hygiene guide after viewing a presentation about the English tutorials. Face-to-face dental hygiene classes traditionally received one-shot library instruction. The course instructor saw the

Core Library Instruction ENGL 1101			
ENGL 1101 Common Course Outline Expected Education Results and Outcomes	Outcomes (from ACRL standards)	Library resources/Skills to be covered	Sample Assessment Question
Demonstrate basic research skills including effective use of technology	Be able to search the library catalog, identify a call number, and find a book on the shelf	<ul style="list-style-type: none"> <li>• Library catalog</li> <li>• Requesting items</li> <li>• Library account</li> </ul>	What is the best place to find print books about your topic at GPC libraries?
Demonstrate the critical thinking skills involved in exploring, limiting, and focusing the subject in order to produce a thesis statement appropriate for the audience and assignment*	Be able to choose an appropriate database for an assignment.	<ul style="list-style-type: none"> <li>• Library resources to cover:                             <ul style="list-style-type: none"> <li>○ Discover Galileo</li> <li>○ Academic Search Complete</li> <li>○ Opposing Viewpoints</li> <li>○ Lexis-Nexis</li> </ul> </li> <li>• Using citation elements including abstracts to evaluate search results</li> </ul>	Name a specific database where you can find a variety of articles for almost any topic.
Demonstrate the critical thinking skills involved in exploring, limiting, and focusing the subject. Demonstrate basic research skills including effective use of technology*	Be able to use keywords to construct a successful search statement.	<ul style="list-style-type: none"> <li>• Tools to help with selecting and narrowing the topic (topic/issue lists in Opposing viewpoints, etc.)</li> <li>• Keywords</li> <li>• Search Strategies</li> <li>• Boolean operators</li> <li>• Database limiters, etc.</li> <li>• Subject Headings and controlled vocabularies as applicable</li> </ul>	Your topic: "Is it safe to text while driving?" Which search terms will give you the most relevant results?

Figure 2. Library instruction objectives were derived from the ENGL 1101 Common Course Outline and ACRL Information Literacy Standards.

online tutorial as a way to evaluate and then fill in gaps in students' research skills without relinquishing additional class time for library instruction. In addition, she saw value in offering her students the guide as a classroom reference for research.

To create the guide, the Dental Hygiene instructor met with two librarians: one familiar with dental hygiene resources but unfamiliar with building LibGuides and one familiar with LibGuide creation but less familiar with dental hygiene resources. The three of them determined the desired content for the guide and included ungraded check-for-understanding questions to prepare students for a graded quiz (fig. 3). Like quizzes in the other tutorials, students could retake the quiz until they passed and then submit proof of success to the instructor.

Both students and the instructor generated extremely positive feedback as a result of the guide. The instructor reported that the guide

helped students realize that librarians can assist with valuable research advice. The instructor felt the guide increased student self-sufficiency in their research efforts compared to students in classes receiving only the traditional one-shot instruction. Not only did students learn from the guide, but they considered it a reference source. This resource freed the instructor to focus her time on dental hygiene instruction and ensured the students were receiving up-to-date advice about the resources available to them.

To her delight, the instructor discovered that the students generalized what they learned. As a result of the guide, one student found and consulted an eBook about drug facts during her internship and also shared the resource with students in her class.


### Cross-Disciplinary Campus-Wide Project

A guide created for a campus theater production of *Doubt* by John Patrick Shanley


**Dental Hygiene**  
This guide has been developed as a general introduction to resources in the field of dental hygiene .  
Last Updated: Mar 28, 2014 | URL: <http://guides.gpc.edu/dentalhygiene> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#)


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Requires GPC Username and password

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Figure 3. The Dental Hygiene guide created by librarians and a dental hygiene instructor served as both tutorial and reference source.

illustrates one example of a LibGuide compiled for a cross-disciplinary collaboration. English Composition, Honors Literature, art, theater, and communication instructors agreed to use this production as an object for study in classes throughout the Newton campus for the fall 2010 semester. At the time, the library staff at the Newton campus consisted of three full-time librarians, one part-time librarian, and one library assistant serving a student population of about two thousand FTE.

