Georgia Southern University

From the SelectedWorks of Jeffrey M. Mortimore

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Delivering Discovery: Impact of the ExLibris Primo Discovery Layer on Reference and Instruction in the NC-PALS Consortium

Jeffrey M. Mortimore, Bennett College
James Parrigin, Guilford College
Anna Rainey, Salem College
Chris Whittington, Greensboro College

Available at: https://works.bepress.com/jeff_mortimore/16/
DELIVERING DISCOVERY

Impact of the Ex Libris Primo Discovery Layer on Reference and Instruction in the NC-PALS Consortium

Metrolina Library Association
Annual Conference, June 14th, 2012
NC-PALS PANELISTS

- **Anna Rainey**, Circulation Assistant
  Salem College

- **James L. Parrigin**, Information Literacy Librarian
  Guilford College

- **Jeffrey M. Mortimore**, Reference Librarian
  Bennett College

- **Christine Whittington**, Library Director
  Greensboro College
Getting Results: The Sleuth Discovery Portal at a Glance

Anna Rainey, Circulation Assistant
Dale H. Gramley Library, Salem College
NC-PALS: Clunky Catalog Search Box

Search the NC-PALS catalog: Please enter search criteria.

by: [Keyword]  [Go]

Exclude All E-Books
Sleuth: Simplified One-Click Searching
NC-PALS Catalog: Discovery Disaster

Results can be sorted by author/title/subject, but not by keyword relevance. Results cannot be filtered.

By default, results are sorted by item creation date, not by relevance.

"Refine Search" link returns user to basic search interface.
Sleuth Solution: Intuitive Search Experience

- Results sorted by relevance
- Custom facets to refine search
- Top results include various resource types
Positive Student Feedback:

“A great start” for general research

- “It feels easy to figure out to me.... It's not an overwhelming search process.”

- “The results that turned up were relevant as well as helpful.”

- “I like that I can search for a topic, and I can find a mix of articles and books. It is especially helpful when [you are] working on a paper and you need a variety of sources.”

- “… I really like all the links on the left side.”
Interoperability Issues: The Trouble with Titles

- Difficulties experienced finding specific titles known to be in the library's collection
  - Titles that cannot be found in Sleuth are found instead in the NC-PALS catalog
- Surrounding title names with quotation marks often produces the appropriate item result
Interoperability Issues: Difficulty with Item Availability & Requests

Item availability information is provided via a link to the NC-PALS catalog record.

Requesting an item from another NC-PALS library also requires a link to the NC-PALS catalog record. Requests cannot be placed directly in Sleuth.

Item availability information does not appear in Sleuth.
More About Requests

- Requests by Salem students, faculty and staff have declined by over 50% in the last academic year.

- By default, Sleuth is set to search only Salem’s collections. This might have contributed to some of the decline in requests.
Interoperability Issues: Difficulty with Current Locations

This item is on reserve, but Sleuth does not indicate it.

Accurate location information is provided via a link to the NC-PALS catalog.
Interoperability Issues: Flawed Full-Text Delivery

- Full-text link leads to error message.
- Generic availability statement given instead of link to SFX Journal Titles listing.
- SFX Journal Title listing provides most accurate full-text availability information.
Metrolina Presentation 2012
NCPALs

James L. Parrigin
Information Literacy Librarian
Hege Library, Guilford College

Guide URL:
http://libguides.guilford.edu/metrolina2012
My "Where to Begin" approach is influenced by:


Bean encourages professors to develop sequenced, meaning-building mini research writing assignments.

A sequence approach emphasizes source type differences and how and when (typically) students might use them most effectively.

Amigos is one of the tools I use to introduce students to differences between information sources.
ENG 102 - intro to basic library skills
Students have struggled to find diverse sources even with instructor's help. Need to discuss information "formats". Based on poll: Heavy emphasis on book sources needed.
What's the single-most challenging thing about your research assignment right now?

- Finding book sources: 23%
- Finding articles: 4%
- Finding reliable website info: 15%
- Citing my sources accurately: 15%
- Finding primary sources: 12%
- All of the above: 23%
- Narrowing my topic (my topic's too broad): 4%
- Broadening my topic (can't find enough info): 4%
Students struggled to find arguments FOR global food "sourcing."

