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Library Leads, April 2019, Issue 7

University of the Pacific Libraries

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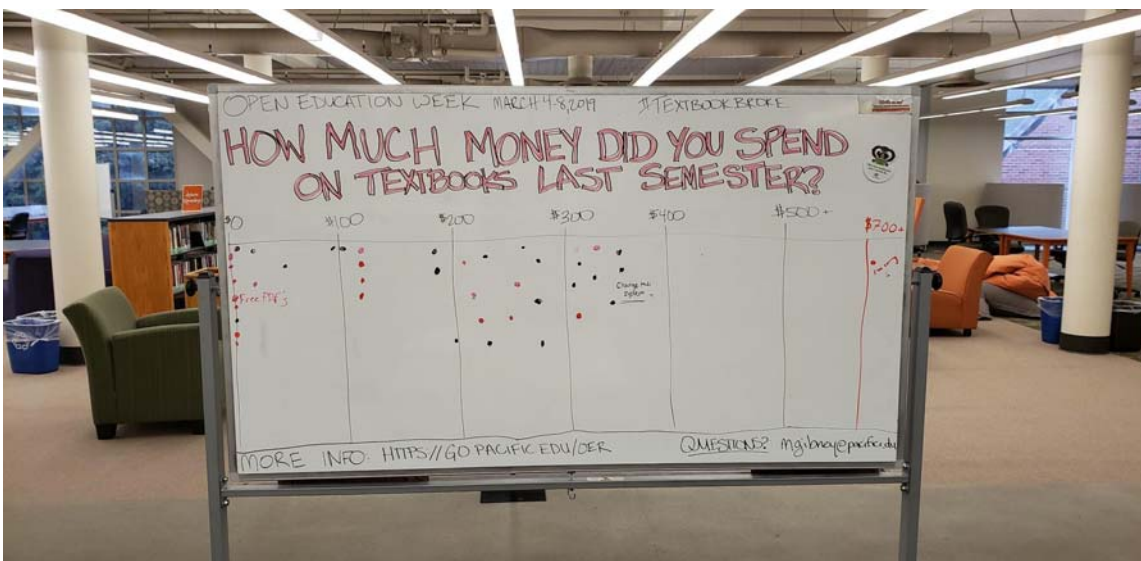
UNIVERSITY OF THE
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Library Leads

April 2019, Issue 7

Open Education Week 2019

By Michele Gibney



[Open Education Week](#), a global awareness-raising campaign, took place March 4-8, 2019 and Pacific Libraries and the Center for Teaching and Learning (CTL) took part again this year.

In the Library's 2nd floor entryway area, we had a "petting zoo" table of printed out chapters from open textbooks online along with flyers for the [Pacific faculty summer grants](#) to review, adopt or create open educational resources (OER). There were even free stickers and flyers from several online databases of OER, ([OpenStax](#), [Lumen Learning](#), and [LibreTexts](#))!

Behind this, centrally placed with eye-catchingly large letters was a whiteboard with questions directed at students:

1. How much money did you spend on textbooks last semester?
2. Do you delay buying textbooks for classes?
3. Have you ever not bought a required text?



Answers to these questions were very helpful in gauging how Pacific compares with some of the typical country-wide inclinations. For example, we had 41 responses on how much money they spent on textbooks in one semester and the median amount was approximately \$200. [The national average for last academic year, according to the National Association of College Stores \(NACS\), was \\$484.](#) Our students reported slightly less than half of that for one semester but it is likely NACS is not including the alternate means by which students purchase or rent textbooks - i.e. not exclusively from the college bookstore. Unfortunately based on the phrasing of the question, we are not sure that students were including additional course fees in their numbers - for example, many students have to pay technology fees for online homework programs or other miscellaneous lab materials, all of which add up.

Our secondary questions on the other side of the whiteboard were gauging how often students delay buying textbooks (e.g. until financial aid money is deposited) or just never buy the required text and make do with borrowing a friend's, finding a pirated version online, getting it from a library if it's available, etc. For both questions, the ratio of "Yes" on delaying or not buying was a striking contrast to the "No" columns. 85% of respondents said they delay buying textbooks for class (47 out of 55). And 74% admitted to never buying a required text (37 out of 50). [A 2018 study of 1,000 students in the US and Canada](#) found that 80% of students waited to purchase the course materials and 35% on average didn't purchase the textbook at all. Previous studies in [2016](#) and [2011](#) have the percentage who opt out of purchasing at least one textbook at 66% and 70%, respectively. Our students were comparable with the 2018 study on delaying purchase but well above the average for not buying at all, which is interesting to note.

