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Interdisciplinary Collaboration: A Faculty Learning Community Creates a Comprehensive LibGuide

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Abstract

Purpose – Many colleges and universities require both undergraduate and graduate students to plan and conduct research as a part of graduation requirements. However, a number of barriers exist for both instructors and students in understanding and conducting research. A small group of, The College at Brockport, instructors who had taught introductory research and research methodology gathered together with librarians as a faculty learning community (FLC) to share information about their instructional methods for teaching research skills. The paper aims to discuss this initiative.

Design/methodology/approach – Following an initiative to foster career-span faculty development, The College at Brockport made a three-year commitment to implement a variety of topic-based FLCs beginning in the fall 2008 semester.

Findings – Like librarians across the country Brockport librarians have been creating research guides, or “pathfinders,” for decades. The term “pathfinder” was coined in the early 1970s when MIT librarians developed lists of resources and references pertaining to subject disciplines. When LibGuides are marketed, it is not surprising that libraries are quick to adopt this platform to produce pathfinders. LibGuides are chosen because they provide a convenient and simple way to create and update research guides using a live interface, employ web 2.0 technologies in a user-friendly format, and encourage collaboration.

Originality/value – Based on the evaluative and qualitative feedback the LibGuide has been refined further. It is a guide that will be under modification as more faculty and students use it.

Introduction

Many colleges and universities require both undergraduate and graduate students to plan and conduct research as part of graduation requirements. However, a number of barriers exist for both instructors and students in understanding and conducting research (Leedy & Ormrod, 2005). College instructors often grapple with the difficulties involved in teaching students to understand the process of research methodology and the ethics involved. Public services librarians often have to assist students who seem to lack basic information literacy skills: the ability to locate, evaluate and use effectively the needed information. Additional challenges for research methods students include their inability to develop and conduct meaningful research projects, to comprehend terminology and language, or to apply research findings within a variety of disciplines. A small group of, The College at Brockport, instructors who had taught introductory research and research methodology gathered together with librarians as a Faculty Learning Community (FLC) to share

information about their instructional methods for teaching research skills. Members of this FLC were enthusiastic about teaching research methods and sharing their ideas and resources with the college campus as a whole.

Faculty Learning Communities

Over the past decade, institutions of higher education have paid greater attention to the formation of faculty learning communities. Cox (2004) defines faculty learning communities as a group of faculty and staff who work in collaboration over the course of a year to address some aspect related to the improvement of teaching and learning. FLCs are much more structured than typical committees or discussion groups in which faculty members participate. The primary difference is the emphasis on community building among various disciplines (Cox, 2008) and shared curriculum development. Evidence suggests the development of and participation in FLCs may result in significant improvements across disciplines and faculty lines. An FLC has shown to improve faculty interest in teaching and increased use of effective methods of teaching. Further, with the faculty members' participation in an FLC, student learning outcomes improve (Beach & Cox, 2009; Cox, 2008), along with the promotion of the scholarship of teaching and learning by the faculty member (Richlin & Cox, 2004).

Faculty learning communities are described as either topic or cohort-based (Cox, 2008). Topic-based FLCs focus on a particular teaching or learning issue that is described as a need by the members of the institution. In contrast Cox (2004, p.8) describes cohort-based FLCs as a way to

[. . .]address the teaching, learning, and developmental needs of an important cohort of faculty or staff that has been particularly affected by the isolation, fragmentation, stress, or chilly climate in the academy.

Examples of topic based FLCs include problem based-learning, departmental assessment, teaching writing-enriched courses, etc., while cohort-based learning communities may focus on the needs of senior teaching faculty, scholarship for early-career faculty, enhancing leadership of department chairs, and others (Miami University of Ohio, 2009).

Initial Steps

Following an initiative to foster career-span faculty development, The College at Brockport made a three-year commitment to implement a variety of topic-based FLCs beginning in the fall 2008 semester. As outlined in the Faculty Learning Community program manual developed by Cox (2008), the College's Director of the Center for Excellence in Learning and Teaching sent a request in March 2008 to all faculty and staff encouraging the submission of a FLC application. In brief, the application process asked applicants to provide an overview of the proposed topic, justification for its importance regarding teaching and learning, proposed objectives and potential outcomes. A total of 13 proposals were submitted and distributed to faculty who were asked to select the FLC they would most likely participate in over the course of the next academic year. Of the four

FLCs selected, one focused on the use of research as a teaching and learning tool. This paper is the main focus of this project.

