

# Taskforce on Library Integration with D2L

FINAL REPORT  
to  
Council of University of Wisconsin Libraries

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Submitted by:

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## **Introduction**

In January, 2006, the Council of University of Wisconsin Libraries appointed a Library Integration with D2L Task Force “to examine programs already in place in the UW System that provide library content in D2L and to recommend possible strategies that could be shared across the System to promote Library/D2L integration.” The Task Force derived from the University of Wisconsin Libraries *Strategic Directions for 2003-2005* which states:

*The University of Wisconsin libraries will provide library services and information resources to make teaching, learning and research more productive and rewarding.*

## **Process**

In order to carry out its charge, the Task Force did extensive background research that included the following:

- Conducting a survey of UW LTDC Personnel to gather their feelings for the need and possible ways to further increase library integration into D2L.
- Conducting a survey of UW Faculty to determine their interest in and current levels of integration between the library and their D2L based courses.
- Conducting a feedback session with UW Students to determine needs and preferences.
- Conducting a survey of UW Library Staff to determine their current levels of library integration into the D2L environment
- Conducting a literature review to determine best practices among other academic institutions. (Appendix B).

## **Background**

With the trend in higher education to develop the online classroom, the UW System library directors felt there was a need to investigate ways to better integrate libraries into the course management system which is used by all UW System schools. The results of the library staff survey indicated a wide range of strategies used across the campuses and varying levels of integration ranging from very low to very high. Part of the intent of this working group was to discover what was currently being done so we could learn from each other. As the work of the Task Force moved ahead, it became clear that there would not be a single solution that could be implemented across all campuses due to the wide range of services, staffing and approaches of each library. Therefore, the Task Force focused on a best practices model in which a variety of approaches would be described and shared. This model offers each campus the option of implementing the items or approaches that work best for them. This report includes several campus-level recommendations, as well as one System-wide recommendation which is discussed in the Recommendations section below.

## Survey Summaries

The Task Force was charged with designing surveys that would determine the current interest levels and feasibility of possible further library integration into the D2L environment. Four separate feedback studies were performed. Please see the appendixes for the actual text of the surveys.

**LTDC Survey:** This survey was distributed to the LTDC representatives at the Spring 2006 UW System Joint Conference in Green Lake where all UW Institutions were represented. The survey results indicated that there had not been much demand for more integration between D2L and libraries. Due to the lack of faculty asking for more integration, LTDC staff assumed there was not a need to initiate new services. See Appendixes C and D for more information.

**Faculty Survey:** Faculty members from all fourteen UW campuses were selected by LTDC representatives and library directors to take the survey. We received 82 responses from over 140 total invitations (each campus was asked to contact at least ten people). The purpose of the survey was to determine how extensively faculty are using library links in their D2L courses, what resources they are aware of and which ones they are interested in linking to. Comments were solicited for two questions, “Is there anything else you would like to include in your course” and “How would you like to see D2L changed/improved to better include library resources in D2L?” See Appendixes E and F for more information.

Several themes resonated strongly:

- Technical difficulties make faculty reluctant to link to library resources. The most common problems stated were:
  - Off-campus authentication
  - Use of multiple logins across platforms
  - Non-persistent links (sometimes because of misunderstanding about which link to use)
  - Database timeouts
  - Faculty members either don’t have the technical expertise or the time to deal with these kinds of problems. For example, several said they are more likely to post the PDF of an article directly in D2L rather than link to it.
- The extent to which they include library links in their D2L courses is low (75% have 0-3 links in their courses)
- Many faculty members were unaware of all the resources available from the library for use in D2L – this was especially true in the case of Metalib.
- Many faculty are still learning D2L
- Faculty members want to be able to make links themselves—probably so they can do it on their own schedule, at the point of need.
  - MetaLib may provide some solutions. UW-Eau Claire has developed a tool (which can be adapted to other campuses) called SearchSpot Search Box & Link Generator to simplify creation of search boxes and links to MetaLib resources (<http://lib1.uwec.edu/searchspot/sssearchboxgenerator.asp>). Faculty may select from several MetaLib searching and linking options and then copy the HTML or resulting link and paste it into their D2L course space. This helps lead students to appropriate MetaLib resources and further integrates library resources into the electronic classroom. However, faculty must still rely on database producers to provide persistent links to electronic articles

themselves for purposes such as electronic reserves. Alternatively, libraries can promote the use of the SFX OpenURLGenerator (UW-Eau Claire's version is an example at <http://sfx.wisconsin.edu/uwec/cgi/core/openurl-generator.cgi?rft.genre=article>) to create persistent links to journal articles.

- There seemed to be a lack of interest in the use of the “Ask A Librarian” feature, perhaps due to misunderstanding of what the service entailed.
- Overall, there was a high level of interest in more library integration into D2L. At LEAST 50% of the respondents indicated that they have linked to, or were interested in linking to, each library resource or service listed in the survey. In addition, 79% indicated they would like to see the level of library resources in their D2L courses increase. This indicates faculty place value on the inclusion of library resources within D2L and provides a signal to move forward with, or at least explore, the options and recommendations provided below.

**Librarian Survey:** This survey was distributed to each library director to share with their staff. Each campus was to submit one response. The results indicated that there was a great amount of diversity among the libraries in how they approach all aspects of electronic services in D2L, especially regarding e-reserves. This survey led to shift in the way the Task Force looked at e-reserves, and moved from looking for a way to suggest a single way to integrate e-reserves into D2L towards a broader view of what was possible. The results helped shape the Task Forces approach away from a single solution towards a best practices model. All libraries were highly interested in having library resources better integrated into D2L. See Appendixes G and H for more information.

