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

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### **Abstract**

With flexible access and permission features, LibGuides and LibGuides CMS offer an adaptable platform for hosting patron-created content. This paper highlights how librarians at Georgia Southern University opened their LibGuides CMS platform to host faculty and student projects and portfolios. Employing similar techniques, libraries can host a wide range of patron-created content while protecting library-managed guides and assets, controlling access to patron-created content, and protecting patron privacy. This paper provides a detailed overview of access and permission features available in LibGuides and LibGuides CMS, presents two case studies, and offers considerations and best practices for hosting patron-created content.

### **Keywords**

LibGuides, patron-created content, authentic learning experiences, access, privacy

### **Introduction**

Georgia Southern University is a public doctoral and research institution located on three campuses in Statesboro, Savannah, and Hinesville, Georgia. Georgia Southern offers 141 degree programs at the bachelor's, master's and doctoral levels, and serves over 27,000 full-time and part-time students. The University Libraries is composed of two on-campus branch libraries on the Statesboro and Savannah campuses, and employs approximately 76 full-time and part-time personnel, 30 of whom are faculty librarians. The University Libraries belongs to the statewide GALILEO consortium, an initiative of the Board of Regents of the USG, and is home to over 860,000 print volumes, 397,000 government documents, and 95,000 journals. Approximately 18 librarians provide regular instruction services, including face-to-face instruction and by creating LibGuides in support of courses and programs. Several librarians are embedded in courses, both face-to-face and online in the University's Desire2Learn learning management system (LMS).

During the 2017-2018 academic year, librarians hosted approximately 250 face-to-face classes and workshops. Of these, a majority were one-shot information literacy sessions.

The origin of LibGuides and LibGuides CMS can be found in library pathfinders, popular print tools from the 1960s through the 1990s that pointed patrons to key resources during early exploration of a new topic. Through the early 2000s, pathfinders transitioned to web-based subject and research guides, representing the natural development of the pathfinder to an online environment. Prior to adopting LibGuides, librarians at Georgia Southern used the open source Subjects Plus tool to organize recommended resources by subject area. These pathfinder-style listings consisted of links and short descriptions, but were difficult to maintain and lacked the multimedia features and visual appeal of LibGuides. In fall 2012, librarians migrated these listings to LibGuides and soon after began to experiment with alternative approaches to guide design and content.

During the Spring 2013 semester, students from two sections of a First-Year Experience (FYE) course were asked to complete a class assignment using both a traditional pathfinder-type LibGuide and a tutorial-type LibGuide, and compare them as learning tools. The tutorial-type LibGuide was based on student-centered design principles and learning theory best practices (e.g., reduced cognitive load, scaffolding, chunking, and metacognition). Students reported a more positive learning experience with the tutorial-type guide, enabling them to complete the assignment more quickly and with better results (Baker, 2014). As a continuation of this earlier study, during the Spring 2017 and Spring 2018 semesters, faculty and students from two blended undergraduate courses were invited onto the library's LibGuides CMS platform, taking the tutorial-type or 'pedagogical' model one step further by engaging students as course leaders and content creators, while librarians focused on providing supplemental instruction and technical support (Mortimore & Baker, 2018).

With flexible access and permission features, LibGuides and LibGuides CMS each offer an adaptable platform for hosting and supporting patron-created content. This paper highlights how librarians at Georgia Southern opened their LibGuides CMS platform to host faculty and student projects and portfolios. Employing similar techniques, libraries can host a wide range of patron-created content (including program and event sites, individual and group assignments, portfolios, and blogs) while protecting the library's guides and assets, controlling access to patron-created content, and protecting patron privacy. Following a brief review of developments in the use of Web 2.0 utilities as instructional tools in the post-secondary setting, this paper describes configuration options available in LibGuides and LibGuides CMS that support patron-led content creation while meeting access, permission, and privacy requirements. This paper then offers two case studies highlighting how these configurations were used to support academic program and class collaborations at Georgia Southern. Finally, the authors discuss considerations and best practices for developing similar implementations in LibGuides and LibGuides CMS.

## **Literature Review**

While this paper invites readers to consider a wide array of applications for LibGuides and LibGuides CMS to support patron-created content, this review focuses on developments in the

use of Web 2.0 utilities in the post-secondary setting, of which the following case studies are examples. For over a decade, Web 2.0, or the ‘participatory’ or ‘social’ web,<sup>1</sup> has received significant attention for encouraging active learning (Richardson, 2006; Crane, 2012). The literature is replete with studies describing how Web 2.0 utilities support student content creation with common themes of student engagement, collaboration, critical thinking, deep learning, and self-reflection. Among utilities that first gained popularity were wikis, blogs, and videos, which continue to be widely used in academic settings today. More recently, podcasts, social media, simulations, programmable learning objects, and mobile apps have gained popularity. As Web 2.0 utilities continue to evolve, participatory and social features remain at their core, inviting users to create communities, collaborate, and share content online without the need to develop extensive technical skills (Woodthorpe, Shaw, Hauck & Beaven, 2009).

