



The Undergrad and the Digital Library: New Challenges, New Service Models.

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The University of Hong Kong
Online Education conference

22 March 2012

Overview

- Today's environment
- Print to electronic? A HKU view
- Digital dilemma – Issues for students in the new environment
- Digital mania and the university library building
- Transforming the university library

1 Today's environment





Resources abound!
Alternate forms of publishing
(open access, social media, etc)

It really is anytime, anywhere, now!



mobile web
is growing

8x

faster than
PC-based web

(Nielsen Online)



library technology



Percentage of mobile Web users who never or infrequently use the desktop Web

Country	Percentage mobile-only	Country	Percentage mobile-only
Egypt	70%	Indonesia	44%
India	59%	Thailand	32%
South Africa	57%	China	30%
Ghana	55%	US	25%
Kenya	54%	UK	22%
Nigeria	50%	Russia	19%

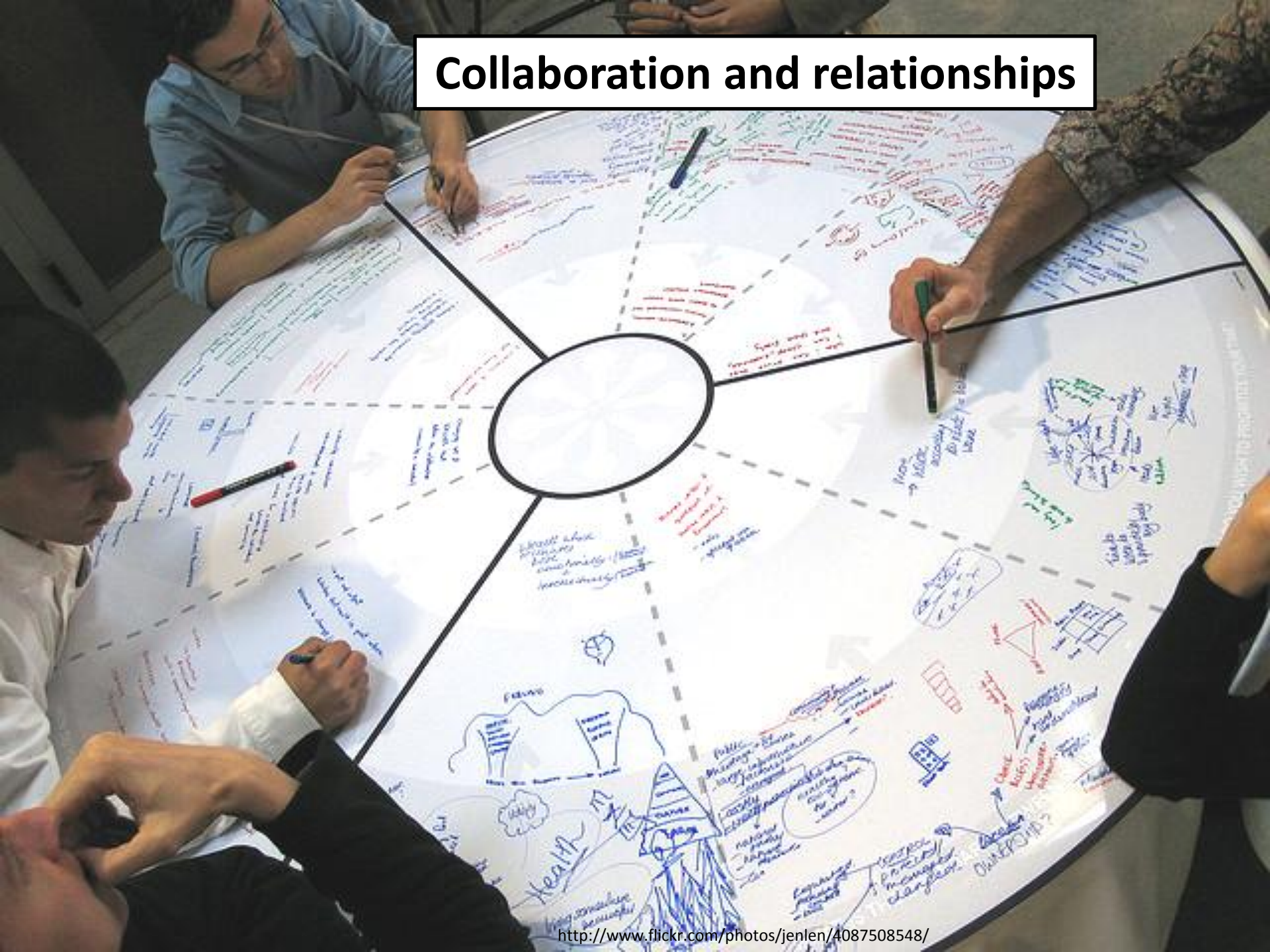
Source: On Device Research (December 2010)

Survey group: 15,204

via: mobiThinking



Collaboration and relationships



The Cloud



What does all this mean for libraries?