The collaboration began when a communications professor approached one of the authors about gathering and disseminating library resources for all the classes using *Doubt* in their curriculum. The professor's intent was to place the library resources on the reserves shelf, to guarantee their presence for all of the students, and to save library staff discovery and retrieval time. She expressed concern that the tiny staff at the campus library would be overwhelmed with an anticipated large number of students requesting library materials. She also worried that the library staff would not have time to demonstrate the process for locating the materials to each individual student. The librarian suggested instead of placing large amounts of print materials on reserve, to use LibGuides as the jumping off point for online library resources related to *Doubt*. The guide could promote the production of the play, display the playbill, advertise the dates and times of the performances, and thereafter be retained and available in the library guides list for future semesters of classes that might study *Doubt*. The faculty member spearheading the project was enthusiastic and willing to work with the librarian. She invited other faculty members to share in the development of the guide, to support classroom assignments, and to give regular feedback to the librarian as the guide was built.

That fall the usage statistics generated by LibGuides showed high traffic for the *Doubt* guide, with heavy usage of the library resource links. Usage statistics were compared to other

guides during the same time period throughout the entire campus. The enthusiasm of the play's director and faculty participating in the cross-disciplinary study of the campus play generated their request for the creation of a new guide for each subsequent theater production at the Newton campus, which the librarian happily agreed to do.

The collaboration on *Doubt* also continued after the conclusion of the project with spin-off projects. The librarian received an invitation to participate with the other involved Newton campus faculty on a panel presentation discussing the success of the cross-disciplinary approach to studying *Doubt* at the Two-Year College Association-Southeastern Conference in Decatur, Georgia. Then she received another invitation to present for the entire Georgia Perimeter College faculty at a staff day presentation.

The practice of creating LibGuides for the campus theater productions continued for several years for both the fall and spring semesters, and this invited further collaborations between librarians and the faculty at that campus. In addition, one year a librarian increased her involvement with the campus play when she participated as the dramaturge for the production of *The Laramie Project* and wrote the introduction for the playbill. The librarian also developed guides for the stage plays *A Raisin in the Sun*, *Greater Tuna*, and *You're a Good Man, Charlie Brown*.

Since many English faculty members discovered they liked using the LibGuides in their classes, they asked for the development of other guides on plays studied in classes throughout the college, which included *Fences*, *A Doll's House*, and *Death of a Salesman*.

### **College and Campus-Wide Collaborations**

In many cases, LibGuide creation contributed to college-wide community events, including symposiums and the GPC community reading

program, GPC Reads. GPC Reads resulted from a cross-disciplinary, cross-departmental effort and included the participation of librarians, classroom faculty from an array of disciplines, and the office of public relations. The program involved book discussions and author talks and interactions with students, as well as the incorporation of the book into course curricula. The college extended invitations to the surrounding community for author appearances and discussion panels on topics related to the books' themes. For each selected book, a librarian created a LibGuide, which included a link to the book in the library catalog, information about the author and the author's other works, multimedia, and additional resources on themes inspired by the book. The guides also promoted GPC Reads events (fig. 4).

LibGuide features that pull in book covers from the library catalog and allow for embedding multimedia facilitated librarians' creation of sophisticated content to support GPC Reads and other college-sponsored events. As with course

guides, the guide became an easy reference source for faculty to embed in their courses and in the LMS. A special "For Faculty" page conveniently provided a place for aggregated ideas for assignments contributed by faculty from a variety of disciplines.

One year GPC used LibGuides for a college-wide collaboration, with all five campuses simultaneously conducting symposiums on World War II. In addition to listing library resources about World War II, the LibGuide housed photographs of WWII displays from all campus libraries and listed the artifacts on display. At the Newton campus, the librarian contacted the local historical society for WWII items of interest that members might want to share in a locked window display. The call generated unique, locally-owned items such as uniforms, maps, and letters for their display. The LibGuide linked to photos of the displays with descriptions of the contents. Posting the list of contents allowed the librarian to give credit to the local residents who shared their