Wikis have been popular tools for student engagement and collaboration at least since the advent of Wikipedia in 2001. A number of studies focus on the use of Wikipedia for assessment of writing skills (Carver, Davis, Kelley, Obar & Davis, 2012) and as an alternative to traditional writing assignments (Lewontin, 2016; Hu, Cheong & Chu, 2018). Barton and Cummings (2008) emphasize the value of wikis for collaborative learning. Similarly, blogs have been widely adopted for peer learning and engagement (Johnson, Plattner & Hundley, 2018; Dowling, 2013; Caverly, Nicholson, Battle & Atkins, 2008), and for assessment of writing and critical thinking skills (Ktoridu & Doukanari, 2015). More recently, educators have begun to explore microblogging and vlogging via social media tools such as Twitter, Facebook, Wordpress and Instagram (Johnson, Plattner & Hundley, 2018; Mallon, 2012; Yang, Guo & Yu, 2016).

Video production assignments also have been widely adopted, with several studies describing YouTube as a platform for encouraging student engagement (Orús, Barlés, Casaló, Fraj & Gurrea, 2016; Waldron, 2013) and effective peer assessment (Murray, McGill, Toohey & Thompson, 2017). By leveraging YouTube’s community-building features, students participate as members of a larger community while gaining awareness of alternative points of view (Crane, 2012; Waldron, 2013; Orús, Barlés, Casaló, Fraj & Gurrea, 2016). Similarly, podcasts have gained popularity since the late 2000s. Dale and Povey (2009) describe podcast assignments for third-year undergraduates supplemented by weekly reflective blog posts. Mathany and Dodd (2018) describe podcast assignments in a first-year seminar to foster engagement while developing technical and problem solving skills. In both cases, students reported positive learning experiences and improved communication skills.

Similarly, simulations, learning objects, and mobile apps are increasingly used to support student learning and engagement (Narayan, Davis & Gee, 2012; Kruus, Ellervee, Robal, Ruberg & Kruus, 2013). For example, Betts and Wilson (2012) promote ‘high-touch pedagogy’ to create authentic assessments using learning simulations (e.g., scenarios, gaming, role-playing/mock interviews, virtual reality platforms) and student-created content to demonstrate acquisition of knowledge and skills. In some cases, these simulations and learning tools have been deployed in conjunction with other Web 2.0 utilities, encouraging student-led content creation (Narayan, Davis & Gee, 2012; Kruus, Ellervee, Robal, Ruberg & Kruus, 2013; Yang, Guo & Yu, 2016).

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<sup>1</sup> For one of many useful definitions of Web 2.0, see <https://www.techopedia.com/definition/4922/web-20>. Also, for a heuristic timeline of Web 2.0, see <https://www.timetoast.com/timelines/history-of-web-20>.

Of course, LibGuides and LibGuides CMS have developed along a similar trajectory as many of these Web 2.0 utilities. Recently, work by Scull (2014, 2016) and Adebajo and Campbell (2017) has explored using LibGuides to host student-created content, representing the continued evolution of the platform for supporting student engagement and authentic learning practices. Similarly, recent articles make the case for employing ‘pedagogical’ guides, which emphasize ‘tutorial-type’ rather than ‘list-based’ instruction and are informed by best practices to reduce cognitive load and research anxiety (Adebajo, 2010; Bielat, Befus & Arnold, 2013; Baker, 2014; Adebajo & Campbell, 2017; Lee & Lowe, 2018; Stone, Lowe & Maxson, 2018).

Along with these works and the authors’ previous study of LibGuides as a platform for supporting student-led content creation (Mortimore & Baker, 2018), this paper contributes to the developing conversation around supporting students as content creators by leveraging Web 2.0 utilities, including LibGuides and LibGuides CMS. The following case studies demonstrate how LibGuides can be used, not just as a vehicle for delivering information literacy instruction, but as a platform for hosting coursework featuring student-created content. Using LibGuides as an instructional platform, students can gain a more authentic research and writing experience. As this and other recent studies suggest, librarians are well-positioned to partner with instructors to set up and manage instructional platforms so that students are fully engaged as leaders in their courses, while librarians can focus on providing supplemental instruction and technical support as ‘guides on the side.’ More broadly, these techniques support a wide array of applications to support patron-created content across library and program types.