New ways of supporting scholarship, curating and preserving resources





Digital media literacy

New metrics for evaluation



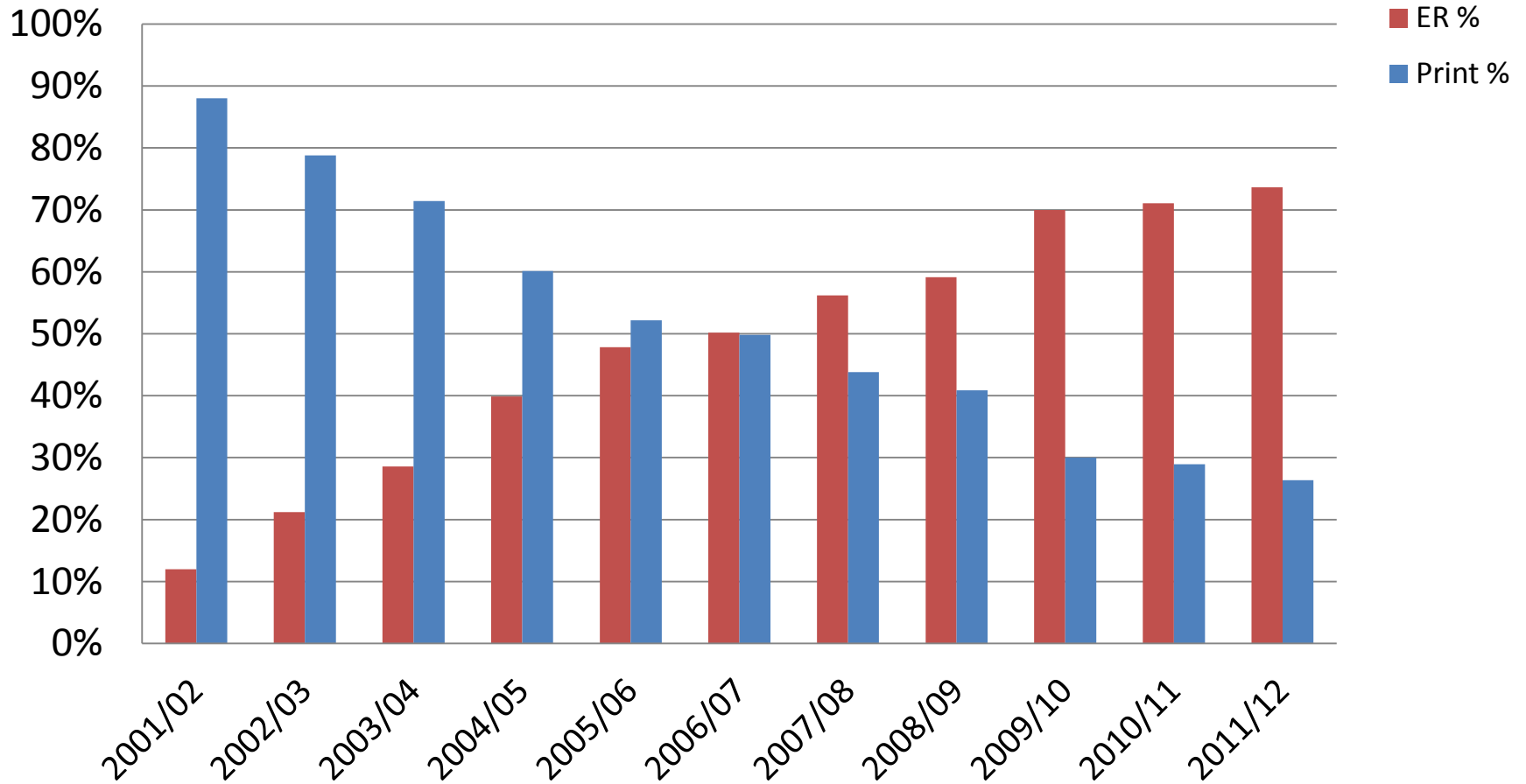
New partnerships



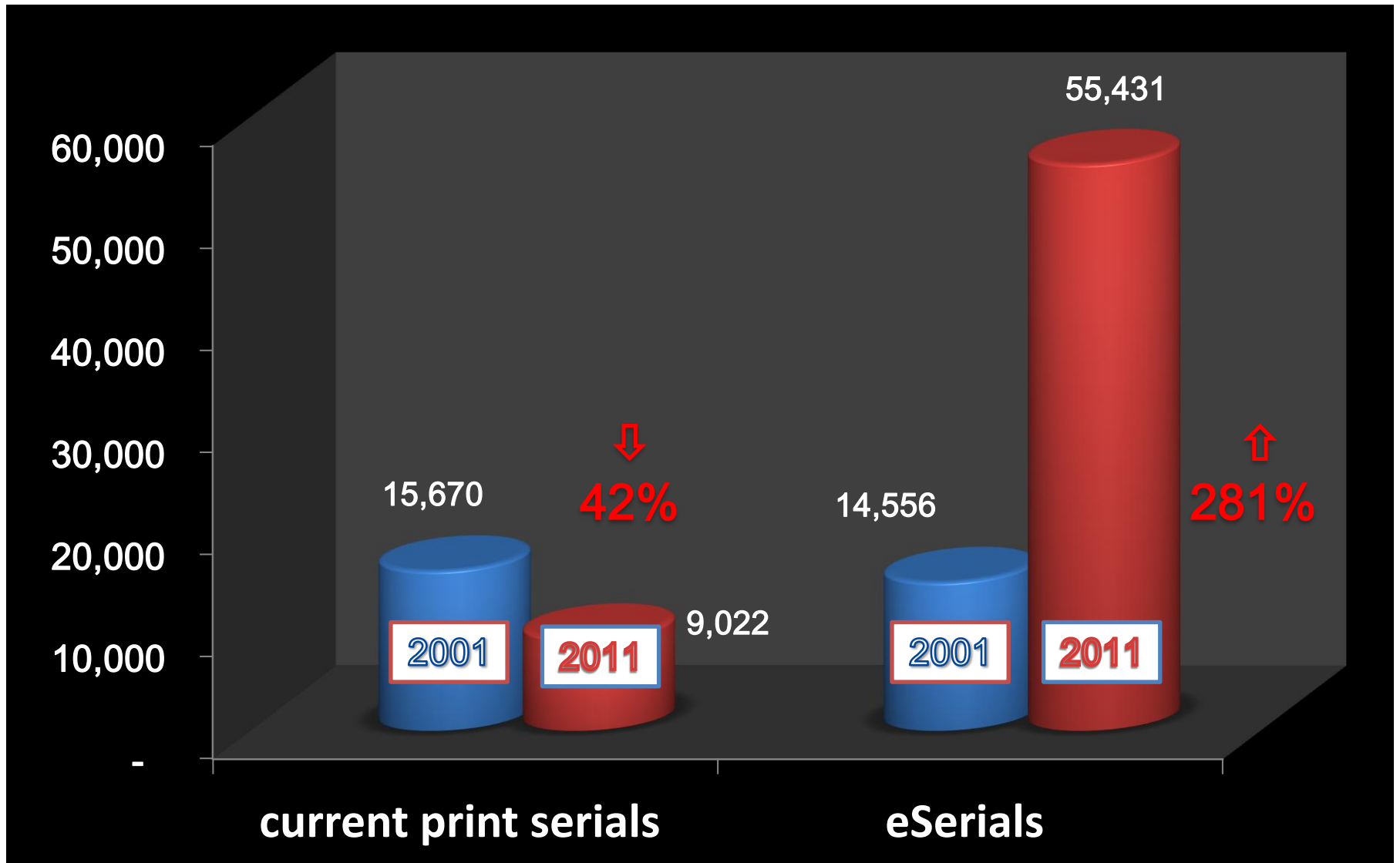
2 Print to electronic at HKU



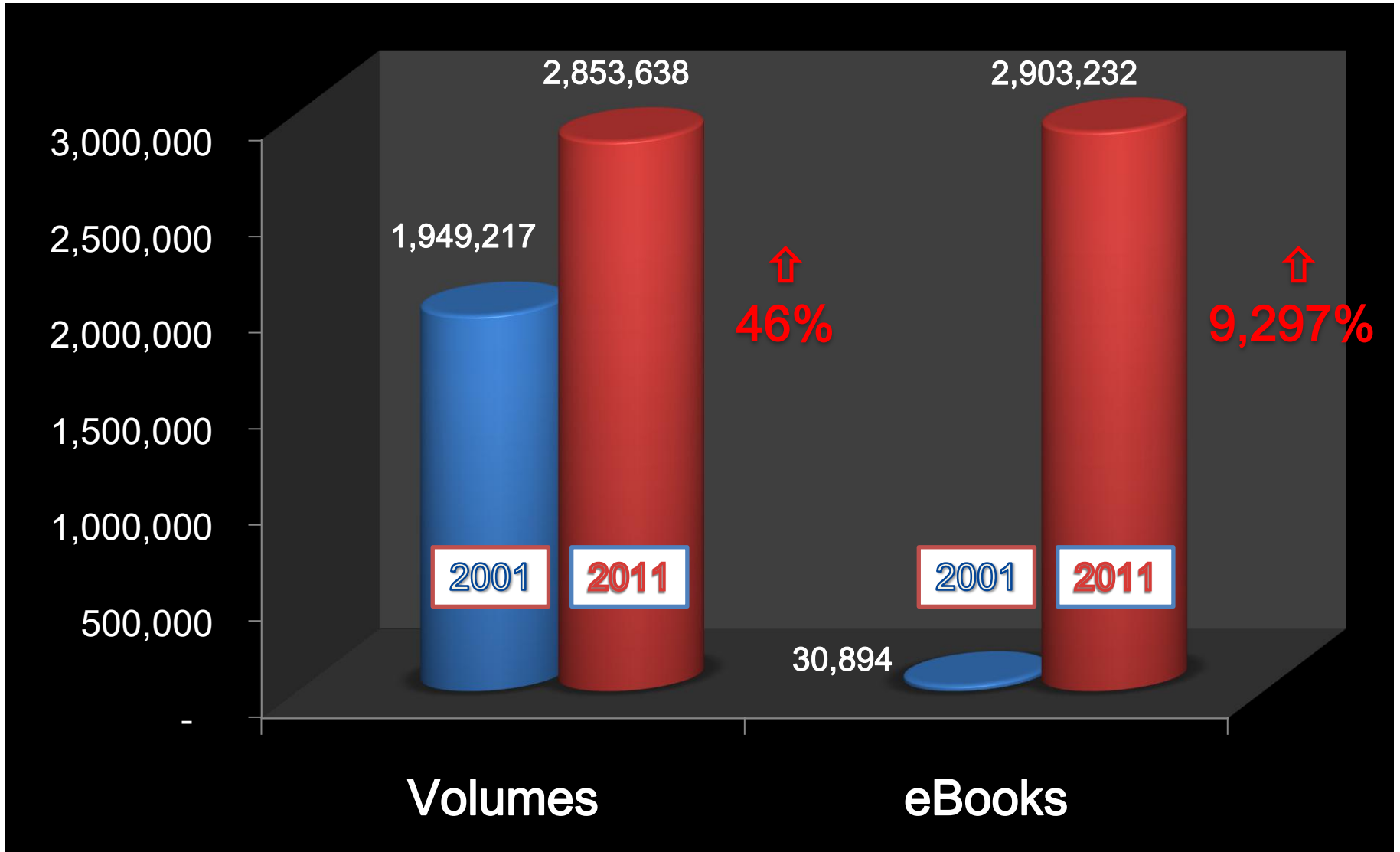
Electronic Resources vs Print Budget (2001/02 - 2011/12)



Going Digital at HKU



Going Digital at HKU





library technology



- Hours >
- Map >
- Mobile Resources >
- MyAccount@HKUL >
- Seat Booking >
- Contact Us >
- Full Library Website ↑