**Student Feedback Sessions:** These feedback sessions were held on the UW-Madison campus and were intended to see what types of integration (if any) the students preferred. A two-step process was devised using focus groups to gather comments followed by usability testing to see if the incorporation of focus group suggestions were well received. The students indicated that they preferred to have library content available at the course content level and they strongly preferred a library link in the D2L navigation bar over a D2L widget. Students consistently viewed reserves to be the most valuable content. The students appreciated that a range of library contact options were included – IM, chat, email, phone. Among these students there was a strong preference for search boxes; however, they thought the number should be kept to a minimum. All students highly valued the inclusion of tips, especially when they were placed near the problematic resource link. They also preferred the custom Library Course Page content over the other choices offered in this simulation – libraries web site, subject guide, reserves alone. See Appendixes I and J for more information.

## Recommendations

The Task Force recommendations should be viewed as dependent on one another.

### Recommendation #1:

The Task Force recommends that CUWL seek to implement the System-wide inclusion of a library link on the navigation bar within the course pages in D2L. The link would appear as a default in all courses, but if a faculty member wishes to remove it, they have that choice.

### Recommendation #2:

Each campus will decide how to use the navigation bar library link. The Task Force recommends using one of the following four solutions:

- 1) A link to a static web page.
  - At its simplest, this could be a link to the library's home page. However, the committee recommends that if a static page is used, it be a page aimed specifically at the D2L user.
  - Some suggested items to be included on this page:
    - Library catalog search box
    - Metalib direct links (or simply a link to the Metalib service)
    - Link to course reserve system
    - Links to citation guides
    - Email or Chat Reference
    - Links to relevant library subject guides or learning objects
    - CitationLinker
- 2) UW-Green Bay Model
  - Implemented D2L link fall 2006.
  - A link is delivered to the D2L navigation bar which includes information that identifies the specific course within D2L and points to a library web page.
  - The target web page is static.
  - Customized static web pages are created by a librarian at the request of the instructor.
  - If there is no request for a customized web page, the target page is a generic library page (aimed at D2L users).
  - See appendix K for detailed information.
- 3) UW-Madison Model
  - Implemented D2L link fall 2006; Library Course Page (LCP) system implemented fall 2005 with link in campus portal (My UW).

- A link is delivered to D2L which includes information that identifies the specific course within D2L and points to the campus Resource Bridge.
- The Resource Bridge contains a pointer to the custom Library Course Page for the course. The Library Course Page itself is dynamically generated on the fly from the LCP Builder – a PHP-driven database developed at UW-Madison.
- If no custom Library Course Page exists, the link points to a suite of static web pages containing general library information geared toward the D2L user.
- Originally, the D2L link was placed in the navigation bar. However, it is currently being delivered automatically to a course page widget and as an optional navigation bar link. This is a workaround for a D2L navigation bar bug that affects all campuses using D2L. This must be addressed in the next version of D2L scheduled for implementation in the summer of 2007.
- The model differs from the others in three important ways:
  - Reserves staff and instruction librarians use the same LCP Builder system to create a “highly relevant library package” which incorporates electronic reserves, library instruction materials and other library resources and services.
  - The LCP Builder, although a relatively simple database with PHP programming, is built on complex and unique course information retrieved from the campus Timetable. There is not a one-to-one relationship between Timetable and D2L courses, therefore; programming was developed to translate LCPs tied to Timetable courses into the corresponding D2L course spaces.
  - The LCP system utilizes a central campus architecture hub (the Resource Bridge) to deliver Library Course Page link information to both the campus portal and D2L.
- See Appendix L for more information.

#### 4) UW-Colleges Model

- Implementation underway spring 2007
- This model is a combination of the Green Bay and Madison models.
- A link is delivered to the D2L navigation bar which includes information that identifies the specific course within D2L as the UW-Green Bay model does.
- However, instead of pointing to a static library web page, it points to a dynamically generated web page defined by a combination of the following factors: 1) course schedule 2) library defined modules for each department 3) course specific data if defined.

- If no course specific data is defined, then the page uses department related data, thus the student will always be taken to relevant resources.
- Librarians and/or faculty have the ability to make edits and maintain the course specific data.
- See Appendix M for more information.

**Recommendation #3:**

Critical to the success of any of the above is the resolution of the D2L navigation bar global delete bug. The Task Force strongly suggests that CUWL encourage UW System D2L administrators to make the resolution of this problem a priority and use the appropriate channels to have Desire2Learn, Inc. address this as soon as possible.

**Recommendation #4:**

The Task Force suggests CUWL anticipate and plan for the support network needed to establish the desired technology solution on each UW System campus. Several aspects will need to be taken into consideration. For example: 1) clear communication to campus decision makers regarding the range of available models, 2) evaluation and selection of the model best suited to the services, staffing and approaches of the campus, 3) assistance and advice on the set-up and execution of the chosen model - the burden here falls not only upon the implementer but also the model's developer to supply necessary information, 4) ongoing support.

**Recommendation #5:**

The Task Force suggests that CUWL revisit the original charge in one year to follow up on the progress and implementation of these recommendations.

## **Conclusion**

Although D2L is the centralized eLearning service for the entire UW System, the libraries have not been able to integrate library resources into D2L consistently. In order to achieve better Library/D2L integration, the Task Force suggests that CUWL forward these recommendations to UW System and seek to work with D2L administrators to implement the addition of a library link in D2L System-wide. Both the UW-Green Bay and UW-Madison models demonstrate that this can be achieved. But the Task Force recommends that CUWL emphasize the importance of seeking a solution to the D2L navigation bar global delete bug. If both of these thresholds can be achieved, the models cited within this report provide a range of possible approaches to better integrate library resources.