### **LibGuides & LibGuides CMS - Configuration Options for Patron-Led Content Creation**

LibGuides and LibGuides CMS each offer flexible access and permission controls that support patron-led content creation. LibGuides CMS extends basic LibGuides functionality by providing expanded platform configuration options. At the core of LibGuides CMS’ extended functionality is the ability to organize guides into distinct groups to which administrators may apply unique user access and permission controls, as well as look and feel settings including custom homepages, page templates, language settings, and group-level CSS and JavaScript. Because access and permission controls are applied at the group level, administrators can cordon off groups and guides from each other, and from platform-level administrative configurations and asset management. In this way, administrators may open select groups and guides to patron editors while protecting library-created content and controlling access to patron-created content.

Basic LibGuides regulates searchability and visibility of guide content using one of three guide publication statuses: Published, Private, and Unpublished. Published guides appear in all guide lists, widgets, and search results, are available to external search engines,<sup>2</sup> and are viewable by the public without authentication. Private guides do not appear in guide lists, widgets, or search results, are not available to external search engines, and are viewable by the public only by entering the guide URL into the browser. Unpublished guides do not appear in guide lists, widgets, or search results, are not available to external search engines, and are viewable only if the user is the owner or editor of the guide and is signed into LibApps. These options provide a basic level of access control that supports patron-led content creation and protects patron privacy

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<sup>2</sup> Search engine indexing may be disabled for all groups and guides at the system level.

at the individual guide level, but is limited for managing groups of guides for particular program or course applications.

LibGuides CMS enhances these basic access controls by introducing three group types: Public, Restricted, and Internal. Group types are applied to all guides within the group and interact with guide publication statuses to produce additional access scenarios (see Table 1). Similar to published guides, all content published within a Public group may appear in guide lists, widgets, and search results, is available to external search engines, and is viewable by the public without authentication. Restricted groups provide similar searchability as Public groups; however, anyone attempting to view this content must have appropriate password, IP, or LibAuth authentication. Internal groups provide the most restricted access, requiring a system account and specific group and guide-level rights to search, view, or edit content within the group. As Table 1 shows, combination of these guide publication statuses and group types supports a wide array of access scenarios for patron-created content, from public-facing program and event sites (e.g., Published / Public), to password or IP-restricted project portals (e.g., Private / Restricted), to highly-restricted course sites (e.g., Private/Internal) or student portfolios (e.g., Unpublished / Internal).

Table 1

*Searchability and visibility of guides by guide publication status and group type*

	<b>Group Type (LibGuides CMS)</b>		
<b>Guide Publication Status</b>	<b>Public</b>	<b>Restricted</b>	<b>Internal</b>
<b>Published</b>	Guide appears in all guide lists and widgets, appears in search results, and is available to external search engines. Guide is viewable by the public without additional authentication.	Guide appears in all guide lists and widgets, appears in search results, and is available to external search engines. Guide is viewable by the public only via LibAuth, password, or IP authentication.	Guide is not viewable by the public, is not available to external search engines, and only appears in guide lists, widgets, and search results if the user has access to the group and is signed into LibApps.
<b>Private</b>	Guide does not appear in guide lists, widgets, or search results, and is not available to external search engines. Guide is	Guide does not appear in guide lists, widgets, or search results, and is not available to external search engines. Guide is available	Guide does not appear in guide lists, widgets, or search results, and is not available to external

	viewable by the public by entering its URL.	to the public by entering its URL but is viewable only via LibAuth, password, or IP authentication.	search engines. Guide is available by entering its URL but is viewable only if the user has access to the group and is signed into LibApps.
<b>Unpublished</b>	Guide does not appear in guide lists, widgets, or search results, and is not available to external search engines. Guide is viewable only if the user is the owner or editor of the guide and is signed into LibApps.	Guide does not appear in guide lists, widgets, or search results, and is not available to external search engines. Guide is viewable only if the user is the owner or editor of the guide and is signed into LibApps. If an IP-based access rule is in place, then the user's IP address must also be within range.	Guide does not appear in guide lists, widgets, or search results, and is not available to external search engines. Guide is viewable only if the user is the owner or editor of the guide and is signed into LibApps.

Note. Applies to General Purpose, Course, Subject, and Topic guides. Regardless of group type or guide publication status, Internal and Template guides do not appear in guide lists, widgets, or search results, and are not available to external search engines.

Furthermore with LibGuides CMS, password, IP, and LibAuth authentication restrictions can be applied to individual guides, supporting restricted access to specific guides within Public and Internal groups. This additional granularity supports, for example, inclusion of private student portfolios within a restricted-access course site that otherwise includes shared content or guides (e.g., an Internal group with individual password-restricted guides).

In addition to these access controls, LibGuides and LibGuides CMS provide permission controls at different levels of granularity. Basic LibGuides offers three primary account levels with guide editing permissions: Admin, Regular, and Editor. Admin users can create and edit all groups, guides, and content in the system, and manage all system-level settings. This account level is only appropriate for system-level administrators. Regular users can create and edit their own guides and content, but they cannot edit others' content without additional permissions. This account level is most appropriate for library personnel with guide creation and maintenance duties. Editor users can only edit guides and content to which they have been assigned as editors. This account level is most appropriate for patron content creators, including students, faculty, staff, and community partners.