3 Digital dilemma – Issues for students in the new environment



Today's students: True and false

- Born into a digital age where the Internet is part of everyday life
- Experienced an information rich environment
- Are digitally literate
- Multi-taskers
- Always connected
- Highly information savvy

THE DUMBEST



GENERATION

How The Digital Age Stupefies Young Americans
and Jeopardizes Our Future*

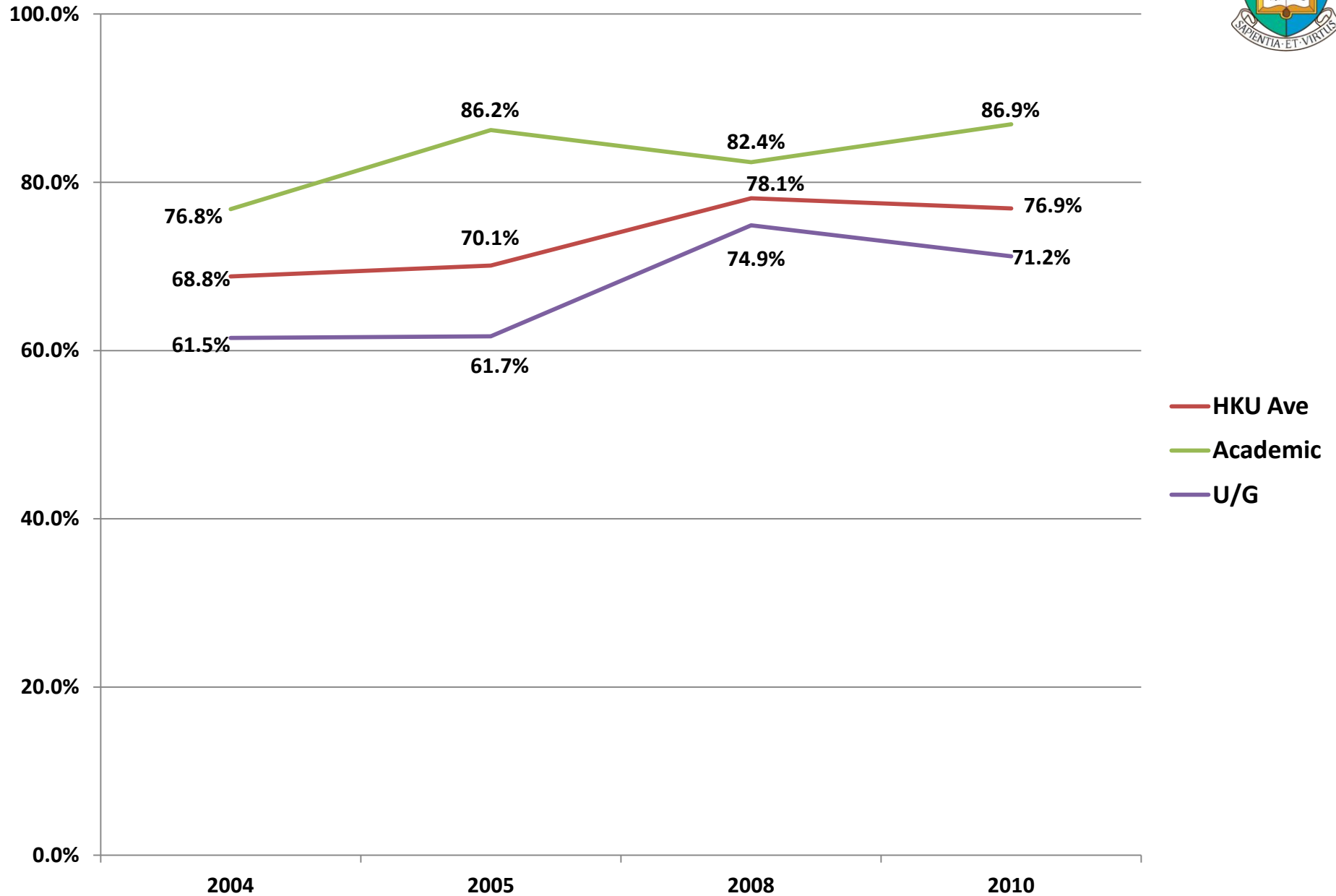
*OR, DON'T TRUST ANYONE
UNDER 30
MARK BAUERLEIN

Part of the problem

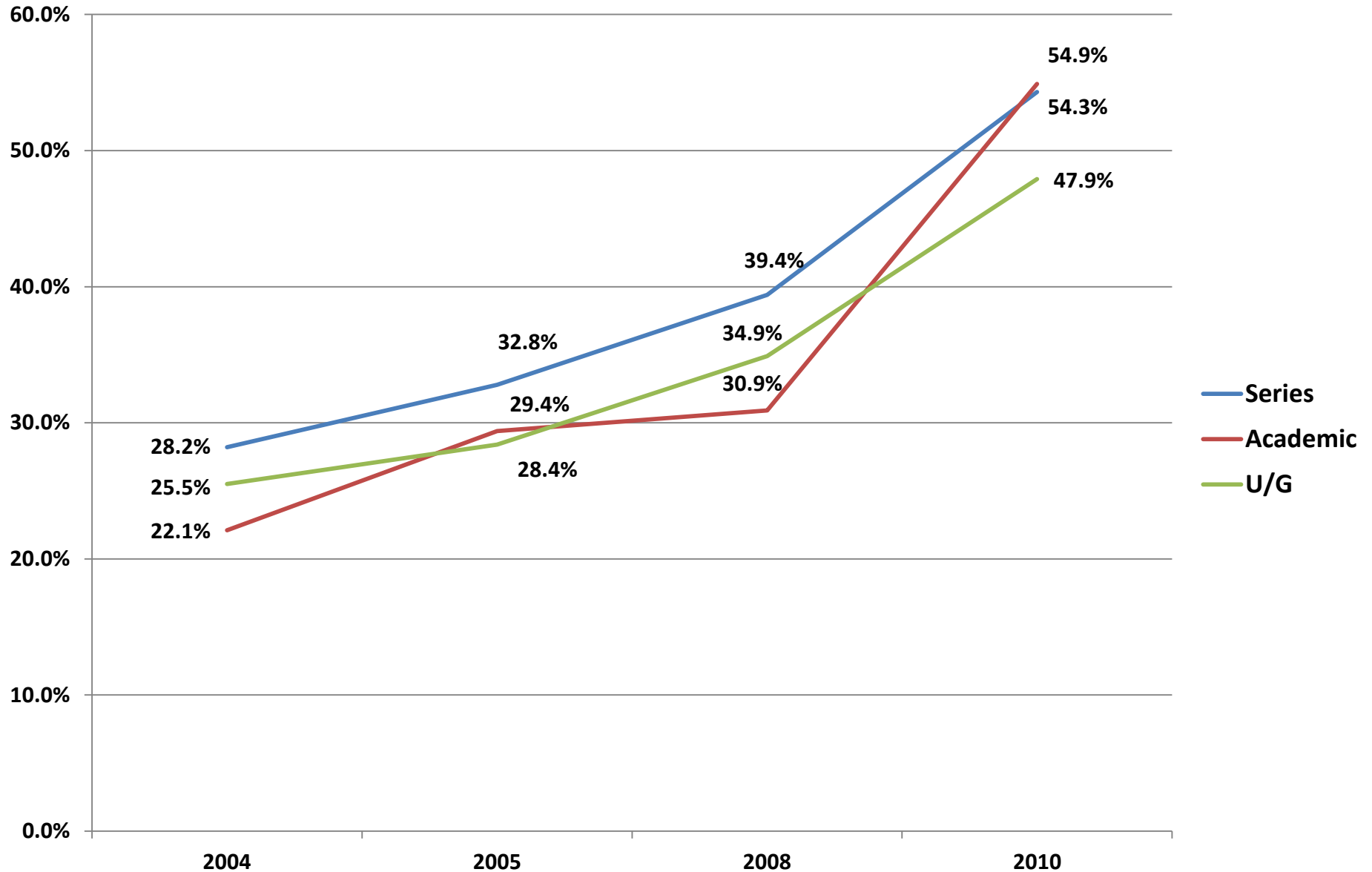
- “Aren’t all the articles I need online – why do I need to go to a database?”
- “Google books gives me parts of books; isn’t that good enough?”
- “How is a blog different from a scholarly article – aren’t they both just opinion?”
- “If a website doesn’t show up on page 1 of results, doesn’t that indicate inferior quality?”
- “I never knew librarians were intelligent.”