We worked on keywords and re-envisioned the FOR argument, adding "food supplier" to our research lexicon.
Poll: Heavy emphasis on books for background info. Amigos used for "discovery". Now used for focused searching as well as browsing. Complements my Research Sequencing approach to the one-shot library session. Requires students to think rationally now about different types of information and their particular uses. Grabbed source code to embed in Libguides! : )
Amigos Discovery Tool & Articles

Poll: Little emphasis on articles. Why?
Discover is done at this point... Moving on to focused searching databases.
DISCOVERY IN THE DISCIPLINES: BALANCING EXPECTATIONS AMONG DIVERSE CURRICULA

Jeffrey M. Mortimore, Reference Thomas F. Holgate Library
Bennett College
Greensboro, NC
"FIND IT! @ HOLGATE LIBRARY"

On the Homepage

On the Subject Guides
A TALE OF TWO CURRICULA: LITERATURE & WRITING 102 & 103

- Compulsory two-semester reading/writing seminar required for all incoming freshmen.
- Taught by English faculty; research unit at end of 2nd semester.
- Two library visits, one each semester...
A TALE OF TWO CURRICULA: LITERATURE & WRITING 102 & 103

- Curriculum organized around C. Kuhlthau's *Information Search Process* and provides sequenced introduction to resource types (general and subject encyclopedias, periodicals, books, public-domain websites, etc.).

- Diverse faculty expectations with regard to which tertiary resources should be used to find and access resources.

- Not all resources are included or easily filtered in *Find It!"*
A TALE OF TWO CURRICULA: PSYCHOLOGY CURRICULUM PLAN

Collaboratively developed curriculum plan:

PS 100 & 101 (General Psychology):
- Psychology Subject Encyclopedias
- Keywords, limiters, and facets in PsychINFO via EBSCOhost
- Evaluating abstracts / identifying relevant literature

PS 274 & 275 (Psychology Research Methods):
- Boolean operators and truncation
- PsychINFO controlled vocabulary / subject searches
- Citation analysis in EBSCOhost and Google Scholar
A TALE OF TWO CURRICULA: PSYCHOLOGY CURRICULUM PLAN

Current constraints on presenting **Find It!**:  
- Contents of subject encyclopedias are not included and/or cannot be easily faceted.  
- Does not use APA's abstracts or controlled vocabulary.  
- Does not support citation analysis.  
- Faculty concerns about relevance and delivery.
MEDIATING GRANULARITY: TIMING FIND IT!

Currently under consideration...

- Use **Find It!** to introduce resource types in a revised curriculum for LW 102 & 103.

- For proposed compulsory 200-level research seminar, use new modular research tutorial with emphasis on scholarly publication cycle and discipline-specific tertiary resources.
DISCOVER OR DELIVER?
A LIBRARY DIRECTOR'S PERSPECTIVE

Christine Whittington
Director of the Library
J.A. Jones Library
Greensboro College
cwhittington@greensboro.edu
CONCERNS

- Money
- Public Relations
- Staff Time/Morale
- Instructional Environment
- Student (and Faculty) Success (Data)
MONEY

Consider not only the cost of the discovery tool, but how well it exploits our [expensive] resources.
$1.00 for normal drinks
$1.50 for combo drinks: cappuccino, etc.

There is a change machine on the lower level of the library, next to the drink and snack machines.

Exact coins only – no change given.
PUBLIC RELATIONS

OUT OF ORDER!!!

This thing never works!

$1.00 for normal drinks
$1.50 for combo drinks: cappuccino, etc.

There is a change machine on the lower level of the library, next to the drink and snack machines. Exact coins only – no change given.
Electronic Access to Science

Jessica Sharpe <jessica.sharpe@greensboro.edu>  Fri, Jun 1, 2012 at 9:57 AM
To: Christine Whittington <cwhittington@greensboro.edu>

Chris,
Thanks for the Info! I refer to Science articles often when teaching, so it is good to know that our students can read them as well.
Best,
Jessica

On Wed, May 30, 2012 at 1:03 PM, Christine Whittington <cwhittington@greensboro.edu> wrote:
[Quoted text hidden]

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Jessica Sharpe, PhD
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STAFF TIME AND MORALE

"Reference librarians hate discovery tools but the students love them."

"Perfect is the enemy of the good."--attrib.Voltaire

How much time should a small library devote to making its discovery system perfect?

How do we teach imperfection?
INSTRUCTIONAL ENVIRONMENT

How *DO* we teach the imperfect, but good, in order to:

- Promote use of excellent [and expensive] resources?
- Establish good faculty/student/library relations?
- Promote information literacy among our students?
MEASURING STUDENT AND FACULTY SUCCESS

- In-class evaluations
- Student and faculty surveys
- Bibliography analysis
- Context-based input