Lastly, we had a social media campaign to raise awareness among students and their faculty about textbook spending costs (see photos below). Students visiting the library wrote how much money they spent this semester on textbooks and what they could have spent it on instead. We got a range of responses from food, clothes, trips, musical instruments, pets, and family. We also had several students who spent \$0, an upward trend from last year's similar (large) whiteboard question (6 out of 110 or 5% last year versus 7 out of 41 or 17% this year) When questioned further, it seems as if

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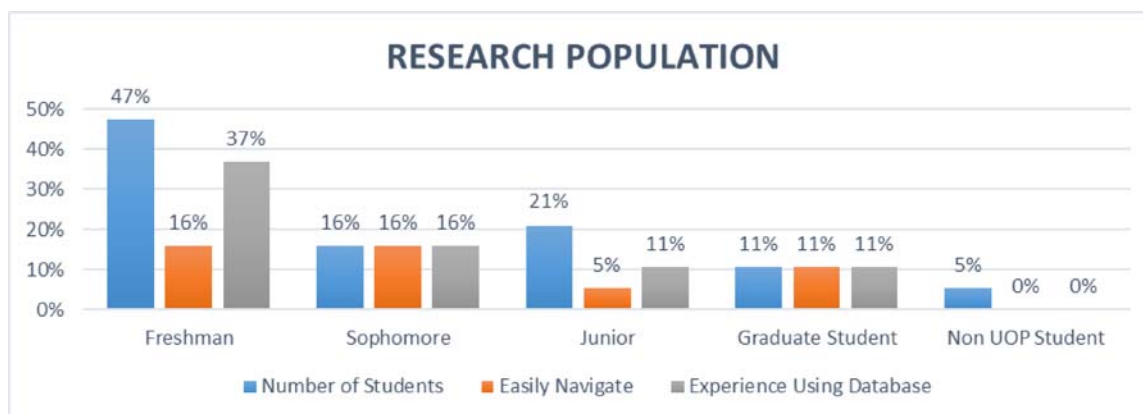
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While not supporting online, illegal piracy, it is interesting to note the cost-cutting lengths students are willing to go to reduce their textbook costs. Hopefully, the two year campaign to advocate for OER at Pacific, including the summer research grants offered to faculty, is playing a factor in students having lower textbook costs. Currently applications for the 2019 summer OER grants are being accepted - [it's not too late to apply!](#) We look forward to working with faculty this summer to expand the OER corpus at Pacific and celebrating Open Education Week next March to see track developments.

University Libraries Website Usability Study

By Ellie Sayyad-Abdi and Thy Son



Ellie Sayyad-Abdi, a visiting Fulbright researcher from Australia, and Thy Son of the University Libraries, conducted a usability study of student experiences with the Stockton Library website this month.

University of the Pacific students' experience of using the library website. The study aimed to identify the areas for further improvement from students' perspective. The following is a summary of the findings.

Research Population:

In total, 19 students (8 female and 11 male) were interviewed and observed. Students came from a range of majors including music, psychology, sociology, political science, biology, pre-pharmacy, actuarial science, mechanical engineering, and English/Education. Both undergraduate freshmen (9 students), sophomores (3 students), juniors (4 students) and postgraduate (3 students) participated in the research.

Students' experience of working with the website ranged from no experience, to familiarity with library databases only, to easily navigating the website and its databases (e.g. knowing the databases on their disciplines).

Research Findings:

Analysis of the interview and observation data suggested four main reasons for which students use the library website:

- Sourcing material for PACS course assignments: A high proportion of respondents suggested that they access the library databases to conduct the research components required for their Pacific Seminars course assessments. Students in this category mentioned that they learned how to navigate the Library site to the databases from their PACS professors or librarians.
- Reserving a Study Room: Respondents suggested that they became aware of and learned how to use this service through their peers. However, when asked to show how they reserved a room, it was observed that most students reached the page via a Google search.
- Checking the operation hours of the physical library: A few respondents mentioned that they used the library website to check the operation hours of the physical library.
- Sourcing material for non-PACS research assignments: A few Respondents, mainly graduate students, confidently suggested that they used the library material (mainly database resources) to complete research requirements of their courses.

7 out of 19 students (37%) mentioned that they had never used the library website as they did not have any particular purpose. Given that

1. all freshmen at UOP should take a PACS course in their first semester, and
2. one of the main reasons for which they use the library website is completing a PACS assignment, and
3. students were introduced to databases by their professors/a librarian,

designed and delivered in a way that get students to work with the databases in a purposeful way. Such learning activities can also nurture a research habit/culture among students that they can apply in other parts of their studies.

Also given the fact that many students mentioned that they

1. became aware of the option of reserving a study room from their peers, and they did not have another purpose for visiting the library website.

It is suggested that librarians reconsider the ways through which they introduce students to library services available from the library website.

Positive Experiences of the Library Website:

While the project aimed to explore areas for further improvement, the analysis of data also revealed students' positive experiences of using the library website. These included:

- finding the library website helpful and straightforward.
- finding the PacificSearch easy to navigate and a useful search tool which allowed to filter search results when searching through the databases.