– from M. Sellar, College Students Information Seeking Behaviors, <http://www.slideshare.net/msellar/college-students-information-seeking-behaviors>

Preference or No Preference for **e-journals** over print



Preference or No Preference for **e-books** over print (study purposes)



"the speed of young people's web searching means that little time is spent in evaluating information, either for relevance, accuracy or authority"

The information behaviour of the researcher of the future | UCL

**INFORMATION BEHAVIOUR OF
THE RESEARCHER OF THE FUTURE**
A British Library / JISC Study



**THE LITERATURE ON YOUNG PEOPLE
AND THEIR INFORMATION BEHAVIOUR**

Work Package II

Peter Williams and Ian Rowlands

*I think we're kind of one of the first generations to have **too much information**, as opposed to too little. We've never had instruction really on navigating the Internet and picking out good resources. We've kind of been tossed into this and we've just learned through experience we have to go on a Web site and just raid it for information.*

- Engineering student



Library activities down

Annual use

Research specific reference book

81% ▶ 56%
2005 2010

31% DECREASE ▼

Homework/study

80% ▶ 66%
2005 2010

18% DECREASE ▼

Get copies of articles/journals

64% ▶ 50%
2005 2010

22% DECREASE ▼

Get assistance with research

64% ▶ 51%
2005 2010

20% DECREASE ▼

Use online databases

68% ▶ 59%
2005 2010

13% DECREASE ▼

Borrow print books

66% ▶ 60%
2005 2010

9% DECREASE ▼

Leisure reading

52% ▶ 48%
2005 2010

8% DECREASE ▼

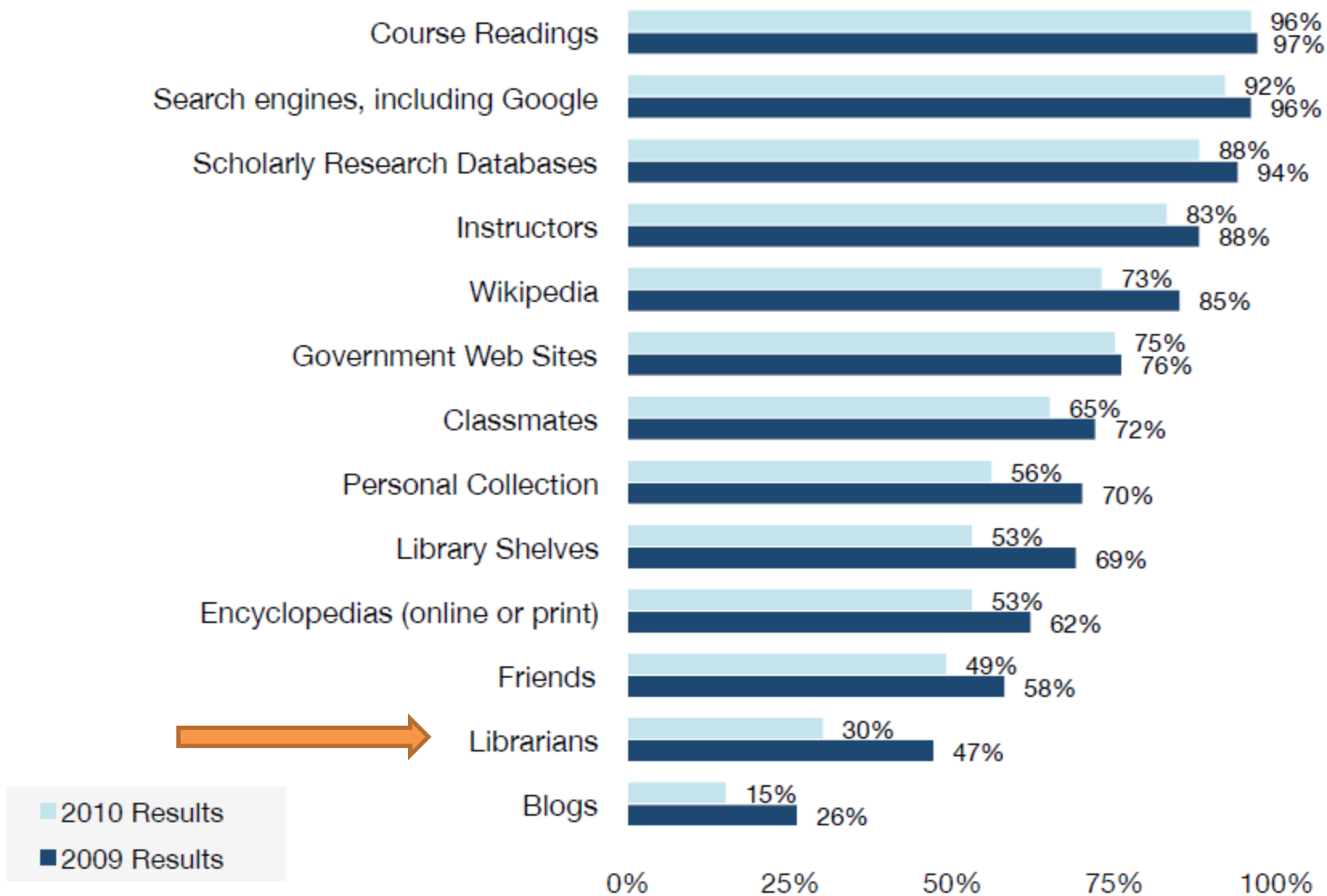
Another part of
the problem



Where college students begin their information search



Sources Used for Course-Related Research (2010 vs. 2009 Survey Data)