Need for Effective Research Methods

Our learning community was interdisciplinary in nature and represented faculty members, including librarians, at various stages in their careers. Some faculty members were early in their careers and had their own personal experiences with research, but needed help in generalizing those initial experiences to their students. The more experienced faculty members had ways in which they had taught research methods in the past but lacked new ideas or ways in approaching research with their current students. We felt a cross disciplinary approach to sharing research ideas and methods would assist faculty in developing new, creative ways to use research as a teaching tool. Further, we thought that the sharing of these research methods could result in expanding research opportunities for students, while teaching ethical ways to conduct research within our college community.

This FLC began with the basic premise that many faculty struggle with teaching research methods courses, courses toward which many students express apprehension and reservation, yet are critical for academic and professional development. This common “struggle” was mutual between the members of the group. Representative disciplines and the number of faculty members were from the following departments/programs:

- Chemistry (1),
- Counselor Education (1),
- Education and Human Development (3),
- Library (2), and
- Social Work (2).

The personalities of the participants were very conducive toward collaboration with strong motivation to address a number of barriers related to the topic.

Critical to this process was the collective decision making utilized to develop a formal problem statement, purpose statement, along with goals and objectives. The problem statement and purpose was as follows:

Problem Statement: Many undergraduate and graduate students struggle to learn and apply research methods skills in their respective programs of study (Fallon & Massey, 2008). These challenges include students' ability to locate appropriate sources of information, comprehend terminology and language, develop and conduct meaningful research projects, and apply research findings within a variety of courses and settings. Curricular time constraints, limited knowledge of best teaching practices, departmental/disciplinary isolation, and multiple demands on faculty time can restrict educators' abilities to develop and deliver an effective pedagogy in relation to research methods and related courses (Dauenhauer *et. al.*, 2008).

The purpose of this FLC was to:

- Enhance faculty knowledge and skills to integrate scholarship, teaching, and service and engage their students in collaborative research activities.
- Enhance the knowledge and skills of *faculty* who are committed to improving students' ability to locate, comprehend, conduct, and apply research findings.
- Support undergraduate and graduate *students'* knowledge about the research process and to use research in an ethical manner.

Based on these guiding principles, FLC members set a goal to develop a new resource to help faculty and staff to more effectively teach research methods using strategies and resources from a variety of disciplines. It was the intent of the FLC to share the tools they commonly use to assist students in understanding the research process. While the development of a research method LibGuide was not the original intent, it soon seemed an obvious method for meeting our needs to share and distribute research methodology information and resources. Further, it was our goal for students involved in this project to gain a better understanding of the research process, to use resources to support their learning, and to understand key ethical practices.

Choosing A Publishing Method

Collaboration is how people work together, not just a task or a skill (Friend & Bursuck, 2006). These authors describe collaboration as “voluntary, based on parity, emergent, and has shared goals, decision making, resources, and accountability (p.75).” Library literature addresses the need for collaboration (Sugarman & Demetrcopoulos, 2001; Judd & Montgomery, 2009) but recruiting faculty members to work with librarians in creating research guides is sometimes difficult due to time constraints. Library guides created by both faculty and librarians are often used more by students and thus more meaningfully support student learning (Somerville & Vuotto, 2005). The FLC initiative targeted members of the college community who wished to learn from each other through collaboration and created a mutually convenient starting point for discussion.

Within this particular FLC librarians and faculty met together for one-an-a-half to two hours every other week for two semesters. During the first semester, discussions focused on identifying the challenges, and potential solutions, associated with teaching research from faculty and librarian perspectives. For instance, faculty described students' difficulty locating relevant peer reviewed journal articles to address research questions. In contrast, librarians articulated the struggles they have when students request their assistance to locate this information. Specifically, librarians described their perceptions of

- faculty who expect students and library personnel to interpret research-based assignments; and
- students who need guidance to comprehend research terminology and course expectations.