As with most things, the more customized the solution, the more complicated and time intensive it is to develop and implement. On the less complicated end of the spectrum, the library content can be delivered to a course by linking to a static web page, such as the library web site. Adding features and functionality will have to be evaluated by each library. UW-Green Bay provides custom content on a static web page. UW Colleges built on this approach by incorporating pages built “on-the-fly,” the inclusion of departmental based default content and giving the library the option to allow faculty to edit course pages in order to select specific resources. Both of these models are based on relatively simple IT designs that make them adaptable across UW System. The UW-Madison model is a bit more complicated but offers a one-system approach for delivering both electronic reserves and library instruction materials in an integrated way.

With any of the models, the goal is to deliver important library resources to students as directly as possible. Current trends in higher education show eLearning will continue to grow, not only for distance education but also as part of face-to-face instruction. If we consistently deliver relevant content to students at the time and place of need, we will see an increase in usage of our valuable library resources.

## Appendix A. Task Force Charge

### CUWL Taskforce on Library Integration with Learn@UW

Desire2Learn (D2L), the UW System course management system that serves as the key component of Learn@UW, is employed widely across the UW System. Faculty utilize Learn@UW tools to develop stand-alone online courses for distance education and to create resource rich web sites to supplement campus courses.<sup>1</sup>

The Council of University of Wisconsin Libraries has articulated as Strategic Direction #2 for 2005-07 the need “to advance learning and increase productivity by saving time for faculty, students, and researchers.” CUWL recognizes that a close integration of library services and resources with Learn@UW, developed through the collaboration of librarians, faculty, and instructional staff, is a key way to advance this strategic direction.<sup>2</sup>

Libraries throughout the UW System are beginning to employ various strategies to provide library services, resources and e-reserves to students via faculty-developed D2L courses. Additionally, the UW System D2L Integration Subcommittee and members of the UW System Learning Technology Development Council are interested in pursuing a collaborative and coordinated approach to managing library linkages with course management software. Therefore, CUWL is forming the *Taskforce on Library Integration with Learn@UW* to examine programs already in place in the UW System that provide library content in D2L and to recommend possible strategies that could be shared across the System to promote Library/D2L integration.

Specific tasks related to this charge include:

- Identify practices already employed by UW libraries to provide library services and resources to students in faculty-developed D2L courses
- Identify user-identified needs regarding integration of library resources in D2L. In this case, “users” are defined as both students who access course content via D2L and faculty who provide that content.
- Based on models developed both in and outside of the UW, recommend technology and/or non-technology based solutions for the UW System that will promote a closer integration of library resources in D2L.

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<sup>1</sup> <http://www.doit.wisc.edu/faculty/elearning/cms/>

<sup>2</sup> Council of University of Wisconsin Libraries Strategic Directions for 2005-07

Members of the Task Force will include:

A representative from the Learning Technology Development Council (TBD)

A representative from the UWSA D2L Integration Subcommittee (recommended: Alan Foley)

A public services librarian (recommended: Renee Buker, UW-Oshkosh)

A representative from UW-Madison with knowledge of the Library Course Pages project (recommended: Jean Ruenger-Hanson)

A librarian with e-reserves experience (recommended as Co-Chair of Taskforce: Lisa Weikel, UW-Milwaukee)

A Library Automation Manager (recommended: Marlys Brunsting, UW-Green Bay)

A CUWL representative (recommended as Co-chair of Taskforce: Marc Boucher, UW-Colleges)

A UWSA OLIT representative (Paul Moriarty)

A faculty member (TBD)

A final report is requested from the Taskforce at the Fall 2006 CUWL meeting.

## **Appendix B. Literature Review**

### **Course Management Systems (CMS) & Library Integration**

Bell, S. (2005). Where the readers are: If you're going to blog, asks Steven Bell, why not blog it to courseware? *Library Journal*, 130(Fall2005-NetConnect), 8-14.

If there's some thoughtful planning about pushing blog content to users, a library blog can be a positive, rewarding experience for all parties. One benefit for libraries blogging to courseware is seizing a leadership role for the library in creating awareness about and education in the rapidly evolving technologies of blogging, news aggregation, social networking, and search personalization. In Bell's academic community, blogging to courseware produced the added benefit of sparking faculty interest in RSS technology.

George, J. & Martin, K. (2004). Forging the library courseware link. *College & Research Library News*, Nov., 594.

The authors question whether academic libraries provide adequate support to students in online learning environments. They detail seven steps to successfully integrating library resources into CMS with the focus on collaboration with CMS administrators and faculty. The ultimate goal for librarians is to reach a larger number of students via CMS – teaching them the information literacy skills needed for academic and professional success.

Gibbons, S. (2003). Building upon the MyLibrary concept to better meet the information needs of college students. [Electronic version]. *D-Lib Magazine*, 9(3). Retrieved 3/2/2006 from <http://www.dlib.org/dlib/march03/gibbons/03gibbons.html>

In the years following the creation of MyLibrary@NCState in 1998, there have been several dozen implementations worldwide of MyLibrary-like portal systems on academic library websites. However, adoption rates of these services rarely exceed 10% of the potential user community. For the Fall 2002 semester, the University of Rochester Libraries implemented "CoURse Resources" built upon the MyLibrary concept but overcoming many of the usual barriers to adoption because the service dynamically generates web pages tailored to university course offerings, thereby meeting the immediate information needs of students in their medium of choice.

Gibbons, S. (2005). Library course-management systems: An overview. *Library Technology Reports*, 41(3), 1-49.

According to Gibbons, academic libraries need to be embracing and supporting the vision of a fully integrated online-learning environment. She first discusses some of the current barriers to the seamless integration of library resources into course-management systems and then goes on to highlight the many successful examples of how some of the barriers to integrated online-learning environments have been overcome.

Gibbons discusses some of the commercial options available, including technology from Desire2Learn. The report examines the Moodle Open Source course-management system as well as the Sakai Project, an Open Source courseware system being constructed by a growing collaboration of higher education institutions.

Additionally, the report addresses how library-authored course guides or pages can help the educational integration effort. The growing corpus of library course pages from the libraries of such distinguished institutions as Brandeis University, UCLA, and the author's own University of Rochester are showcased.