Difficulties with Steps during the Course-Related Research Process

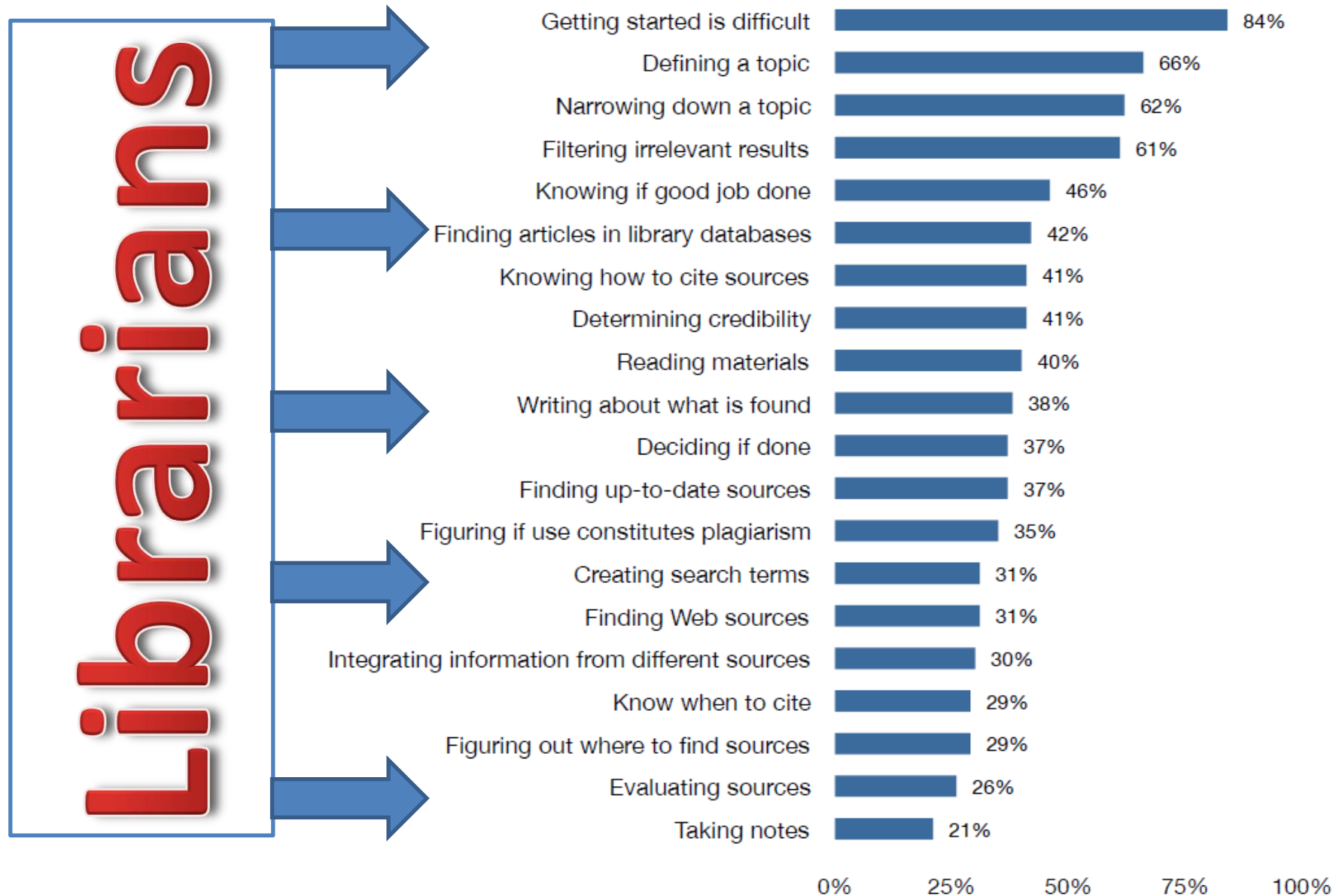
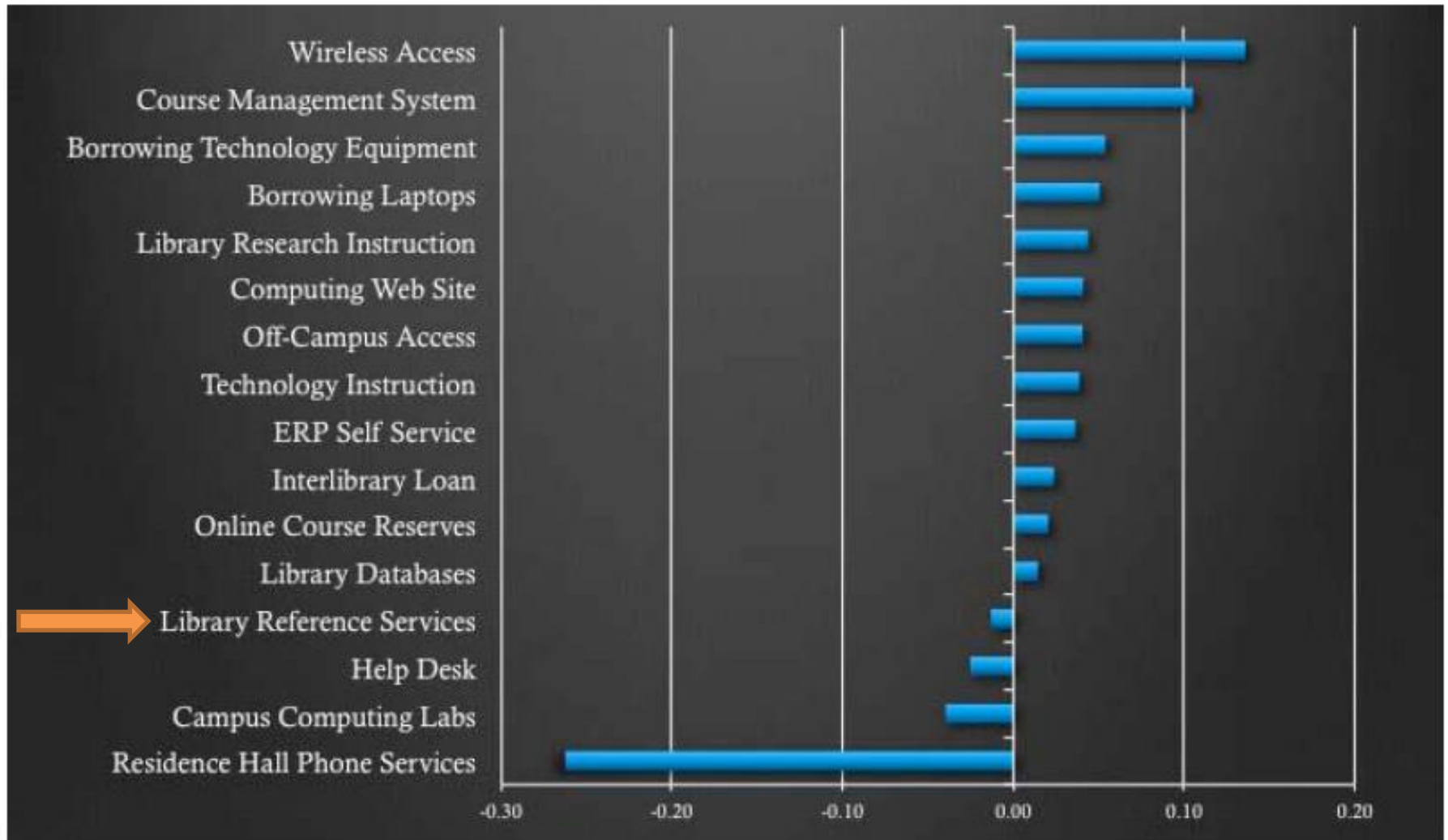


Figure 2. Annual Average Change in Importance for Students, 2005–2011



Evaluating IT and Library Services with the MISO Survey, ECAR Research Bulletin 10, 2011.

<http://www.educause.edu/Resources/EvaluatingITandLibraryServices/232855>

August 23, 2011

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What Students Don't Know

August 22, 2011

CHICAGO – For a stranger, the main library at the University of Illinois at Chicago can be hard to find. The directions I got from a pair of clerks at the credit union in the student center have proven unreliable. I now find myself adrift among ash trees and drab geometric buildings.

Finally, I call for help. Firouzeh Logan, a reference librarian here, soon appears and guides me where I need to go. Several unmarked pathways and an escalator ride later, I am in a private room on the second floor of the library, surrounded by librarians eager to answer my questions.

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Most students never make it this far.

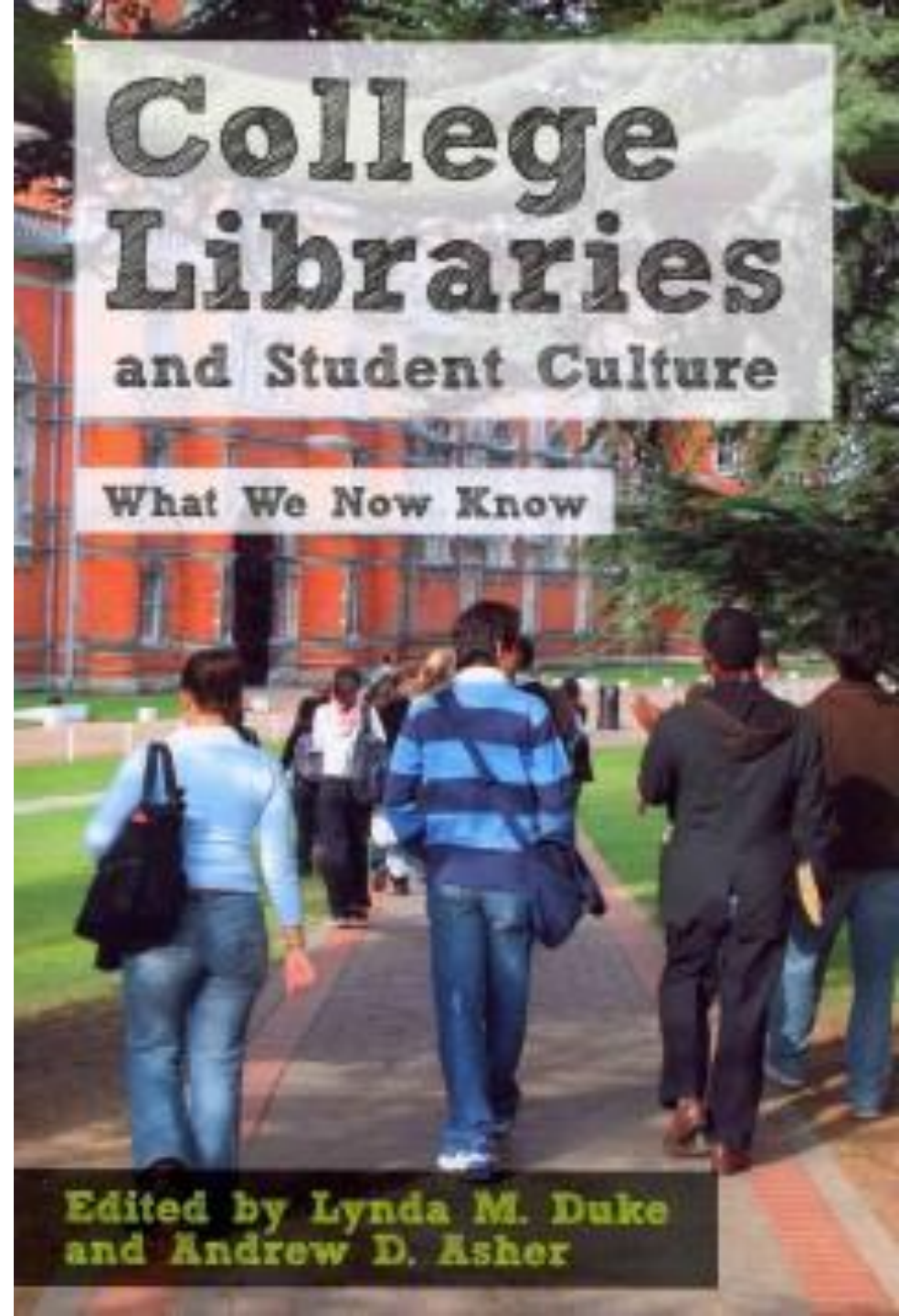
This is one of the sobering truths these librarians, representing a group of Illinois universities, have learned over the course of a two-year, five-campus ethnographic study examining how students view and use their campus libraries: students rarely ask librarians for help, even when they need it. The idea of a librarian as an academic expert who is available to talk about assignments and hold their hands through the research process is, in fact, foreign to most students. Those who even have the word "librarian" in their vocabularies often think library staff are only good for pointing to different sections of the stacks.