LibGuides CMS further enhances these account levels by supporting additional Regular user options, including permissions to edit all guides, manage group settings, and edit subjects, tags,

friendly URLs, and assets. Also, LibGuides CMS supports read-only group and guide-level permissions for Regular and Editor users. With these permission controls, administrators can fine-tune user permissions to the particular program or course application. For example, for a restricted-access course site where teaching faculty and students will work on both shared and private guides, the faculty member may be granted Regular user status with administrative rights to the course group only, allowing her the ability to customize group settings and create, edit, and set students' permissions on individual guides. Meanwhile, students may be granted Editor status, assigned editorial permission on specific guides within the group, and provided passwords to personal, restricted guides. In this case, neither the the faculty nor the students can edit library-maintained groups, guides, or assets.

As this high-level overview of access and permission options suggests, LibGuides and LibGuides CMS both support patron-led content creation at various levels of complexity and control. While basic LibGuides supports limited control of restricted-access content creation through use of Private or Unpublished guide publication statuses in conjunction with Editor user accounts, LibGuides CMS supports a vast array of access and permission scenarios. Specifically with regard to instruction, the ability to affect multiple levels of access within the same project by combining group types, guide statuses, guide restrictions, and account types affords librarians considerable latitude to support student-led content creation while protecting students' privacy. Although not suitable to large-scale implementations, such as batch processing of student cohorts (which is not supported), LibGuides CMS is well suited to faculty-librarian collaborations at the class level. The following case studies explore in detail two such implementations.

### **Digital Humanities Collaboration - Managing Groups and Permissions**

During the Fall 2016 semester, librarians at Georgia Southern were approached by faculty requesting help developing a dedicated portal to host instructional materials, student portfolios, and faculty projects related to the University's Digital Humanities initiatives and undergraduate interdisciplinary minor. Specifically, faculty requested help developing a platform to host the Digital Humanities minors' public-facing project portfolios, which the students would create as part of a first-semester course, Introduction to Digital Humanities (HUMN 3431), then continue to develop until graduation. These portfolios would include audio, video, website development, digital mapping, data visualization, 3D printing, virtual reality, and video game projects, which were not well supported by the University's Desire2Learn LMS. Using LibGuides CMS to host this collaboration made sense for several reasons. The faculty required a low-cost, scalable platform on which students and faculty of variable technical skills could host their content. In addition, the faculty required a platform that would provide students with ongoing access up to and following graduation, and would support long-term preservation of their work. LibGuides CMS addressed these functional requirements while affording the faculty a high degree of autonomy to develop the portal according to program needs.

Leading into the Spring 2017 semester, librarians worked with the faculty to create a series of groups in LibGuides CMS to host a front-end portal and instructional guide, individual faculty project portals, and annual student cohort portals to host students' group projects and individual profiles (see Fig. 1). Using multiple groups ensured that the faculty would have maximum

flexibility to customize portals over time. Because all content was intended to be publicly accessible, including student portfolios, each group was assigned the Public group type.

+ Add Group							
Showing 1 to 8 of 8 entries (filtered from 33 total entries)							
<span>Copy</span> <span>Excel</span> <span>PDF</span> <span>Export All Records</span>							
ID	Name	Description	Type	Guide Count	Actions		
<input type="text"/>	<input type="text" value="DH"/>	<input type="text"/>	<input type="text" value="Public"/>				
12284	DH - Digital Humanities Portal	Digital Humanities Program Website	Public	2			
12715	DH - Fujian Trader	Connecting Oceans: Silk, Silver, and the Fujianese Merchant's World Curriculum project website	Public	2			
12711	DH - Gordon Riots	Gordon Riots Mapped project website	Public	2			
12713	DH - Jesuit Cartography	The History of Jesuit Cartography project website	Public	2			
13908	DH - Pacific Routes	Pacific Routes project website	Public	2			
12404	DH - S17 Cohort	Spring 2017 Student Cohort	Public	13			
16093	DH - S18 Cohort	Spring 2018 Student Cohort	Public	11			
14017	DH - Willow Hill	Willow Hill Heritage and Renaissance Center Digital Archive Collection project website	Public	2			

Figure 1. List of Digital Humanities groups.

The faculty administrator for this collaboration was given a Regular user account with administrative rights for each of the project-related groups as well as was made owner of all constituent guides. This combination of permissions and guide ownership allowed the faculty administrator the ability to customize group settings, page templates, look and feel, and owner/editor assignments on all guides.