These types of honest, yet respectful conversations established a shared sense of commitment and ultimately, identified a variety of needs from multiple perspectives.

While many common ‘teaching’ challenges were discussed between faculty, librarians shared their knowledge of potential resources and expertise using technology. Given the research-based, discipline-specific informational needs of programs at the College, FLC members desired a tool that would consolidate instructors’ knowledge about research methods; a tool that could be used by both students and faculty members alike. We did not intend to replace research methodology in the college classroom. Rather, we hoped to support research instruction by centralizing information developed by skilled faculty and staff. It was also important to develop a resource that would last beyond the one-year commitment of the FLC project.

As the list of ideas of suggested resources grew, the group decided that a web site would be the best place; however, it needed to be site that could be updated easily and allow for changes and multiple authors. The librarians in the group recognized that this was an excellent opportunity for using LibGuides, a new subscription that the College at Brockport librarians had purchased. The term “LibGuide” is a commercial one and refers to a web 2.0 content management system hosted on a server and developed by the company Springshare (2010). Although open source applications and other website platforms existed, the College at Brockport librarians chose to purchase a subscription to LibGuides and use it as their platform for creating online pathfinders, or subject guides.

The LibGuides Platform

Like librarians across the country Brockport librarians had been creating research guides, or “pathfinders,” for decades. The term “pathfinder” was coined in the early 1970s when MIT librarians developed lists of resources and references pertaining to subject disciplines. These earlier paper versions of research guides had been duplicated by most academic libraries and customized to their own local resources. Because the term pathfinder was used primarily by librarians, terms like “library subject guide,” or “research guide” often replaced it. With the advent of the internet librarians began publishing electronic guides, thus enabling patrons to access the guides at their convenience and to use hyperlinks for databases and other online resources (Vileno, 2007; Morris & Del Bosque, 2010). As wiki software became widely available, it became easier for librarians, even those who did not have the most technical skills, to create author subject guides collaboratively using a common web browser. When LibGuides were marketed, it was not surprising that libraries were quick to adopt this platform to produce pathfinders. In Buczynski’s article chronicling the progression of web-based subject guides, he concludes that services like LibGuides “are bringing techies and non-techies together by bridging the technical skills gap library staff have experience since the dawn of the World Wide Web” (2009, p. 66). The authors would add faculty to that gap as well; none in our faculty learning community had the technological skills (or permissions) to edit a web page on the college’s web site. LibGuides allows for multiple authors for each guide and provides an easy template for editing that does not require extensive programming skills.

LibGuides were chosen because they provide a convenient and simple way to create and update research guides using a live interface, and employ web 2.0 technologies in a user-friendly format, and encourage collaboration. Public service librarians know that much of the former personal contact with students, both traditional on-campus students and

distance students, now takes place electronically through email, instant messaging, or web pages (Arvin 2009). As our campus added more hybrid and online classes, it was important that we meet the needs of our students no matter where they were. LibGuides are accessible at any time and at any place a student has an Internet connection. They also were meant to replace and provide a “green” alternative to the thousands of paper handouts that the library had been printing.

Reviews of LibGuides and their website itself indicate the popularity and widespread acceptance of this new tool (Markgraf, 2009; Springshare, 2010.) The features that made web-based research guides popular among librarians (linking to resources, providing instructions, etc.) are even easier to produce in the live interface of LibGuides. They can be customized with the library’s logo and are hosted on a remote server, so librarians do not have to install or learn to use any additional software. The structure of the guides, with tabs, columns, and boxes makes them easy to read and understand and appeals to various cognitive levels and styles. They make meeting accessibility requirements easy, as long as links and photographs are labeled correctly (Becker, 2009). Rather than obtaining permissions for publishing files through the college web site, the librarians (or anyone) can edit guides easily from any Internet browser.

Beyond these features the ability to employ Web 2.0 features was an important factor in the decision to buy LibGuides. A study done by Morris and Del Bosque (2010) of major academic libraries found that many had not integrated Web 2.0 elements into their subject guides, although the elements were being used on some parts of the main library webpage. LibGuides helped to address this issue. No coding experience is required to add these features, as LibGuides provides over 15 choices of boxes that you can insert in any page or “tab” you use for your LibGuide. Some available Web 2.0 features include: multimedia resources, RSS feeds, interactive polls, “rate this resource” options, comment sections, documents and files, and a place for a librarian profile box.