The [ERIAL](#) (Ethnographic Research in Illinois Academic Libraries) project – a series of studies conducted at Illinois Wesleyan, DePaul University, and Northeastern Illinois University, and the University of Illinois's Chicago and Springfield campuses – was a meta-exercise for the librarians in practicing the sort of deep research they champion. Instead of relying on surveys, the libraries enlisted two anthropologists, along with their own staff members, to collect data using open-ended interviews and direct observation, among other methods.

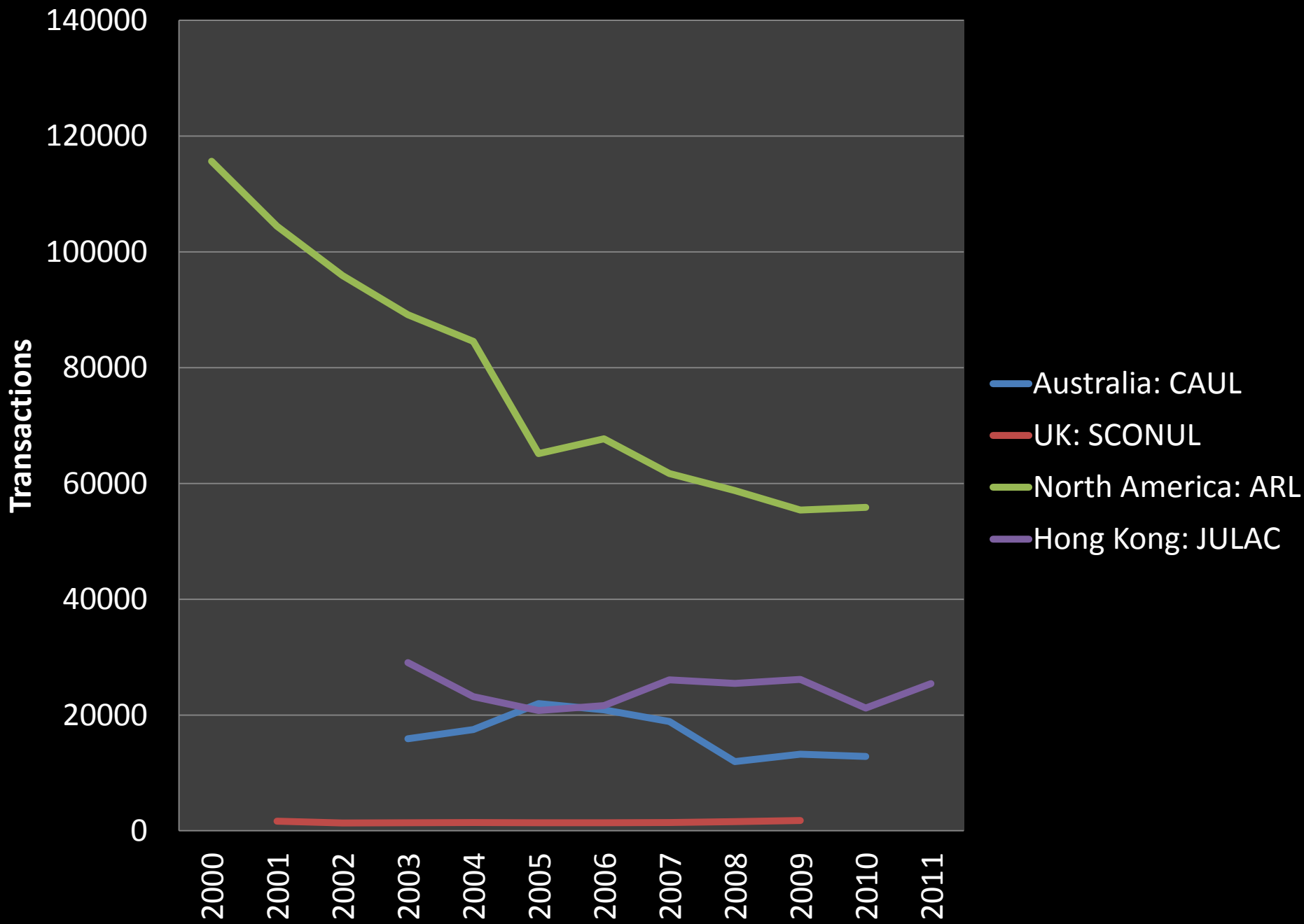
The goal was to generate data that, rather than being statistically significant yet shallow, would provide deep, subjective accounts of what

A two-year anthropological study of student research habits shows that students are in dire need of help from librarians, but are loath to ask for it.

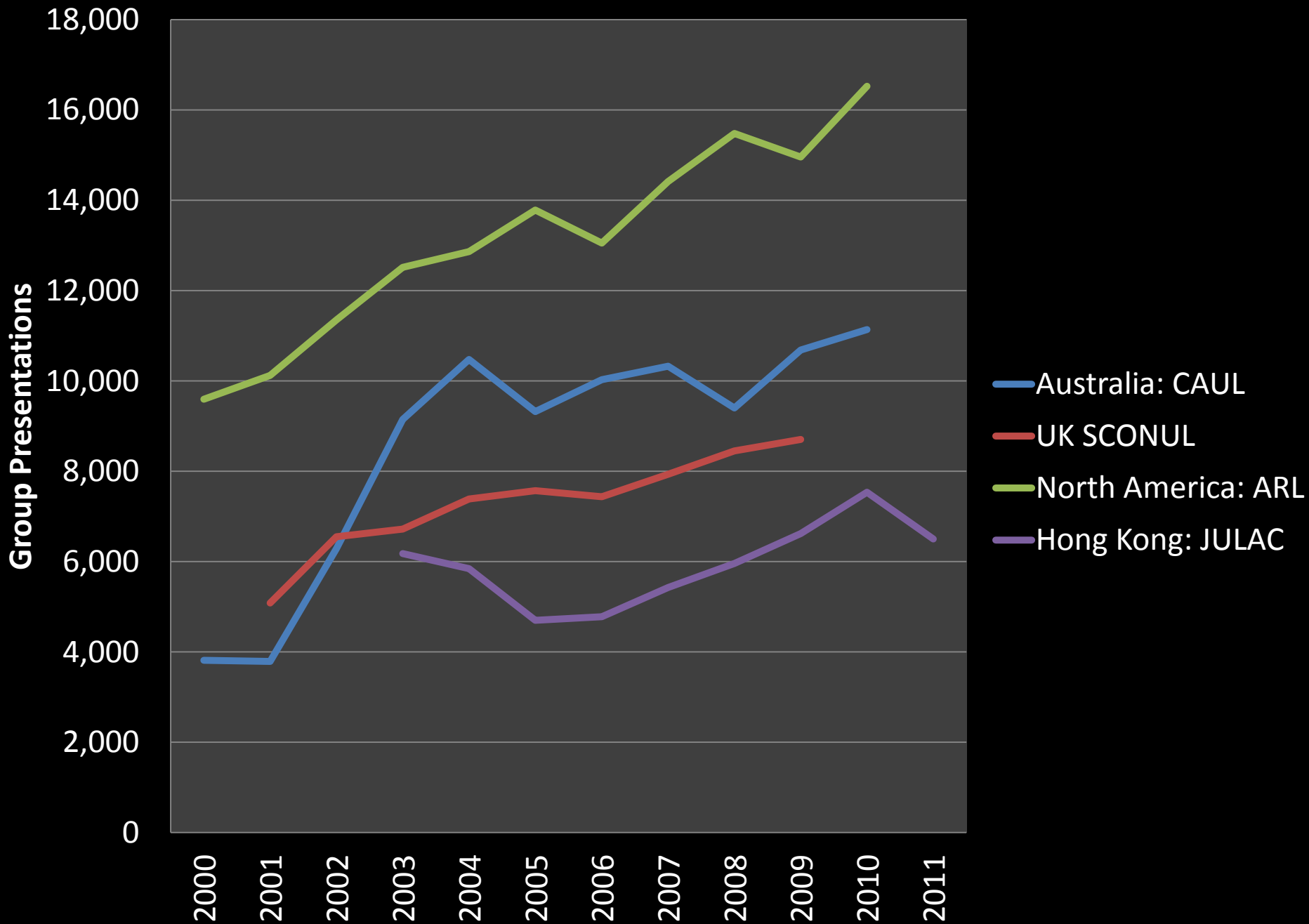
- Rely on relationships (power and familiar)
- Do not know what work librarians do
- No *relationship* with librarians
- Librarians only help with physical directions
- Want to be self reliant