The screenshot shows a LibGuide titled "Natasha Trethewey GPC Reads". At the top, there are tags: african\_american\_biography, african\_american\_history, biography, criminal\_justice, engl\_1102, english\_1102, film, gpc\_reads, literary\_criticism, literature, memoirs, poetry, political\_science, popular\_materials. Below the tags is a description: "This guide is for GPC Reads and discusses her work, career, biographic information and other related aspects." It also shows the last updated date (May 5, 2014), the URL (http://guides.gpc.edu/Trethewey), and options for Print Guide, RSS Updates, and Email Alerts. A navigation bar includes tabs for Home, Natasha Trethewey, Beyond Katrina (selected), Native Guard, Related Themes, More Poetry, and For Faculty. Below the navigation bar, there is a search box and a "Print Page" link. The main content area is split into two columns. The left column is titled "Fall 2013 - GPC Reads" and features a book cover for "Beyond Katrina" by Natasha Trethewey. The right column is titled "Reading from Beyond Katrina" and features a video player showing Natasha Trethewey speaking at a podium during the 2010 National Book Festival.

Figure 4. GPC Reads: Natasha Trethewey's *Beyond Katrina* included a schedule of events, information about the author, and links to the community read book and related materials.

rare World War II items.

Targeted resources were placed on their own page for specific speakers who visited the campuses and for assignments built into coursework that was designed around the symposium's WWII theme. The faculty could point their students to these resources by supplying either a URL directly to that page or to the entire LibGuide.

Other symposiums and events that used accompanying LibGuides included the New Orleans–Before and After Katrina Symposium, the My Generation Symposium, the Annual Daffodil Festival, the 1960s Symposium, International Advisory Committee-sponsored events, and International Education Week events. The LibGuides contained schedules, photos, speakers' agendas, and other information about the event. In each of these examples, librarians served on the committees responsible for hosting these events and, therefore, were well positioned to suggest LibGuides as a means to aggregate relevant library resources.

LibGuides also assisted with advertising college-sponsored events via student email. At the time, the college's email system did not allow embedded images in college emails but permitted a link to an image or web page. LibGuides allowed for the quick creation of a page to serve as a publicity web page for the event, without requiring a potential bottleneck of obtaining permission through the IT department.

### **In-House Committee LibGuides**

LibGuides served as tools for communication for committees that had members working at multiple campuses. Standing committees each had a LibGuide to house documentation such as meeting agendas and minutes, links to resources and software programs, guidelines, and forms. Subcommittees and ad hoc committees often had a separate tab within the

guide. The guides were not published publicly but were available to all librarians; having this information gathered in one central place facilitated the discoverability of the documents by all employees.

An example of guides used for committees at GPC is the Freshman English Textbook Committee. After discovering that many students' learning suffered because they could not afford to purchase textbooks for their courses, the ENGL 1101 Textbook Committee was formed as part of a college-wide initiative to supply no- or low-cost textbook alternatives to students.

Two librarians volunteered for the committee, with the goals of incorporating appropriately-placed information literacy content, as well as better familiarizing themselves with the course curriculum and the English faculty. The committee decided to look at similar textbook projects and open educational resources with Creative Commons licenses for content ready to use as-is or adaptable for the needs of GPC students and instructors. Maintaining lists of potential resources and communicating about them proved to be unwieldy until a librarian created a LibGuide to organize and provide access to the materials under consideration. The LibGuide (fig. 5) provided links to the materials and included commentary such as pros, cons, features, and licensing details. The comments feature also allowed for faculty feedback on the various items.

In addition to serving as a communication tool with the committee, the LibGuide served as an outward-facing communication tool within the English department, providing transparency about a project that potentially affected everyone teaching ENGL 1101.

### **LibGuides as Class Project**

LibGuide building also extended to student-created LibGuides (fig. 6). One of the authors taught a Materials for Children and Youth class

Libraries » GPC Libraries Research Guides » ENGL 1101 Textbook Initiative Admin Sign In

## ENGL 1101 Textbook Initiative

Potential resources for GPC's ENGL 1101 Textbook initiative.

Last Updated: Jun 24, 2014 | URL: <http://guides.gpc.edu/ENGL1101Textbook> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#)

Home | Comparison chart | **Writing for Success (Saylor)** | Rhetoric & Composition wiki | Open Tapestry | Writing Spaces (essays) | Also Considered ▾ | Component Parts

**Writing for Success (Saylor)** | [Comments\(0\)](#) | [Print Page](#) | Search:  This Guide ▾ Search

### Pros/Cons

Content appropriate for our needs.