One element that may not have been specifically on the minds of the faculty creators was the integration of information literacy standards; however, the librarians were aware of the need to educate students in research methods to meet these standards. By basing the guide on practices that librarians and faculty use in a traditional classroom and providing an outline of the guide using meaningful categories (Brazzeal, 2006), we could help students the process of becoming information literate from the selection and refining of their topic through the final evaluation and publication of their work. LibGuides reach students at their point-of-need, when they are working on their research projects and need a reminder or additional information.

Developing the Research Methods LibGuide

After demonstrating LibGuides librarians and faculty decided to utilize this technology to design one LibGuide that would guide students and faculty from the very start of a research project to the final product: guides for organization and processes would be interspersed with links to appropriate resources. We wanted the LibGuide to be inquiry-based. That is, we wanted it to support the types of questions that faculty, staff, and students bring to reference librarians concerning their research. Therefore, we generated a

series of questions as the framework of the LibGuide. The research methods questions were:

- RQ1.* What is research?
- RQ2.* What are the different types of research?
- RQ3.* What is a good research question?
- RQ4.* What are the general tools of research?
- RQ5.* What tools are helpful at the beginning stages of a research project?
- RQ6.* What is good writing?
- RQ7.* What style of writing is required?
- RQ8.* How do I systematically review the literature?
- RQ9.* How do I organize the information I have collected?
- RQ10.* How do I write a good review of the literature?
- RQ11.* How do I efficiently organize my time?
- RQ12.* If my study involves human participants, what steps do I need to take to protect them from harm or risk?

We also wanted the LibGuide to link directly to a number of Internet resources that would support a variety of disciplines represented by the college. These resources included style guides from major national associations (i.e. American Psychological Association (APA)), University Press Manuscripts, and guidelines for bias-free language. Our planned approach was to develop the LibGuide, pilot test its effectiveness, and revise accordingly. It was our belief that allowing the student access to the LibGuide would reinforce the research methodology learned in the classroom setting. Once the final selection of LibGuides was made, librarians used their expertise in collaboration with faculty to create a mock-up of the first LibGuide. The final version has 13 “tabs,” or pages. Although the tabs appear in linear order on the main page, each tab can be selected to display information specific to its topic. Students can choose any tab at any time depending on their current research need. After the guide was assessed the first time the tab’s labels and other information was changed to reflect student needs. The final version’s tabs are: getting started, choosing a topic, writing a research question, library resources (with four dropdown menus consisting of interlibrary loan, articles, books, and primary/secondary sources), human participants, literature review, bibliography/works cited, refining your writing, final checklist, copyright, internet resources, helpful books, and live help. The research methods LibGuide can be found at:
<http://brockport.LibGuides.com/research/> *Figure 1*

The College at BROCKPORT
STATE UNIVERSITY OF NEW YORK

Drake Memorial Library
Research Guides

Drake Memorial Library Home » Research Guides Home » Researching & Writing a Paper

Admin Sign In

Researching & Writing a Paper Tags: research lib literature review lit bibliography citation help education
A guide to help you through your research methods class or other semester-long research projects.

Last update: Feb 03rd, 2010 | URL: <http://brockport.libguides.com/research> | Print Guide | RSS Updates | SHARE

Getting Started | Choosing a Topic | Writing a Research Question | Library Resources | Human Participants | Literature Review
Bibliography/Works Cited Pages | Refining your Writing | Final Checklist | Copyright | Internet Resources | Helpful Books | Live Help

Getting Started Comments (0) Print Page Search This Guide Go

Purpose of this Guide

The purpose of this guide is to help you through the basic steps for a major research project. Each "tab" will help you through various parts of the process. The basic steps are:

1. Planning your process.
2. Choosing a topic.
3. Writing the Research Questions.
4. Library Resources (and tutorials on the pages).
5. Human Participants (the Institutional Review Board).
6. Doing the Literature Review.
7. Help with Bibliography/Works Cited pages.
8. Refining/Revising your Writing.
9. A Final Checklist.
10. Copyright Information.
11. Additional Internet Resources.
12. Bibliography of Helpful Books available in the Library.
13. Live Help and Contacts Directory.