Jafari, A., McGee, P., & Carmean, C. (2006). Managing courses, defining learning: What faculty, students, and administrators want. *Educause Review*. 41(4), 50-70.

Reflecting on their recent research study, a systems designer, a pedagogist, and a learning researcher discuss the advantages and shortcomings of learning/course management systems and also what faculty, students, and administrators want from the next-generation e-learning environment.

Lippincott, J. (2005). Libraries, information, and course management systems. In P. McGee, C. Carmean & A. Jafar (Eds.), *Course management systems for learning: Beyond accidental pedagogy* (1<sup>st</sup> ed., pp. 39-56). Hershey, PA: Information Science Publishing.

Content owned or licensed by academic libraries, such as electronic journals, art image databases, and digital videos, provides a means to enhance curricula and allow for deeper learning by students. Lack of interoperability between library systems and CMS limits the use of library content with CMS. Learning environments, CMS, and institutional repositories must all interoperate since content can be used in many ways in both research and learning. Librarians can also add value to CMS if their virtual services – such as reference and information literacy – are integrated into the CMS. The Content of CMS raises many policy issues which must be addressed by institutions.

Margraf, J. (2004). Librarian participation in the online classroom. *Internet Reference Services Quarterly*, 9(1/2), 5-19.

Librarians are discovering new challenges and opportunities for reaching distance education (DE) students. Margraf believes that collaboration with faculty is essential in reaching students who may never enter the library building. One method of collaboration is librarian participation in online courses through “lurking” in CMS “classrooms” and monitoring discussion threads devoted to library research. Advantages such as improved access to DE students, course content and assessment data are discussed. Disadvantages include time commitment, varying expectations, and privacy issues. Considerations for librarians interested in “lurking” are outlined.

Matthew, V. & Schroeder, A. (2006). The embedded librarian program: Faculty and librarians partner to embed personalized library assistance into online courses. *Educause Quarterly*, 29(4), 61-65

At the Community College of Vermont (CCV), library instruction proved most meaningful to students when presented within the context of a specific class and preferably in relation to a specific assignment. In 2004, CCV began moving away from providing students with a disjointed array of online services and toward an electronically based, integrated library instruction model. The approach that was adopted involved embedding a librarian in an online course. The librarian answered students' questions and posted research help relevant to the course assignments. The authors discuss the program's genesis and rapid growth, as well as its benefits and challenges. Given the continued growth in online programs and the need to focus on incorporating information literacy in classroom instruction, CCV's various approaches to library instruction can benefit many. According to the authors, the most important lesson to be learned is the need to innovate, cooperate, and experiment. When librarians and faculty work together in an environment of trust and openness, mistakes might be made, but perceived obstacles can be overcome and lessons learned.

Reeb, B. & Gibbons, S. (2004). Students, librarians, and subject guides: Improving a poor rate of return. *portal: Libraries and the Academy*, 4(1), 123-130.

Librarians use subject guides to introduce students to library materials. Surveys, usability tests, and usage statistics demonstrate that students do not relate well to subject guides. The authors suggest that library resources organized or delivered at a course level are more in line with how undergraduate students approach library research.

Rieger, O. Y., Horne, A. K. & Revels, I. (2004). Linking course web sites to library collections and services. *The Journal of Academic Librarianship*, 30(3), 205-211.

A five-month research study at Cornell University Library (CUL) confirmed the strategic importance of a library presence in faculty-created course Web sites. It sparked specific recommendations to support the seamless integration of the CUL digital library within the virtual learning environments created by faculty.

Shank, J. D. & Dewald, N. H. (2003). Establishing our presence in courseware: Adding library services to the virtual classroom. *Information Technology & Libraries*, 22(1), 38.

CMS and courseware are increasingly being used to enhance traditional college courses, yet library resources and services are noticeably missing from this venue. Libraries risk being bypassed by this technology and losing relevance to students and faculty if they do not establish their presence in courseware. The authors believe that librarians need to be proactive in inserting links to resources and to library assistance within the CMS domain in order to retain visibility, increase relevance with students, and strengthen relationships with faculty.

Williams, L. M., Cody, S. A., & Parnell, J. (2004). Prospecting for new collaborations: Mining syllabi for library service opportunities. *The Journal of Academic Librarianship*, 30(4), 270-275.

Online course syllabi provide a convenient source of information about library use. The authors discuss the strategies used to retrieve syllabi, analyze library use, and develop new opportunities to collaborate with faculty. A new Web-based service was developed to pull course- and library-related materials into a convenient package.

## Focus Groups, Surveys & Questionnaire Construction

De Rosa, C. (2006). College students' perceptions of libraries and information resources: A report to the OCLC membership. [Internet Resource]. Dublin, OH: OCLC Membership Reports. Access: <http://www.oclc.org/reports/perceptionscollege.htm>

This electronic reproduction of *College students' perceptions of libraries and information resources* examines the information-seeking habits and preferences of international college students. This report provides findings from an online survey in an effort to learn more about: Library use; awareness and use of library electronic resources; the Internet search engine, the library and the librarian; free vs. for-fee information; and the "Library" brand. Overall, respondents had positive, if outdated, views of the "Library."

Sections include:

- Part 1: Libraries and information sources – Use, familiarity and favorability
- Part 2: Using the Library – In person and online
- Part 3: The Library brand
- Part 4: College students' advice to libraries
- Part 5: Perceptions of potential college students

Hughes-Hassell, S. & Bishop, K. (2004). Using focus group interviews to improve library services for youth. *Teacher Librarian* 32(1), 8-12.

The authors discuss the importance of the focus group interview, a data collection tool that teacher-librarians use, in the improvement of library services for youth. They give a definition of a focus group interview and supply types of settings where focus group interviews can be used by librarians. The authors also detail the benefits and challenges associated with the data collection technique as well as steps for conducting an interview.