PDF/docx formats

613 pages make it prohibitive to print the entire book.

docx format means it's easy to adapt and add multimedia

No Table of Contents/Index as written, making navigation difficult (We could add.)

Creative Commons "share alike" license means we must share our derivative work on the open web and allow others to use and adapt it. (They will not, however, be able to change our copy; they will have to make their own copy and change it, as we are doing.) We cannot sell it for profit.

### Writing for Success

**Chapter 1**  
**Introduction to Writing**

**1.1 Reading and Writing in College**  
**LEARNING OBJECTIVES**

- Understand the expectations for reading and writing assignments in college courses.
- Understand and apply general strategies to complete college-level reading assignments efficiently and effectively.
- Recognize specific types of writing assignments frequently included in college courses.
- Understand and apply general strategies for managing college-level writing assignments.
- Determine specific reading and writing strategies that work best for you individually.

As you begin this chapter, you may be wondering why you need an introduction. After all, you have been writing and reading since elementary school. You completed numerous assessments of your reading and writing skills in high school and as part of your application process for college. You may write on the job, too. Why is a college writing course even necessary?

When you are eager to get started on the coursework in your major that will prepare you for your career, getting excited about an introductory college writing course can be difficult. However, regardless of your field of study, honing your writing skills—and your reading and critical-thinking skills—gives you a more solid academic foundation.

- [Writing for Success docx](#)
- [Writing for Success \(Saylor\) pdf](#)
- [Creative Commons non-commercial share-alike license](#)

### Comments?

Click the Comments link to view comments or add a new comment.

Comments (0)

Figure 5. The ENGL 1101 Textbook Initiative guide provided a means for the committee to examine various texts and Creative Commons license information as well as share the project timeline, meeting minutes, and other documents.

in the college's Library and Information Science Technology (LIST) program. The class Materials for Children and Youth focuses on resources and library services for children and young adults. Students enrolled in the class read approximately fifty books, ranging from board books for babies to young adult literature, and explored non-book media such as games, videos, audiobooks, and music for children. Prior to fall 2013, the class had been taught several times in a face-to-face environment. The students kept a book journal and shared their weekly reading as informal book talks in the class meetings. Through these activities, students achieved a working familiarity with books in addition to ones they read themselves and developed the practical skill of book talking.

Moving the class online presented the challenge of creating an equivalent experience of sharing within a virtual environment. Inspired by Eric

Kidwell's SpringyCamp 2013 presentation, "Koalas, LibGuides and Chert, Oh My!" which described a project with study abroad students creating LibGuides relevant to their travels, the LIST class instructor decided to have students use LibGuides to record and communicate to the class about their reading. To retain ultimate control over the content (on the off chance that a student posted anything inappropriate), and to avoid burdening the systems librarian with creating and maintaining LibGuides accounts for every student, the instructor created a blank guide for each student and assigned them a "collaborator" role for their guide. The collaborator role enabled individuals to participate in the creation of a single guide without having full LibGuide account privileges. Instruction for guide creation included Springshare training videos, step-by-step instructional handouts, and videos filmed by the instructor.

Understanding the ABCs of Children Literature  
 This guides introduces its visitors to the various components of children literature.  
 Last Updated: Jun 19, 2014 | URL: <http://guides.gpc.edu/LIST> | Print Guide | Email Alerts

HOME | Tactile Books | Early Readers | Traditional Literature | Caldecott Award | Very Hungry Caterpillar | Picturing Sound  
 Concept Books | Much Ado about Fiction | Realistic/Historical Fiction | SciFi/Fantasy | Non-Fiction | Non-Print Media Types

SciFi/Fantasy | Comments(4) | Print Page | Search: | This Guide | Search

**Fantasy Genre**

These stories invent metaphors for the real world. According to the journal article, *Living in the Library World*, fantasy demands:

1. more attention,
2. more suspension of disbelief, and
3. more imagination than realistic/historical fiction.