Negative Experiences of the Library Website:

Students expressed they gained neagative experience in using the library website in the following areas:

Library Databases:

1. Difficulty in filltering a specific topic;
2. Low visibility of database topic categories;
3. More visibility for resources;

Library Facilities:

4. Lack of easy access to the PacificPrint webpage (print.pacific.edu); e.g. access from the Library homepage;

Library website:

5. Complex navigation from the University homepage to the Library homepage, and related areas such as Reserve a Study Room and Library Hours. This caused students to access the library web pages externally via Google search or via the search engine provided at the top section of the University homepage.
6. A more eye-catching interface;

physical Library space.

Conclusion:

The findings of the study suggest implementing improvements around website usability (navigation usability and user interface), design, information-seeking needs and predicted behavior. There is a number of ways in which improvements could be implemented:

1. Due to design limitations in the existing content management system, it is suggested that the Office of Marketing and Communication are informed about the findings to consider whether the identified areas for further improvement could or should be addressed during the University's transition to a new content management system and website redesign project discussion.
2. The interviews and observations suggested that completing PACS course assessments was the only main reason for which many students used library databases. This finding confirms that PACS courses are of high potential to provide students with a suitable setting to not only become familiar with but also adopt a habit of consulting with academic, scholarly and credible information resources across their studies and beyond. As a result, it is suggested that use of scholarly information resources are more encouraged in PACS courses. This involves both developing learning activities that require students to use such resources as well as PACS instructors introducing students to library materials including databases and advanced information searching, which allows students to, more confidently and competently, access and use high quality information resources. Such approach aligns too with the learning outcome of PACS courses, which aim to help students develop their critical thinking and academic research skills.
3. The outcome of this study is based on a small group of students. It is, therefore, suggested that more research of this kind are conducted to generate a better understanding of UOP students' library and library website experiences. Such insights provide opportunities to inform different areas of library operations and potential to enrich cross-departmental conversations.

Flipped Classroom Teaching in PACS 2 Library Sessions

By Veronica Wells

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This semester, academic support librarians have been experimenting with a flipped classroom model for the PACS 2 library sessions, which is an expansion of last year's pilot project. With permission from the PACS 2 instructor, librarians add in a curated list of Credo Information Literacy Tutorials into their Canvas course site.

Students are asked to complete the tutorials before the library session. Having students learn concepts about developing a research paper, developing a search strategy, and evaluating sources ahead of time allows for the library session to be more engaging and active. During the session, the librarian leads students through their own version of a searching tool activity in which groups of 3-5 students are assigned a specific library or Internet resource. Groups are asked to respond to a series of questions about the resource and demonstrate it for their peers. Having students teach each other is a proven way to increase their motivation to learn and students also enjoy learning from their peers. It is also a way for librarians to assess student learning because students demonstrate their knowledge of using library resources to the class.

For the most part, the flipped classroom approach is going well and there are plans to continue it in the fall, with perhaps some tweaks to the amount of content students are assigned to cover before the library session.

STATISTICS

Scholarly Commons

- Scholarly Commons had 15,116 full-text downloads and 659 new submissions were posted, bringing the total works in the repository to 48,069. University of the Pacific scholarship was read by 1,566 institutions across 153 countries.

Link+

- 3,054 books loaned out to California & Nevada libraries

UPCOMING AWESOMENESS

Scholarly Communication Talks on April 2, 3, 9, 16, and 23rd (includes free River Room lunch!): [Read more about them here and please consider attending!](#)

Muir Day celebrations will take place on April 13 and include presentations and a fair where some of the Library's Muir collections and virtual reality videos will be

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Kanopy

- 113,800 minutes of videos streamed

Tiger Day will take place on April 6th and the Library will be involved with two presentations. [Read more about Tiger Day by clicking here.](#)

The library will be open 24/5 starting with PharmD finals on April 8th through April 19th. And again on April 28th through May 8th for Stockton campus finals.

DID YOU KNOW?

Did you know the Stockton Campus Library recently engaged a task force of students to create promotional videos? You can see the first video created by students, Ramesh Himmatbhai Borad and Joshua Elan King, about the renovation on Instagram here: <https://www.instagram.com/p/BvfGBkigwGS/>.

More to come!

TRIVIA

Participants have until Friday, March 8th to submit answers. The correct submitters will be put in a raffle and the participant name that is drawn will receive the trophy prize. Please submit your answer via email to libraryleads@pacific.edu.

1. Which company developed the Information Literacy Tutorials used in the flipped classroom teaching model developed by Pacific's academic librarians?
2. Where is the Actuarial Science department at Pacific located?
3. During Open Education Week 2019, what percentage of Pacific students admitted to delaying buying a textbook for a class?

March Questions and Answers:

1. 'Conan the Librarian' appears briefly in Weird Al Yankovic's movie 'UHF'. What does Conan do to a library patron who has an overdue book?

A. Slices him in two with his sword

2. Which one of these is not the name of one of the Librarian television movies starring Noah Wyle?

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3. What show did Mia Watts confess to binge watching?

A. ["Mysteries at the Museum"](#)

APRIL TRIVIA WINNER - Harriet Zook, McGeorge Law Library

Winner of this month's trivia questions will win the special honor of hosting the trophy on their desk for the next month!



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