Reference Transactions



Participants in Group Presentations



4 Digital mania and the university library building



Factors Driving Change to Learning Spaces - Students

A photograph of two students, a man and a woman, sitting at a table in a library or study area. The man is on the left, looking down at a book. The woman is on the right, also looking at the book. The background shows bookshelves and a bright, modern interior.

- Changes in student learning styles and preferences
- Flexibility in how, when and where to engage in learning tasks
- Increased use of technology in learning
- Blending of formal and informal activities
- Demand for different, non-traditional study space
- Increased emphasis on group activity

Factors Driving Change to Learning Spaces - Institutions

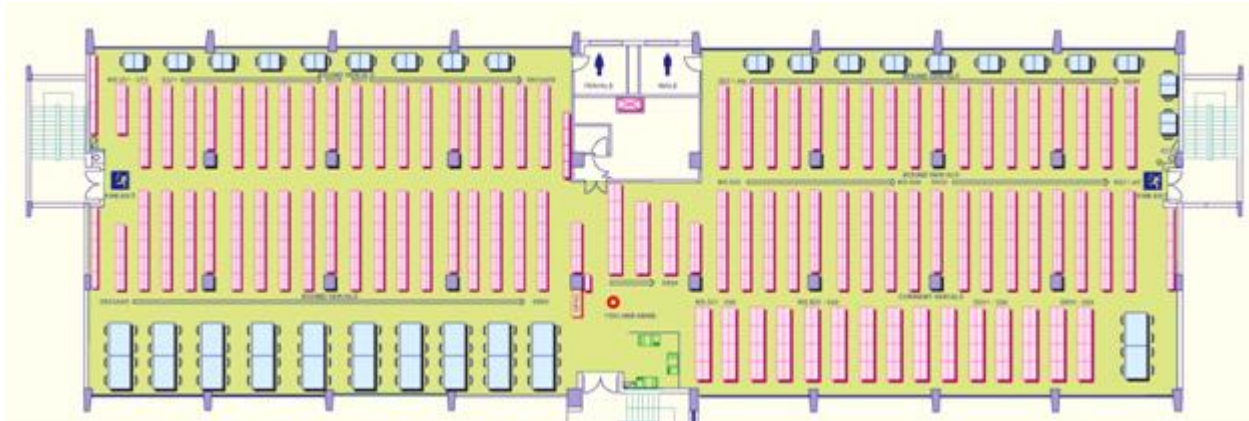
- Campus redevelopment an explicit strategy
- Quality learning support facilities crucial to student recruitment
- Cost and ROI of infrastructure development
- Whole of institution approach to learning environments
- Changing pedagogies which encourage collaborative work
- Teaching and learning strategies which support the concept of student learning, anytime, anywhere

Factors Driving Change to Learning Spaces - Libraries

- Blurring of traditional roles and functions
- Changing role and position of the library in the academy
- Need to remain relevant and to reflect (and anticipate) trends in usage and students needs
- Physical space which reflects technological innovations
- Library as a venue for a multiplicity of activities, learning, teaching, meeting, socializing
- Trend away from “operations” driven design to a user centred approach

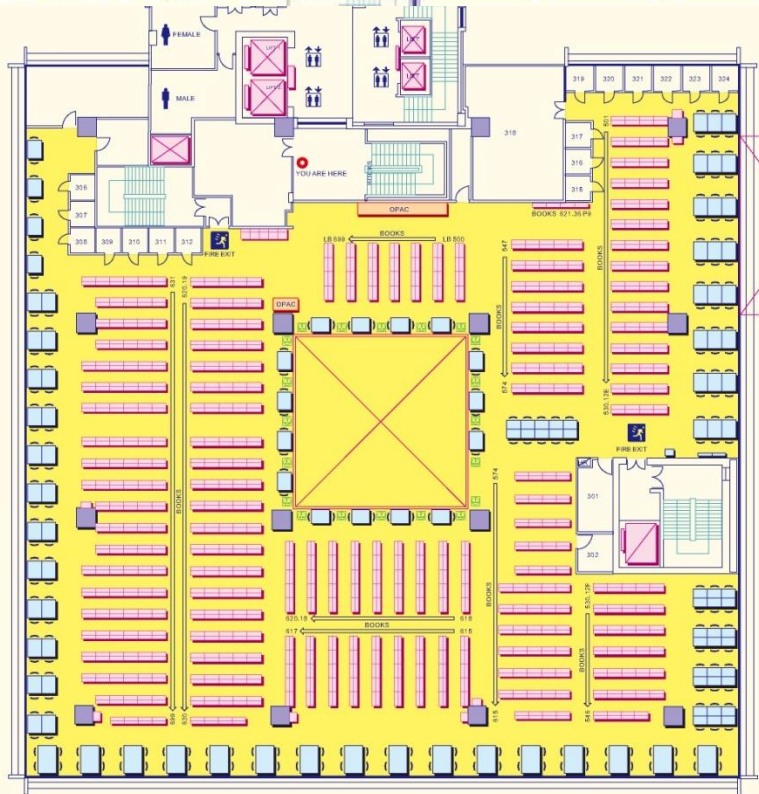
- **Flexible** – to accommodate both current and evolving pedagogies
- **Future-proofed** – to enable space to be re-allocated and reconfigured
- **Bold** – to look beyond tried and tested technologies and pedagogies
- **Creative** – to energize and inspire learners
- **Supportive** – to develop the potential of all learners
- **Enterprising** – to make each space capable of supporting different purposes