Plan Ahead

Your paper should have a **purpose**, a **point** or, to use the ever scary word, a **thesis**. Prove or disprove your point with evidence from your research (ex. Germany lost World War II because Hitler's expansionist vision spiraled out of control toward the end of the war).

Find research that will answer a question (ex. Could the impact of the Great Depression have been lessened if specific economic remedies had been employed by Congress?).

Helpful Links for Getting Started

- **Inspiration**
Available on every campus computer listed under programs, usually education and visually impaired.
You can download a free trial directly from the website. Useful for mapping your research ideas and topics to develop a search strategy.
- **Electronic planners** can prevent a researcher from feeling overwhelmed and assist them in sequential planning.
One example is Franklin Covey planner.
- **Assignment Calculator**
A program you can use to help set a schedule for your project. From the University of Minnesota.
- The Online Writing Lab from Purdue University has an extensive set of resources for helping you get started through the final product.

Establishing a schedule for your Project

Help us improve this guide

Was this information helpful?

Yes No Don't know

Please provide comments to help improve this page:

How useful is this page/guide?

1 2 3 4 5
Not useful Extremely useful

Send Feedback

Figure 1

Because of the fluid nature of LibGuides these tabs can easily be changed and information added and updated more frequently than a static web page, or even a web page on the college web site. Although some information was copied directly from other portions of the colleges' web site (for example, the Institutional Review Board and the Writing Center), it was simplified and re-worked so as not to overwhelm students during their first interaction. Links to those comprehensive sites are provided, and thus students may obtain (extensive) information when or if they need it.

Evaluative Feedback

Two of the faculty members of the FLC involved in developing the LibGuide were also teaching graduate seminars for students preparing their thesis. Their thesis project is the culminating research project for their masters' degree in any program in the field of education. One of the seminars was for graduate students in the Literacy program and the other was for graduate students in the Curriculum Specialist in Elementary Education.

These two faculty members volunteered to pilot the preliminary LibGuide with their graduate students. There were 18 students in the two seminars, 6 students in a graduate Literacy seminar and 12 students in a graduate Curriculum Specialist seminar.

Both the seminars met on Saturday during the spring of 2009 semester. A survey was developed to solicit and gather evaluative feedback from these students and consumers of the LibGuide. The survey items focused on using the LibGuide as a tool for research. The following questions were developed to elicit evaluative feedback on the usefulness of the research methods LibGuide:

- Q1.* How easy/ difficult is it to navigate the site?
- Q2.* Which of the tabs do you find useful to you as a student/faculty member doing research? Please list all tabs.
- Q3.* Under Resources/ Technological Tools, which ones do you find useful to you? Please list tools.
- Q4.* If you did the virtual tour of the library, did it help you to know where to go for resources or help in the library? Please list what you learned.
- Q5.* There is a lot of information about databases, book information, and interlibrary loan. Was this helpful to you? Please explain.
- Q6.* There are links under Human Participants to IRB forms and information about IRB. Is this helpful to you? Please explain.
- Q7.* There are sections on Literature Reviews, how to do bibliographies, and copyright issues. Is this helpful to you? Please explain.
- Q8.* List the three most helpful things about the site.
- Q9.* What else would you like to have available on the site?

In early February, the 18 graduate students met at the same time on a Saturday in a computer laboratory in the library. They were given access to the URL for the LibGuide and requested to respond to items in the survey. It was impressed upon the students that honest and frank feedback would be most useful as the LibGuide was developed and improved.