Iowa State University Extension. (n.d.). *Focus group approach to needs assessment*. Retrieved June 24, 2006, from <http://www.extension.iastate.edu/communities/tools/assess/focus.html>

Advantages and disadvantages to focus group testing are presented along with seven steps in the focus group process. These include: 1. Clearly define the purpose. 2. Prepare interview questions. 3. Identify and recruit participants. 4. Pre-meeting preparation. 5. Conduct the focus group interview. 6. Analyze the data. 7. Report findings.

Kupersmith, J. (2006). *Library terms that users understand*. Retrieved June 24, 2006, from <http://www.jkup.net/terms.html>

This site is intended to help library web developers decide how to label key resources and services in such a way that most users can understand them well enough to make productive choices. It serves as a clearinghouse of usability test data evaluating terminology on library websites, and suggests test methods and best practices for reducing cognitive barriers caused by terminology.

Lee, D. (2005). Can you hear me now?: Using focus groups to enhance marketing research. *Library Administration & Management*, 19(2), 100-101.

Lee delineates five critical steps in developing and implementing a focus group: 1. Plan the focus group research process. 2. Recruit members for the research group. 3. Appoint a moderator for the research group. 4. Conduct the focus group. 5. Analyze the focus group data.

McNamara, C. (2006). *Basics of conducting focus groups*. Retrieved June 24, 2006, from Free Management Library: A Complete Integrated Online Library for Nonprofits & For-Profits Web site: <http://www.managementhelp.org/evaluatn/focusgrp.htm>

McNamara lists five components to conducting focus groups which include: 1. Preparing for the session. 2. Developing questions. 3. Planning the session. 4. Facilitating the session. 5. Immediately after the session.

Meadows, K. A. (2003). So you want to do research? 5: questionnaire design. *British Journal of Community Nursing*, 8(12), 562-570.

Meadows describes the key aspects in the design, construction and adaptation of survey questionnaires. There are different types of questionnaire, each of which has its advantages and disadvantages. Aspects of constructing the questionnaire are discussed in detail; choosing the mode of administration; the objectives of the survey; availability of resources; characteristics of the target population; and quality of data. Issues concerning the identification of the questionnaire's content, wording and sequencing of the questions, through to the overall appearance and layout of the questionnaire are also considered. Differences in the role of open-ended and closed questions, together with their strengths and weakness, are outlined, and the need to undertake pre-testing and piloting as an integral part of questionnaire development is highlighted. Finally, issues around the adaptation of existing questionnaires are discussed with particular emphasis on their use in different language and cultural groups, and the need to achieve conceptual, content, semantic, operational and functional equivalence is described. An overview of the translation process is provided.

Perry, V. (2002). Putting knowledge to work effectively: Assessing information needs through focus groups. *INSPEL*, 36(4), 254-265.

Perry discusses the purpose of focus groups and describes the process of planning focus groups, implementing them, and analyzing the resulting data to improve customer service. This paper describes how focus groups were used to assess the effectiveness of the University of Kentucky's Agricultural Information Center in providing patron services.

Simon, J. (1999). How to conduct focus groups: Here's a practical, effective way to connect with the people your organization serves. *Nonprofit World*, 17(5), 40-43.

While focus groups are used in all sectors, nonprofits have a unique reason to use them. Nonprofit organizations exist to serve the community and have an obligation to connect with that community and learn what its needs are. Simon lists ten steps to create, conduct, and use focus groups. These include: 1. Define the purpose. 2. Establish a timeline. 3. Identify and invite the participants. 4. Generate the questions to be asked. 5. Develop a script. 6. Select a facilitator. 7. Choose the location. 8. Conduct the focus group. 9. Interpret and report the results. 10. Translate the results into action.

Thomas, S. J. (2004). *Using web and paper questionnaires for data-based decision making: From design to interpretation of the results*. Thousand Oaks, CA: Corwin Press.

Thomas writes a practical handbook for creating questionnaires for a variety of purposes, including data-based decision making. She provides guidance for planning a survey project, creating a questionnaire, gathering data, and analyzing and communicating the results to a variety of audiences. This practitioner-focused manual summarizes the key steps of successful survey projects and identifies critical success factors for each step.

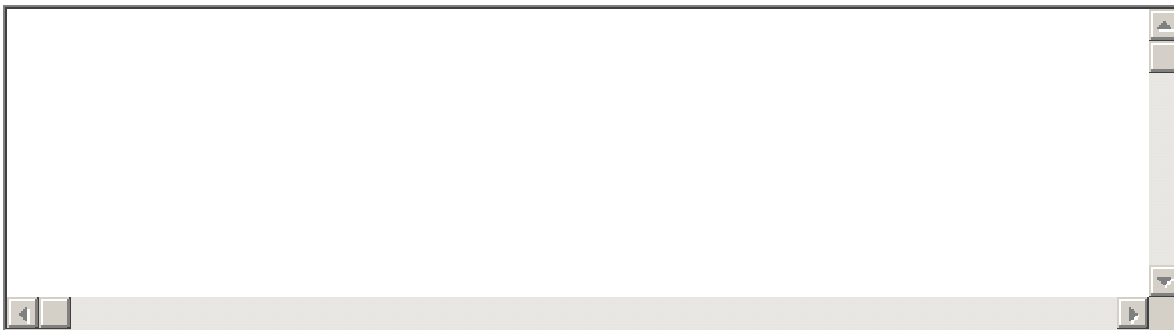
## Appendix C. LTDC Staff Survey Questionnaire