For each category of group (i.e., front-end, faculty project, and student cohort), the faculty administrator manually added student and faculty editors to individual guides by creating a new Editor account via the guide's Guide Editors menu (see Fig. 2). This method of creating accounts has the benefit of ensuring that any new account holder's access and permissions are strictly limited to the target guide. While the editor had complete editorial rights within the guide, including the ability to add custom CSS and JavaScript, because the faculty administrator owned the guide, the administrator had the ability to remove the editor, and the editor could not delete the guide. Throughout this process, librarians with system-level administrative rights were available to provide support or make corrections as needed.

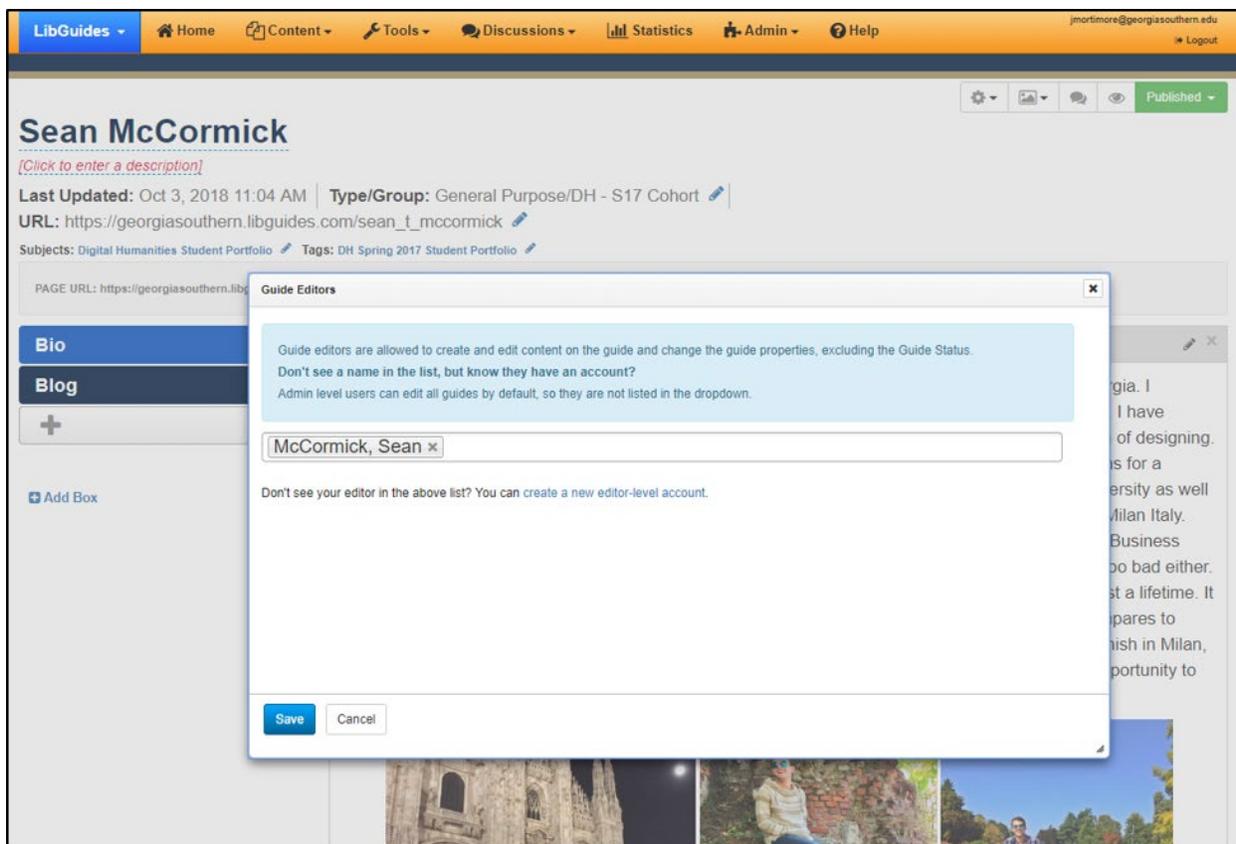


Figure 2. Editor account creation from the Guide Editors menu of the target guide.

For group project guides, the faculty administrator added students as editors after creating their personal portfolio guides and Editor accounts. Then, as students completed group projects, the administrator was able to remove their editorial rights, ensuring the stability of the final project for grading. As students approach graduation, they or the administrator will update their account emails to a permanent address, and the administrator will remove their editorial rights when access is concluded. As of this writing, all minors retain access to their profiles. Similarly, faculty for whom a project group has been established will retain Editor access in perpetuity until support for this collaboration ends. Because all content related to this collaboration is publicly accessible (see Fig. 3), most guides have been assigned the guide publication status of Published.