The students approached the survey conscientiously and with a seriousness of purpose. Their feedback was extremely valuable in further refining the LibGuide. They commented on the use of the research methods LibGuide (the percentage of respondents follows each phrase):

- User friendly and easy to navigate (94 percent)
- Tabs are useful for selecting a research topic and writing a research question (50 percent)
- Learned something new in the virtual tour of the library (94 percent)

- Particularly useful for the Internal Review Board (IRB) process and links to forms (94 percent)
- Useful for information about databases (72 percent)
- Contained clear and concise information in general (88 percent)
- Helpful with information on interlibrary loan (78 percent)
- Gave them much information on literature reviews (56 percent)
- Provided invaluable help with bibliographies (78 percent)
- Convenient with a great deal of information in one place (100 percent)
- Loaded with hints to be organized and plan ahead (56 percent)

The greatest number of negative comments related to links that did not work (67 percent). Since this was the first trial of the LibGuide, that was a problem easily fixed. Other comments or suggestions for improvement included:

- Provide more information about interlibrary loan (22 percent)
- Provide more detailed instructions on how to use library databases (11 percent)
- Add more examples of literature reviews (22 percent)
- Add samples of previous thesis (22 percent)
- Add an overview and/or samples of each section of a thesis (22 percent)

In summary the feedback was positive and contained concrete suggestions for improvement of the LibGuide. The idea of “one stop shopping” was a theme in all of the feedback comments. The consensus that the LibGuide was a very valuable tool was born out as the semester continued. The graduate students had the web address, and they continued to have access to the LibGuide for the remainder of the semester. During that time and in subsequent seminars after it was officially published, the students commented numerous times about visiting the LibGuide for help and also noted the improvements made each time they accessed it.

The qualitative responses by the graduate students ($n=18$) were reviewed and analyzed. The open design of five questions (Q1, Q2, Q5, Q6, and Q8) elicited the broadest range of responses. Two themes or patterns were found in reviewing these results. The first was *usefulness* and the second was *ease of access*. The results of the qualitative analysis are found in Table 1 (See Table 1). In Table 1, the questions and the number of participants’ responses in each category is listed, along with examples of respondents’ quotations.

Q3 asked about Technological Tools. However, the links were not working well the day the survey was conducted, and the feedback was directed at fixing those links. Q9 asked about additional information students would like to see on the site. Responses ($n = 14$) included: an overview for each section, sample thesis papers, forms needed such as permission forms and samples of literature reviews. In April, the FLC participated in the college’s Scholars Day and presented a session on the LibGuide for faculty and students. Utilizing the feedback from the graduate students, the survey was modified and used with the participants at the Scholars Day session. The faculty participants’ comments mirrored the comments from the graduate students. The site was viewed as user friendly, easy to

navigate, very accessible for Institutional Review Board forms and information all in one place, excellent examples for literature reviews and bibliographies, and just generally useful in providing assistance on getting started on research. One comment pointed out the value of the mere existence of the site. The faculty did not have as much time to evaluate the LibGuide as the students had during their class time. However, several in attendance that day have indicated that they are using it in their classes (specifically in the disciplines of counselor education, science education, and criminal justice).

Discussion

Based on the evaluative and qualitative feedback the LibGuide has been refined further. It is a guide that will be under modification as more faculty and students use it. There is no question about the overwhelming success of the LibGuide as a tool to support student and faculty research. The results of this study demonstrate that collaborative faculty efforts, working across disciplines, can reduce or ameliorate frustrations in teaching and learning research methodology.

LibGuides makes it easy to discern those instructional elements that are common to all disciplines and in doing so encourages a refined and collaborative approach to best practices for delivering content online to students and faculty alike” (Kerico & Hudson, 2008, p. 41).

This project, and the approach utilized, is important to faculty, staff, and students who may want to use the research methods LibGuide or who wish to develop a similar LibGuide based on other needs. Students and faculty found the LibGuide useful and have used it repeatedly throughout the semester and into the following semester terms. In the list of the most popular guides, which is the default page for the College at Brockport’s research guides (Dauenhauer *et al.*, 2009), the research methods LibGuide, “Researching and Writing a Paper” is consistently near the top of the list. Current statistics show that it has been viewed over 1000 times in the spring 2010 semester. The tabs or pages used the most often include (in descending order): “Getting started,” “Bibliography/works cited,” “Human Participants,” “Literature Review,” and “Library Resources.” Other guides in the top ten (e.g. “Education,” “Anthropology,” “ENL102/112,” etc.) range between 450 and 980 views, with the exception of a LibGuide for Brockport’s Big Read program which has over 1300 views (and is another example of a campus-wide use of LibGuides).