– http://www.jisc.ac.uk/uploaded_documents/JISClearningspaces.pdf



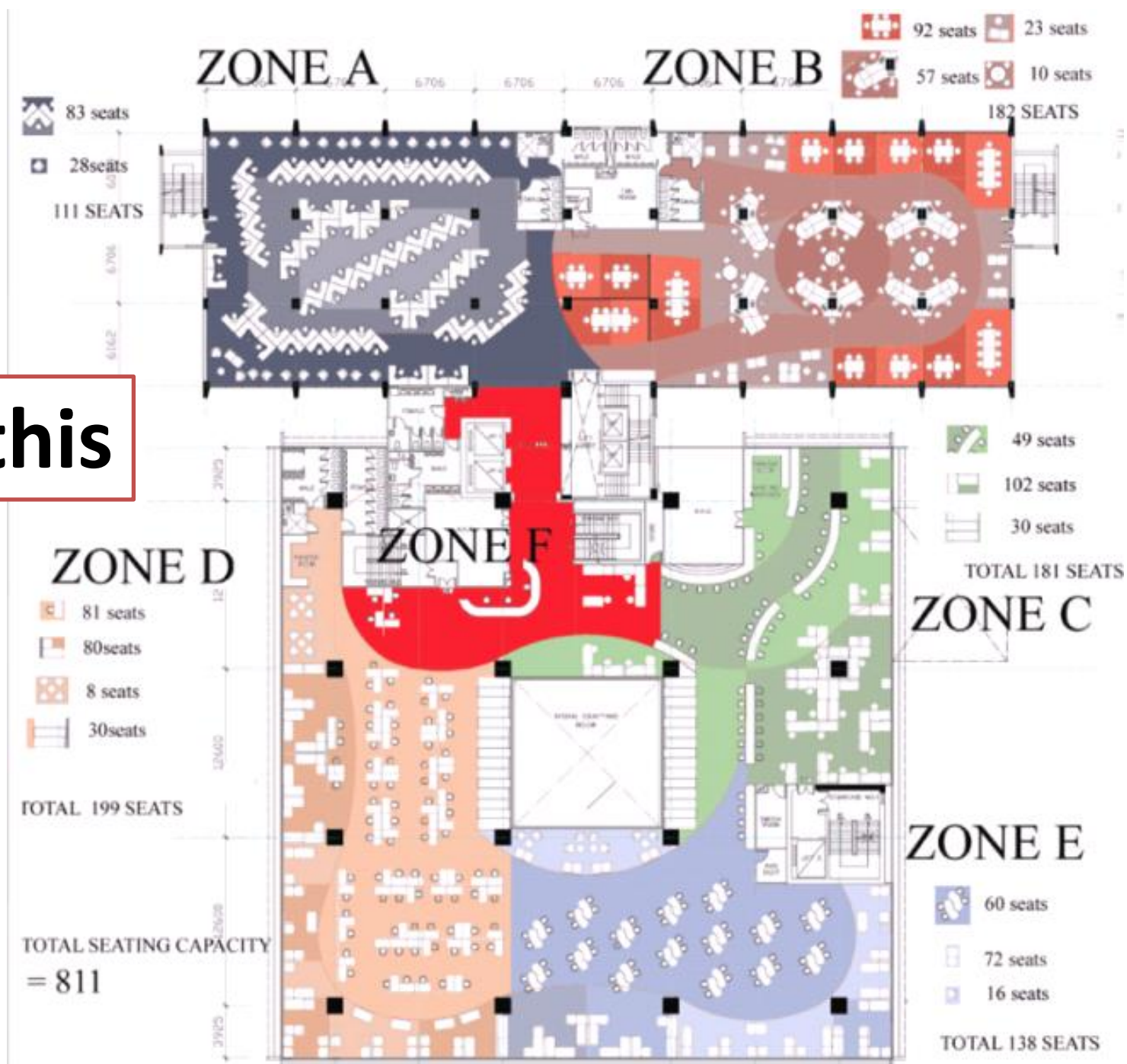
From this

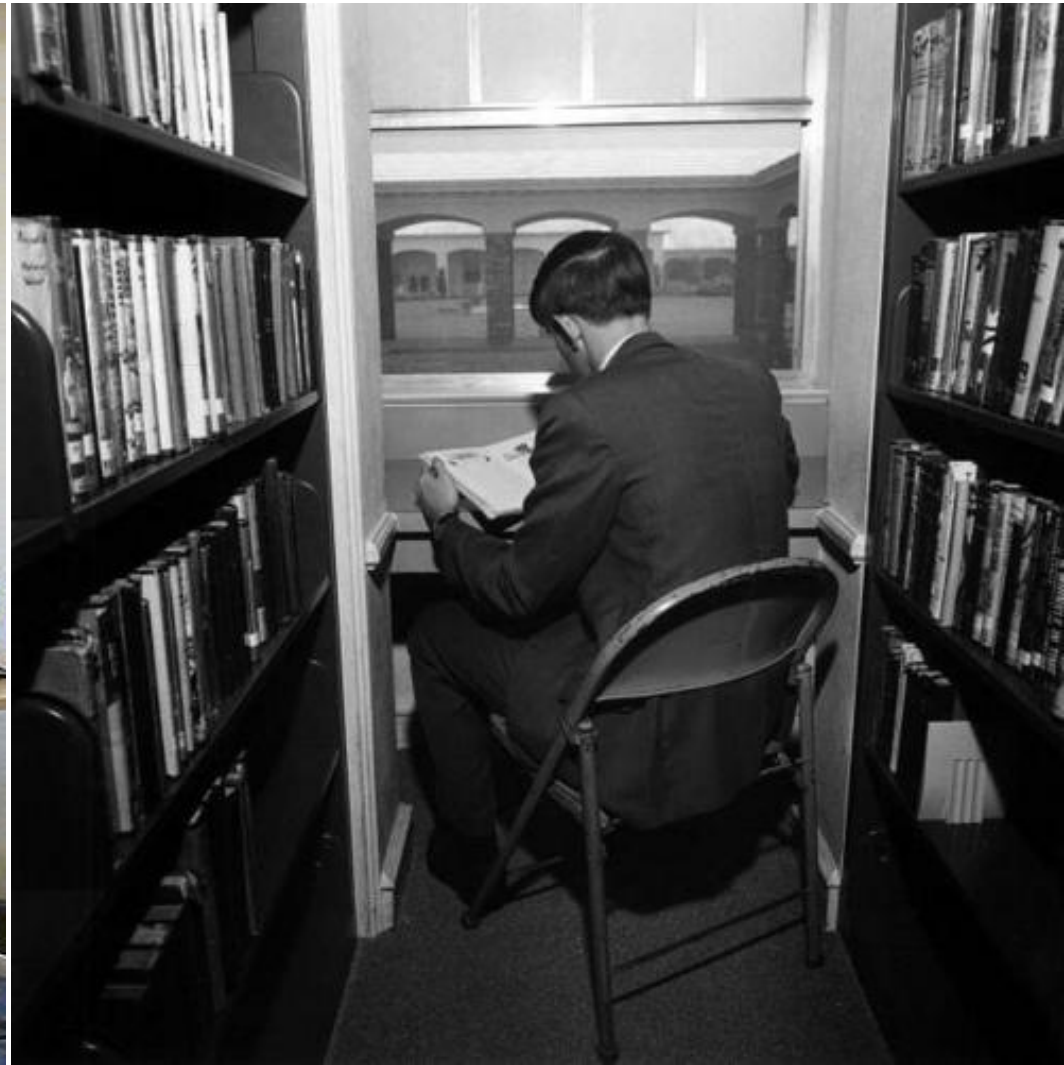
-  You Are Here
-  Male Toilet
-  Female Toilet
-  Lift
-  Fire Exit
-  Copier
-  ACE Net Connection Points
-  Open Public Access Catalogue



3/F. PLAN

To this





Radical differences?



Radical
differences?

5 Transforming the university library

- Impact and Metrics for success
- Visibility (and partnerships)
- Digital media literacy
- New ways of supporting scholarship, curating and preserving resources

Library function	Actions needed
Collections	80 – 20 rule debunked. Analysis of usage patterns and trends. Stewardship, creation and guidance.
Services	Reference as we know it is dead or dying. Identifying needs (perceived vs observed) – locally and globally. Contextual and at point of need
Infrastructure	Library buildings to match user expectations, actual usage and curriculum priorities.
Discovery	Best access to the best resources in the most efficient method. People, content and services Built around users not systems – evidence based
Budget	Value to be demonstrated. What counts? \$s. Impact. Reputation. Visibility.
Preservation	Print. Digital – more than an institutional repository.

Library function	Actions needed
Teaching and learning	Validating our role. Closer integration with faculty and students.
Research	Impact and visibility. Management and curation, data and output.
Reputation	Promoting the organisation and its individuals.
Staffing	Right mix doing the right tasks. Librarians and non-librarians.
Organizational health	Quality communication. Feedback. Change-able. Agile.
Assessment and analysis	New metrics of assessment. RoI? Identifying value. Local, global. Faculty and student productivity. Benchmarking when appropriate.

Redefining the Academic Library

Managing the Migration to Digital Information Services

Sustainable Collection Management

Redeploying Library Staff

I

Rightsizing the Print Collection

- Usage-Based Deselection
- Collaborative Collection Planning
- Item-Level Faculty Appeals

II

Aligning Purchasing with Demand

- Patron-Driven Acquisition
- Print-On-Demand Books

III

Reducing Scholarly Publishing Costs

- Centralized Licensing Structure
(The Walmart Model)
- On-Demand Article Purchasing
(The iTunes Model)
- Open Access Publishing
(The Linux Model)

IV

Externalizing Lower-Value Activity

- Shelf-Ready Acquisition
- Tiered Reference Services
- Integrated IT Services

V

Embedding High-Value Local Services

- Embedded eBrarian
- Multimedia Support
- Departmental Informationist
- Data Curation
- Shared Specialists

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