**More Points**


- fantasy doesn't become outdated as do realistic/historical fiction
- authors create fantasy by altering one or more characteristics of everyday reality
- characters need to be believable, interesting, and humanlike
- roles of the protagonist and antagonists distinguishes High Fantasy

The article explains that a) plot, b) setting, and c) time (key elements) are close enough to the primary world to allow identification, yet far enough away to allow the creation of fantastic creatures and unlikely occurrences. Also


<http://livinginthelibraryworld.blogspot.com>

**Fantasy Samplings**

Van Allsburg Writings



**Zathura** - Chris Van Allsburg (Illustrator)  
 ISBN: 0618253963  
 Publication Date: 2002-10-28



**The Polar Express** - Chris Van Allsburg  
 ISBN: 0395389496  
 Publication Date: 1985-10-28

Comments (0)

**A Wrinkle in Time Trailer**

YouTube video created by Lori Corriveau

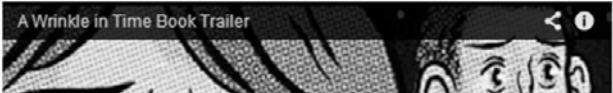


Figure 6. Student-created guides for the class *Materials for Children and Youth* allowed students to communicate with each other about their assigned readings (student's name is blurred).

Because building LibGuides was new to all of the students, the course devoted a significant portion of class time to learning to use the software. The learning curve was particularly steep at the beginning of the semester, so the reading assignments were reduced accordingly to accommodate a reasonable workload for a sophomore-level class. Every week, each student created a page in their guide and included the books they read that week, complete with their own annotations. In addition, they completed additional requirements based on both the course material and the LibGuides component that week. For example, one week they had to link to a pertinent book award within a "list and links" box. Another week, they had to locate and embed a Creative Commons image with proper attribution. The course required students to visit each other's guides every week and leave comments. Because of the challenge of completing both project and reading

assignments, high-quality comments were not required; even simple comments (e.g., "Great job!") achieved the goal of reading each other's material and expanding the guides' audience beyond the instructor. The students' comments demonstrated genuine interest in and enthusiasm for their classmates' guides.

The instructor solicited student feedback on the project at mid-semester and at the end of the semester. All of the students gave positive feedback about the project overall. The only negative comments stated the difficulties with learning new technology at the beginning of a semester and the amount of time spent building the LibGuide. One frustrated student met with another student for hands-on assistance learning the basics. Most said they felt that learning to build LibGuides taught them a practical skill for their present or future jobs in libraries. Knowledge gained about web design and copyright compliance applied to other web-

oriented projects in other classes.

They said they enjoyed learning from each other and answering each other's posts. Getting to share each other's work helped avoid the isolation sometimes experienced in online classes. Several of the students asked if they could share their guides with friends and family outside of the class because of the practical value of the content in the guide. In this case, the guides not only helped build community within the class, but also extended beyond it. By the end of the course, most students felt very proud of their guides. They all opted to keep their guides beyond the time of the class, so they could use them as part of their professional portfolios.

### **Conclusion**

The authors found through years of experience publishing and monitoring the use of their LibGuides that the most successful and heavily-used guides were those built collaboratively. Having faculty involvement before creating a guide ensures it will have a receptive audience and that its creation meets a specific need within a community, committee, group, or class. The authors recommend that the creation of guides should purposefully include input from key constituents to ensure its viability and acceptance.

The availability of content-sharing programs such as LibGuides empowered GPC librarians to partner with each other and with faculty to support their classes and curriculum. Using LibGuides provided promotional support and assistance with college-sponsored events and initiatives. Stakeholders throughout the

institution relied on librarians to collaborate with them using content-sharing software to support their efforts. The GPC experience demonstrates that LibGuides and similar tools are essential for communication in face-to-face, multi-campus, and online environments.

Librarians build professional relationships in part to promote and teach information literacy, as well as for the opportunity to demonstrate the quality and scope of library resources. They should also consider LibGuides or other similar content-sharing programs as a vehicle for building collaborations. The act of guide creation, as well as the assimilation of content for the guide, facilitates a group's building, maintaining, and perpetuating community. Creating a guide as a team requires communication and socialization within an organization, while gathering and selecting the guide's content can assist and promote group interaction that leads toward the actualization of the common purpose or goal. Guides can also help to preserve institutional or community memory by housing archival meeting notes and other documentation, serving as a reference point for past, present, and future members.