### CUWL Task Force on Library Integration with Learn@UW LTDC Staff Survey

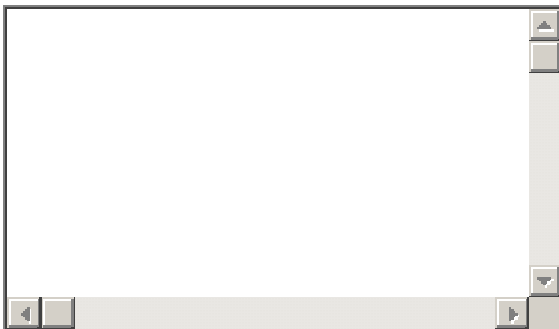
1) How are library resources (reserves, library instruction, etc.) typically integrated into D2L?  
(Check all that apply)

- Instructor inserts link with or without the assistance of library staff or D2L staff
- Library staff is given access and inserts link to library resources
- Library resources such as reserve readings are stored directly in D2L
- Course-specific link or tool to library resources is available within D2L
- Generic library resources widget is supplied
- Library resources are not integrated into D2L

Comments:




2) What does D2L staff do to assist faculty with making library resources, such as reserves, links to library databases, links to other library resources available in their D2L learning space?



3) Approximately what percentage of courses using D2L integrate library resources (other than just the generic library resources widget)?

- Less than 25%
- 25 - 50%
- 51 - 75%
- More than 75%
- Don't know

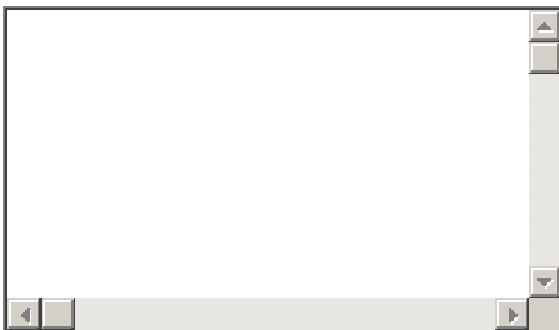
4) If a library resource link, either generic or course specific, is being supplied to D2L automatically on your campus, please explain the process.



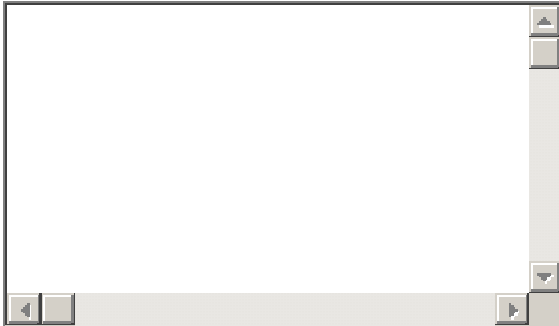
5) If a link to library resources other than a D2L widget could be automatically added to D2L, would this be of interest on your campus?

- Yes  No  Don't know

6) Describe the opportunities and challenges of integrating library resources into D2L on your campus.



7) If there were no technical barriers, what would you like to be able to do to assist faculty in this area?



8) Does your campus use ISIS (Integrated Student Information System) ([www.isis.wisc.edu](http://www.isis.wisc.edu))?

Yes  No  Don't know

9) Does your campus use InfoAccess ([www.doit.wisc.edu/infoaccess/](http://www.doit.wisc.edu/infoaccess/))?

Yes  No  Don't know

10) Are username and password used on your campus consistent for both D2L and accessing licensed library resources (for example, via the library's proxy server)? (Library technology support staff may be able to offer more information if needed.)

Yes  No  Don't know

11) Do you have access to Linux/Apache/Mysql/PHP (LAMP) servers?

Yes  No  Don't know

12) May we contact you to clarify or elaborate on your responses?

Yes  No

If yes, please enter your contact information:

Name:

Phone Number:

Email Address:

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## Appendix D. LTDC Staff Survey Summary Results

### 1) How are library resources typically integrated into D2L? (13 respondents)

instructor inserts a link with or without assistance from library staff or D2L staff	11
library staff is given access and inserts the links	1
library resources such as reserve readings are stored directly in D2L	5
Course-specific link or tool to library resources is available within D2L	5
Generic library resources widget is supplied	8
Library resources are not integrated into D2L	1

Other comments:

Parkside only has e-reserves in D2L at the current time. Two campuses give library staff access to D2L so they can monitor D2L discussions. Eau Claire also creates course-specific web pages and faculty can link to specific e-reserves or all e-reserves.

### 2) How do D2L staff assist faculty with making library resources, such as reserves, links to library databases, links to other library resources available in their D2L learning space?

Responses covered a wide range:

- “no requests for this”
- educate them as to what is available and show them how to insert links and download or upload PDFs; refer to library people when appropriate
- allow library staff to enter course reserves information into the D2L course
- provide documentation or tutorial to teach them how to insert links
- did some minor programming to link to course

### 3) Approximately what percentage of courses using D2L integrate library resources (other than just the generic library resources widget)? (13 responses-- Five of the respondents weren't really sure so they guessed at this.)

Less than 25%	5
25-50%	3
51-75%	2
More than 75%	1
Don't know	3

### 4) If a library resource link, either generic or course specific, is being supplied to D2L automatically on your campus, please explain the process:

No auto updates	3
Widget/generic set of links	3
Yes	1
Don't know	1

Three campuses use a widget or generic set of links. One campus said “yes. Must inquire” but did not elaborate. Green Bay did some programming so that web course pages created by a librarian are automatically associated with a specific course. This process displays some information to everyone--

course content if it's available, different content if course-specific content is not available--and information that only instructors see. It assumes that Library folks continue to write content as they have in the past and that someone in the Library keep a simple text file up to date so the courses with content can be identified. It is assumed that the library link will go on all navigation bars within a course and that no alterations will be required of it.