The image shows two screenshots of the Georgia Southern University Digital Humanities website. The top screenshot is the main portal for the Spring 2017 student cohort. It features a navigation menu on the left with options like 'Home', 'Digital Humanities Minor', 'H-Lab Resources (IAB)', 'Gallery Exhibition (IAB)', 'DH Toolkit', 'DH Projects at GSU', 'DH Student Portfolios', 'Spring 2018 Student Portfolios', 'Spring 2017 Student Portfolios', 'Creator Club', 'Tabletop Games @ Henderson Library', and 'Fab Lab Resources (BIG)'. The main content area is titled 'Spring 2017 Student Portfolios' and lists several student names: Chandler Kirkland, Donyae Williams, Isaiah Woodruff, Jessica Doughtie, Lanice Jones, Mary Foss, and Mason Smith. A red box highlights 'Sean McCormick' in the list, with a red arrow pointing to the bottom screenshot. A blue speech bubble labeled 'Student cohort portal' points to the top screenshot. The bottom screenshot shows the 'Sean McCormick' student portfolio blog. It has a 'Bio' and 'Blog' tab, with 'Blog' selected. The main content is titled 'Project Two' and includes a text introduction and a map of the United States with red location markers. A blue speech bubble labeled 'Student portfolio blog' points to the bottom screenshot.

Figure 3. Public-facing Spring 2017 student cohort portal and student portfolio blog.

As of this writing, the University Libraries host two student cohorts, five faculty project sites, and an instructional toolkit as part of this collaboration. By supporting the broad range of content likely to be generated by students and faculty, LibGuides CMS is well adapted to address the functional requirements of this collaboration without the constraints of the University's LMS or the challenge of working with the University's information technology services. With the use of multiple categories of groups and Regular and Editor user permissions, librarians are able to support a multifunctional environment for public-facing student-led content creation. Because this content is public-facing, however, managing public access and protecting patron privacy is less a concern for this collaboration than preserving the ability to customize groups and guides. The next case study addresses access and privacy in detail.

## **Mystory Collaboration - Managing Access and Privacy**

During the Spring 2017 and Spring 2018 semesters, librarians at Georgia Southern also worked with the instructor of a first-year writing course (ENGL1102) to explore alternatives to standard research paper assignments and one-shot information literacy instruction. Named ‘Mystory,’ this course was designed as a hybrid or blended learning experience with several face-to-face meetings with a librarian, including a LibGuides CMS orientation and two research-related sessions. In this course, students would create a series of visual, reflective essays addressing four areas of their lives: community, family, career (or major), and entertainment. These essays would then be combined with original research and synthesized into a final essay patterned after Gerald Holton’s (1978) ‘wide image,’ which reveals patterns emerging from students’ reflective writing (Mortimore & Baker, 2018). Each assignment was grounded in the concept of ‘electracy,’ or a type of writing that emerges through the interaction of text with digital technologies, including images and other visual elements.

Similar to the Digital Humanities collaboration, LibGuides CMS was selected for this collaboration because it was able to accommodate course objectives not well supported by the University’s Desire2Learn LMS. LibGuides CMS provided a way for students to collaborate and post their work online while offering a shorter learning curve to create and edit text and images. Furthermore, LibGuides CMS better supported inclusion of tutorial-type instructional content coordinated with the librarian’s face-to-face instruction and ongoing research and technical support. Most importantly, LibGuides CMS addressed the requirement that students’ work remain private and undiscoverable online.

For the first iteration of the course in Spring 2017, librarians partnered with the instructor to set up a single course group and course guide to host the students’ work in LibGuides CMS. Unlike the Digital Humanities collaboration, this simplified configuration was used because this collaboration did not require the same customization controls across multiple projects, ensuring that access and privacy controls could be managed from a single group. Also, this configuration allowed students to more easily collaborate without navigating to other guides. This group was given the Internal group type, ensuring that any guides and guide content would remain discoverable and viewable only by account holders with access to the group. For the second iteration of the course in Spring 2018, a second course guide was created in the same group, with minor configuration changes based on students’ feedback.

The course instructor was set up as a Regular User with administrative rights for the group (see Fig. 4). As with the Digital Humanities collaboration, this configuration allowed the instructor the ability to customize group settings, page templates, look and feel, and students’ editorial rights.

**Manage Account**

**Change User Password / Account Info:** Blue LibGuides Menu > LibApps > Admin > Manage Accounts  
Account modifications update across all LibApps (LibGuides, LibAnswers, LibCal, LibStaffer, LibInsight, LibWizard).

Username/Email ⓘ ██████████@georgiasouthern.edu

First Name ⓘ ██████████

Last Name ⓘ ██████████

Level ⓘ Admin  Regular Editor

**Additional Permissions**

Fine tune the permission levels for this Regular-level account.