Table 1: Qualitative Analyses of Questions 1, 2, 5, 6, and 8

<i>Questions</i>	<i>Usefulness</i>	<i>Ease of Access</i>
<i>Q1.</i> How easy/ difficult is it to navigate the site?	<i>n</i> = 16 “I think this site is very easy to navigate. I really like the tabs at the top of the site to break down the topics.”	<i>n</i> = 7 Tabs “Good citation sources” “I liked all of the links.”
<i>Q2.</i> Which of the tabs do you find useful to you?	<i>n</i> = 8 Writing a research question <i>n</i> = 8 Bibliography <i>n</i> = 6 Choosing a topic <i>n</i> = 10 Human Subjects (IRB) <i>n</i> = 6 Literature review <i>n</i> = 5 Library resources “Choose a topic (this can be so hard so it’s nice that it gives suggestions and how to narrow it down), Library resources (how they can be helpful), human participants (I like the link to the IRB website), and literature review (I like the information and examples).”	<i>N</i> = 3 “The example was good for a step-by-step process.”
<i>Q5.</i> What information was helpful to you?	<i>n</i> = 10 “Articles and databases’ page is useful.” “I was not aware the library could do interlibrary loan.”	<i>n</i> = 4 Interlibrary loan <i>n</i> = 4 Databases <i>n</i> = 3 Book information “There are a variety of ways to search. First time users tab useful too.”
<i>Q6.</i> What links were helpful?	<i>n</i> = 10 “The web sites to the online training course, examples are all there. I love it! Good job!” “All IRB information is there.” “I like how it included direct links to use all in one area of the web site.”	<i>n</i> = 18 “I like that it gives an in-depth explanation of what the IRB is; gives quick links to due dates, forms, etc., and brings you right to the on-line training. Also it is all in one spot and easy to navigate.”
<i>Q8.</i> List the three most helpful things about the site.	<i>n</i> = 18 “There are quite a few helpful links.” “Easy to access IRB info and web site from one tab.” “Easy to reference how to write APA paper and literature section.”	<i>n</i> = 7 Literature review information <i>n</i> = 6 Human subjects (IRB) <i>n</i> = 5 Link to library personnel “It is nice ‘one stop shopping’ which allows students to be more self sufficient. It is organized in a way that helps walk you through the research process.”

Research Limitations

Members of the FLC would have liked to have surveyed more students and faculty in the use of the LibGuide, but finding the time and resources for such studies can be difficult. Persuading faculty to give up class time for the survey made it difficult to obtain additional student responses. Recruiting students for the survey outside of class time is difficult for librarians particularly without an incentive for their participation, something our institution does not provide. Although the usage statistics for LibGuides are easy to obtain from the administrative module, they are limited because they do not specify how long a student used the page or whether or not they found the information helpful. Further research would involve more detailed usability studies and perhaps use recording or screen capturing software. Librarians at our institution would like to perform a study on LibGuides, as a whole, in the future. Although students indicated that they liked the ability to contact a librarian (through instant messaging or by setting up a research consultation), it is impossible to determine how many were asked directly from the research methods LibGuide. Marketing the LibGuide was done through campus-wide emails as well as through a faculty workshop; however, the challenge remains to connect with faculty in raising awareness of the library resources available to them and their students. The authors feel this challenge applies universally, since students and even many faculty prefer to do their research using Google and other search engines available for “free” on the Internet.

Conclusion

Participation in a faculty learning community was a rewarding experience and helped to broaden librarians’ exposure on the college campus. The multidisciplinary aspect of the creation and assessment of a research LibGuide plus the multi-author and Web 2.0 capabilities of LibGuides is new for the library field. The flexibility and ease of use of LibGuides make them an important tool for faculty, staff, and students. The authors of this paper have shared their efforts to develop a cross disciplinary LibGuide for use in teaching research methods to graduate and undergraduate students. Collaborating on the LibGuide project created benefits for all involved parties. Faculty learned more about library resources and how librarians are trained and willing to help in the research process. Librarians learned how faculty approach research in developing class assignments and developed better outreach to departments campus-wide. Most importantly, students gained a new resource that not only provides them with valuable information but allows them to give feedback and interact with librarians and faculty throughout the semester.

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