**5) If a link to library resources other than a D2L widget could be automatically added to D2L, would this be of interest on your campus?** (12 responses)

Yes	10
No	0
Don't know	2

**6) Describe the opportunities and challenges of integrating library resources into D2L on your campus.**

**Challenges:**

- Not enough staff available with time or expertise (both D2L and library staff)
- Single sign-on needed
- Colleges has to set it up for each campus (14 times)
- Faculty are not interested enough – yet
- Not all students are the same – DE students without ID numbers or campus IDs have difficulty accessing library services
- No 2 campuses have the same services (Extension)
- Opening web resources *inside* D2L interface may impose limitations to functionality
- Will D2L be around long enough to make this worth pursuing?

**Opportunities:**

- Library personnel are wonderfully collaborative and open to helping make library resources available in D2L
- [people] want it
- It is important for information literacy support

**7) If there were no technical barriers, what would you like to be able to do to assist faculty in this area?**

- Provide a user-friendly way to create links
- Have a feed that automatically links course e-reserves into the specific D2L course
- Make them aware of UWS universal resources; info on how to find resources
- `single sign-on
- Copyright issues resolved
- Info literacy links available
- Direct links to e-reserves from content page on courses
- Prefer the librarians do this—they do a fabulous job of helping faculty find better/more resources

**8) Does your campus use ISIS (Integrated Student Information System)?**

Yes	5
No	2
Don't know	5

**9) Does your campus use InfoAccess?**

Yes	2
No	1
Don't know	9

**10) Are username and password consistent for both D2L and licensed library resources?**

Yes	9
No	3
Don't know	1

**11) Do you have access to Linux/Apache/MySQL/PHP (LAMP) servers?**

Yes	5
No	4
Don't know	4

**Appendix E. Faculty Survey Questions:**

CUWL Task Force on Library Integration with Learn@UW

Faculty Survey

Desire2Learn (D2L) is the UW System course management system currently employed widely across the UW System. Faculty utilize D2L tools to develop stand-alone online courses for distance education and to create resource rich web sites to supplement campus courses. This survey is intended to help UW System Libraries identify the needs of faculty in regards to library services and Desire2Learn.

1) To what extent does your D2L course include links to library resources and services?

- None
- Low (For example: 1-3 links)
- Medium (For example: 4-7 links)
- High (For example: 8 or more links)

2) For the following library resources, please indicate which ones you have included in your D2L course and which ones you might be interested in linking to at some point in the future?

	<b>Have linked to this</b>	<b>Interested in linking to this</b>	<b>No interest</b>	<b>I don't know what this is</b>
Library's online catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion of direct links to specific online articles in library databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion of a search box that can search the library catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-reserve list for my course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reserves search module (where students look up print or e-reserves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability of faculty to create persistent links to specific online articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course specific library page created by a librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

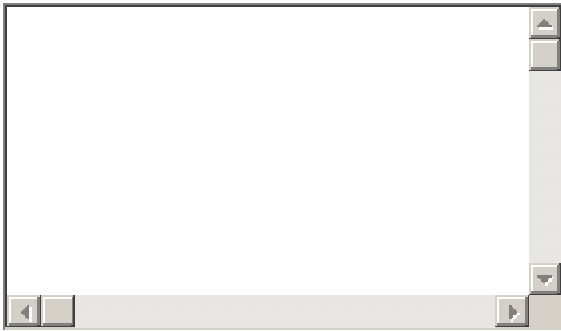
MetaLib, the library's new search tool/portal (campuses also refer to this SearchSpot, E-Resources Gateway, CrossSearch, MetaSearch, SuperSearch, Multisearch, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find Your Citation (campuses also refer to this as Citation Linker, Periodicals Holdings Search, FindIt, CitationFinder, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interlibrary loan or universal borrowing web page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask A Librarian service (email or chat with a librarian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion of preferred citation style guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A library tutorial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A librarian has a presence in my course (can broadcast messages, can monitor a library research discussion thread, contact information is listed, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Would you like to see the level of library resources and services included in your D2L course:

- Increase
- Decrease
- Stay the same

4) Is there anything else you would like to include in your course that was not included in the question above?

5) How would you like to see D2L changed/improved to better include library resources in D2L?



6) May we contact you to clarify or elaborate on your responses?

Yes  No

If yes, please enter your contact information:

Name:

Phone Number:

Email Address:

## Appendix F. Faculty Survey Compiled Results

### Library Integration with Learn@UW Survey Results

1. To what extent does your D2L course include links to library resources and services?			
None		28	33%
Low (For example: 1-3 links)		36	42%
Medium (For example: 4-7 links)		13	15%
High (For example: 8 or more links)		8	9%
<b>Total</b>		<b>85</b>	<b>100%</b>

2. For the following library resources, please indicate which ones you have included in your D2L course and which ones you might be interested in linking to at some point in the future?				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Have linked to this	Interested in linking to this	No interest	Don't know what this is
Library's online catalog	22 27%	32 39%	28 34%	0 0%
Library databases	32 38%	39 46%	13 15%	1 1%
Inclusion of direct links to specific online articles in library databases	23 28%	45 55%	13 16%	1 1%
Inclusion of a search box that can search the library catalog	7 8%	48 56%	27 31%	4 5%
E-reserve list for my course	22 26%	39 45%	20 23%	5 6%
Reserves search module (where students look up print or e-reserves)	5 6%	40 48%	28 34%	10 12%
Ability of faculty to create persistent links to specific online articles	7 8%	59 70%	12 14%	6 7%
Course specific library page created by a	15 18%	41 48%	23 27%	6 7%

librarian				
MetaLib, the library's new search tool/portal (campuses also refer to this SearchSpot, E-Resources Gateway, CrossSearch, MetaSearch, SuperSearch, Multisearch, etc)	7 9%	37 45%	16 20%	22 27%
Find Your Citation (campuses also refer to this as Citation Linker, Periodicals Holdings Search, FindIt, CitationFinder, etc.)	5 6%	41 49%	22 26%	16 19%
Interlibrary loan or universal borrowing web page	9 11%	38 46%	34 41%	1 1%
Ask A Librarian service (email or chat with a librarian)	11 14%	34 42%	34 42%	2 2%
Inclusion of preferred citation style guides	16 20%	46 56%	20 24%	0 0%
A library tutorial	9 11%	43 54%	25 32%	2 3%