- Edit All Guides ⓘ
- Manage Subjects / Tags / Friendly URLs ⓘ
- Manage Assets ⓘ
- Manage E-Reserves ⓘ
- Manage Discussions ⓘ
- Manage mSite Builder Sites

**Group Access**

**Admin:** (Regular user level only) Create guides in & access all group settings for the selected group(s).  
**Regular:** Regular user level - Create guides in the selected group(s).  
**Editor user level -** Edit guides in the selected group(s) where they've been added a  
**Read-Only:** (Internal groups only) Cannot create guides, but can access published  
**No Access:** Cannot create guides in that group / access group settings. Can access

██████████ Copied Guides No Access ▼

Copied from ██████████ No Access ▼

**Courses - ENGL 1102** Admin ▼

DH - Digital Humanities Portal No Access ▼

Figure 4. Instructor-assigned group permissions.

In turn, each student was set up as a Regular User for the group, but without any administrative rights. Students were then given editor-level permission to the appropriate course guide. This configuration required that the instructor and students log into the LibApps platform to access the group homepage and course guide, ensuring that no one outside the course would be able to discover or view their work (see Fig. 5). Similar to the Digital Humanities collaboration, neither the instructor nor the students were able to edit library-maintained groups, guides, or assets. Also, librarians with system-level administrative rights were available to provide support or make corrections throughout the setup process.

As described above, a single guide was created for each course, in which all students for the given semester would create and edit their visual essays. Each guide was given the Internal guide type to ensure that it would not be indexed by public search engines or discoverable through the Libraries' public-facing LibGuides homepage or search box. This was demonstrated to students during the orientation session to ensure them of the privacy of their work. With librarian support, individual tabs were created for each student to create and host their work (see Fig. 5). Because LibGuides CMS does not support password protection for tabs within a guide, students were able to see each other's work; however, this was considered consistent with the collaborative nature of the course. Though there was a small risk that students might edit or delete each other's work, given the instructor and librarian's direct oversight of the course, this was not an issue.

The figure consists of two screenshots from the Georgia Southern University LibGuides system. The top screenshot shows the 'Group homepage' for 'Courses - ENGL 1102 / Home'. It features a search bar, navigation tabs (ALL GUIDES, BY SUBJECT, BY TYPE, BY OWNER), and a list of guides. A red box highlights the 'Mystery Spring 2018' guide. The bottom screenshot shows the 'Course guide' for 'Mystery Spring 2018 / What is Mystery?'. It includes a sidebar with navigation options like 'Getting Started', 'Need Help with Online Research?', and 'Mystery Essays'. A red box highlights a list of 'Student tabs' at the bottom of the sidebar. A red arrow points from the 'Mystery Spring 2018' link in the top screenshot to the 'What is Mystery?' page in the bottom screenshot.

Figure 5. Group homepage, course guide, and student tabs.

Lastly, the guide publication status for the current semester's course guide was set to Published while the previous course guide was set to Private. With this configuration, only the course guide for the current semester could be accessed by the instructor and the students, either via a direct URL or the group homepage (see Fig. 6). In this way, student privacy was protected from semester to semester.

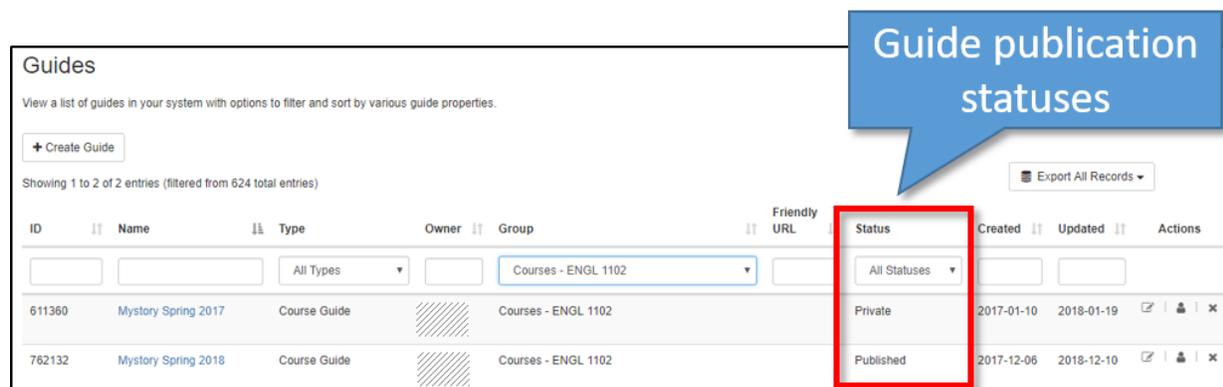


Figure 6. Guide publication statuses.

As of this writing, the University Libraries host two course guides for this collaboration with several more guides planned for the Spring 2019 semester. As with the Digital Humanities collaboration, by supporting the access and privacy needs of the course, LibGuides CMS is well adapted to address the functional requirements of this collaboration. With the use of a single Internal group, the University Libraries are able to support private, student-led content creation over multiple semesters while offering the benefits of a collaborative learning environment.