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## Appendix

### FACULTY-LIBRARIAN COLLABORATIONS

#### Scholarly Communication

Furman University Scholarly Conversations  
<http://libguides.furman.edu/scholarlyconversations>

#### Guide to Collaboration

University of South Florida Guide to Faculty-Librarian Collaboration  
<http://guides.lib.usf.edu/content.php?pid=170909&sid=1439213>

#### Class Project LibGuides

Georgia Perimeter College LIST 2015 Materials for Children and Youth  
<http://guides.gpc.edu/LIST2015>

Georgia Perimeter College *Doubt: A Parable*  
<http://guides.gpc.edu/doubt>

Georgia Perimeter College Campus Theater Production/Class projects  
[http://guides.gpc.edu/srch.php?q=campus\\_theater\\_production](http://guides.gpc.edu/srch.php?q=campus_theater_production)

#### Online Tutorial LibGuides

Georgia Perimeter College ENGL 1102 - GPC Online  
<http://guides.gpc.edu/engl1102online>

Georgia Perimeter Dental Hygiene Tutorial  
<http://guides.gpc.edu/dentalhygiene>

Georgia Perimeter ENGL 1101 Basic Tutorial  
<http://guides.gpc.edu/ENGL1101Basic>

### COLLABORATIONS WITH SUPPORT CENTERS

#### Career Services LibGuides

Resurrection University Career Services  
[http://libguides.resu.edu/nursing\\_jobs](http://libguides.resu.edu/nursing_jobs)

#### Disability Support LibGuides

Ivy Tech Community College Disability Support Services  
<http://libguides.ivytech.edu/content.php?pid=355042&sid=2903949>

## Faculty Support/Centers for Teaching and Learning

### University of North Georgia Center for Teaching and Learning (UNG CTLL):

Diversity and Global Education

<http://libguides.ung.edu/DGL>

High-Impact Educational Practices and Scholarship

<http://libguides.ung.edu/content.php?pid=536682>

Service Learning Practices and Scholarship

<http://libguides.ung.edu/ServiceLearning>

Scholarship of Teaching and Learning

<http://libguides.ung.edu/SoTLaTUNG>

Undergraduate Research and Creative Activities Practice and Scholarship

<http://libguides.ung.edu/content.php?pid=538022>

Fostering Academic Integrity and Reducing Plagiarism

[http://libguides.ung.edu/Academic\\_Integrity](http://libguides.ung.edu/Academic_Integrity)

### Learning Support, Learning and Tutoring, Writing LibGuides

Baker College Learning Support Services

<http://guides.baker.edu/content.php?pid=482108>

Baker College of Auburn Hills Learning Support Center

<http://guides.baker.edu/content.php?pid=536721>

Horry Georgetown Technical College Student Success and Tutoring Center

<http://libguides.hgtc.edu/sstc>

Resurrection University Writing Center

<http://libguides.resu.edu/writing>

Walden University Writing Center

<http://academicguides.waldenu.edu/writingcenter/home>

### Veterans Services LibGuides

Gulf Coast State College Veterans Services

<http://guides.gulfcoast.edu/veterans>

Tulsa Community College Veterans and Military Resources

<http://guides.library.tulsacc.edu/c.php?g=118445>

## **FESTIVAL, CONTESTS, SYMPOSIUMS, AND OTHER CAMPUS/COLLEGE-WIDE EVENTS**

### **Community Read Programs LibGuides**

Edmonds Community College Community Read  
<http://edcc.libguides.com/c.php?g=121165&p=790182>

Fitchburg State College Community Read  
<http://fitchburgstate.libguides.com/thenewjimcrow>

Georgia Perimeter College GPC Reads  
<http://guides.gpc.edu/GPCReads>

### **Festivals and Symposiums LibGuides**

Nova Southeastern University Tournees French Film Festival  
<http://nova.campusguides.com/frenchfilms>

University of Iowa Climate Festival  
<http://guides.lib.uiowa.edu/icf>

Georgia Perimeter College 1960s Symposium  
<http://guides.gpc.edu/sixtieslife>