## Discussion

For both the Digital Humanities and Mystory collaborations, LibGuides CMS has proven effective for creating communities of learning while supporting distinctive access and permission requirements (see Table 2). These collaborations exemplify how librarians and instructors can facilitate authentic learning experiences<sup>3</sup> and student-led content creation by using LibGuides and LibGuides CMS to overcome the limitations of one-shot instruction and traditional learning management systems. Although LibGuides CMS offers the most flexibility, basic LibGuides can support restricted-access patron-created content by combining Private or Unpublished guide publication statuses with Editor-level accounts.

<sup>3</sup> Authentic learning and experiences and improving digital literacy were key challenges identified in the 2018 NMC Horizon Report (Becker et al., 2018)

Table 2

*Comparison of Digital Humanities student cohort and Mystory course configurations*

	<b>Digital Humanities Cohort (HUMN 3431)</b>	<b>Mystory Course (ENGL 1102)</b>
<b>Group Setup</b>	One group per student cohort	One group for all sections
<b>Group Type</b>	Public	Internal
<b>Guide Setup</b>	One guide per student and one guide per group project	One guide per section with one tab per student
<b>Guide Publication Status</b>	Published	Published (current sections) or Private (previous sections)
<b>Discoverability / Public Access</b>	Yes	No
<b>Instructor Group Permissions</b>	Regular with admin rights	
<b>Instructor Guide Permissions</b>	Owner	
<b>Student Group Permissions</b>	Regular with no admin rights	
<b>Student Guide Permissions</b>	Editor	

Recent studies featuring LibGuides and student-created content represent an inflection point in the continued development of LibGuides as an instructional tool (Scull, 2014, 2016; Adebajo & Campbell, 2017). We propose that the collaborations described here represent the next logical step in hosting student-created content using LibGuides, LibGuides CMS, or other library-managed content management systems. Employing similar techniques, librarians are able to support a wide array of patron-created content while protecting library-maintained groups, guides, and assets.

In the case of the Mystory collaboration, course guides were designed to reduce cognitive load and research anxiety through intuitive navigation, chunking, limited jargon, tutorials with numbered steps, and technical support as needed. Furthermore, access and privacy controls

alleviated students' concerns about posting their work online. Through instruction and tutorials aligned with metaliteracy concepts embedded in the *Framework for Information Literacy in Higher Education* (2015), librarians reinforced that 'authority is constructed and contextual,' 'information creation is a process,' and 'research [is] strategic exploration' (Mortimore & Baker, 2018; see also Wallis and Battista, 2016).

While facilitating these collaborations, librarians at Georgia Southern have identified several best practices for supporting patron-created content via LibGuides or LibGuides CMS. First, engage stakeholders early in reflection on the functional requirements of the environment needed to support the project's content and learning objectives. Invite stakeholders to brainstorm the full array of content patrons may produce. Doing so will help to determine what technologies and configurations are needed to support the project over time. Second, take privacy seriously by determining access and privacy needs early, and ensuring that they are met. Hosting patron-created content requires that libraries establish and maintain trust that patron privacy will be maintained. Third, stress that information has value. Emphasize that all resources, including text, images, and video, require appropriate permission and acknowledgement. Fourth, empower your patrons by providing timely instruction and support. Patrons need help learning the platform to take full advantage of it. Fifth, be available and maintain communication with stakeholders and content creators as questions invariably arise. Lastly, think about how the platform can enhance assessment of patron learning and project efficacy. Combined with Google Analytics, LibGuides or LibGuides CMS collect a wealth of statistics. Moreover, LibWizard supports tutorial, survey, and form options that can help to assess patron learning and engagement.

Taken together, these best practices apply to any collaboration involving library support for patron-led content creation. Moreover, these practices are relevant regardless of the content management system employed by the library to host patron-created content. While both case studies offered here come from a post-secondary instructional context, and while different legal, ethical, and pedagogical considerations may apply depending on the library type and context of the collaboration, considerations related to access and permissions appear relatively consistent across implementations and are effectively addressed by either LibGuides or LibGuides CMS.

## **Conclusion**

As of this writing, plans for preserving and archiving student-created content have yet to be determined for either collaboration. No students involved with either collaboration have graduated yet, so it remains unclear how librarians will manage their content in the long term. However, based on student and instructor feedback, next steps for both collaborations include improving direct assessment of student learning, and improving instruction on ethical use of embedded content and sources, on photo editing and layout, and on long-term management of digital content. Instructors for both collaborations remain committed to these projects for the foreseeable future.

As these case studies show, LibGuides and LibGuides CMS each offer an adaptable platform for hosting patron-created content. By employing the configurations and techniques described here, librarians can host a wide range of patron-created content across library and program types while

protecting library-managed content and patron privacy. Furthermore, in the post-secondary instructional context, librarians can continue the transition away from traditional list-based and one-shot instruction toward tutorial-type instruction, authentic assessment, and empowerment of students as content creators.

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