3. Would you like to see the level of library resources and services included in your D2L course:

Increase		67	79%
Decrease		0	0%
Stay the same		18	21%
<b>Total</b>		<b>85</b>	<b>100%</b>

4. Is there anything else you would like to include in your course that was not included in the question above?

--

5. How would you like to see D2L changed/improved to better include library resources in D2L?

--

6. May we contact you to clarify or elaborate on your responses?

Yes		65	81%
No		15	19%
<b>Total</b>		<b>80</b>	<b>100%</b>

**Appendix G. Library Staff Survey**

CUWL Task Force on Library Integration with Learn@UW  
Library Staff Survey

1) Approximate number of courses taught on your campus:

Spring 2005

Summer  
2005

Fall 2005

2) Approximate number of courses with reserves (print or electronic) on your campus:

Spring 2005

Summer  
2005

Fall 2005

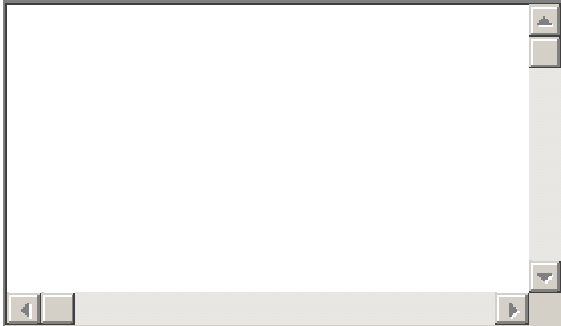
**Reserves System & Workflow**

3) What type of reserves service does your campus offer?

- Print reserves only
- E-reserves only
- Both print and e-reserves
- We don't use either print or e-reserves (if so, skip to question 9)

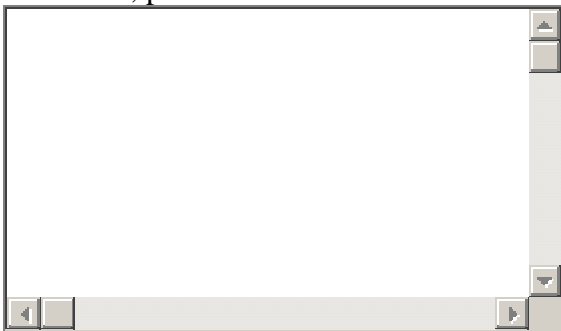
4) What system do you use to process electronic reserves?

- Voyager
- Docutek
- Other or Homegrown system, please describe below



5) If you use Voyager, how do you link to e-reserve items?

- Each item has its own record
- We create one record for all items in a course
- Other, please describe below:



6) What level of support does library staff give to faculty placing materials on e-reserve?

- High – staff retrieves and scans print materials or creates links to electronic versions
- Medium – faculty supply print copies that staff scans and/or staff create links to electronic versions
- Low – staff instruct faculty on how to do own e-reserves
- None – e-reserves not offered or supported by library staff

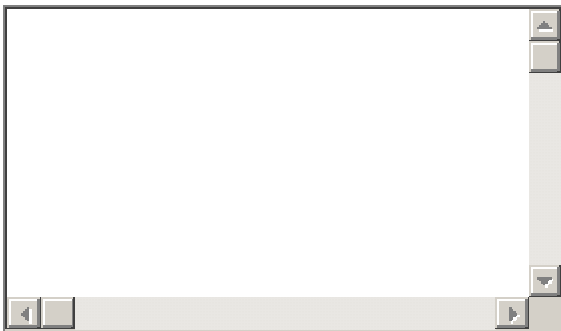
7) How do students authenticate to view e-reserve materials?

- Campus account username/password
- Voyager institution ID/password
- Other, please describe below:



8) Describe the typical steps a student takes to identify and access reserves (print or electronic) available for a class.

If there is more than one route, please describe each.



**Instruction-Related**

9) How many courses received face-to-face instruction (excluding drop-in workshops) in 2005?

Spring 2005	<input type="text"/>
Summer 2005	<input type="text"/>
Fall 2005	<input type="text"/>

10) Do you create web guides for specific courses (guides could include online tutorials and tips, handouts, selected assignment-related library resources and services, etc.)?

Yes  No  Don't know

If yes, how many courses received web-based library instruction materials by semester?

Spring 2005

Summer  
2005

Fall 2005

11) Describe the typical steps a student takes to identify and access library instruction materials available for a class. If there is more than one route, please describe them all.



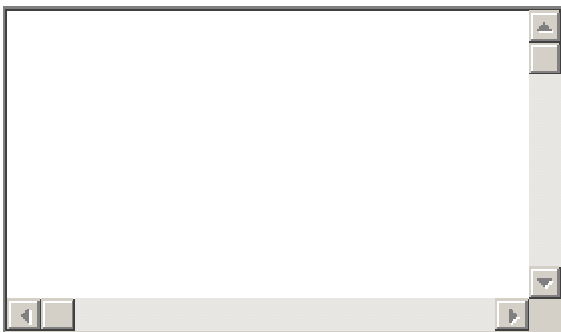
12) How are library resources (reserves and library instruction) typically integrated into D2L?  
(Check all that apply)

- Instructor inserts link with or without the assistance of library staff or D2L staff
- Library staff is given access and inserts link to library resources
- Library resources such as reserve readings are stored directly in D2L
- Course-specific link or tool to library resources is available within D2L
- Generic library resources widget is supplied
- Library resources are not integrated into D2L

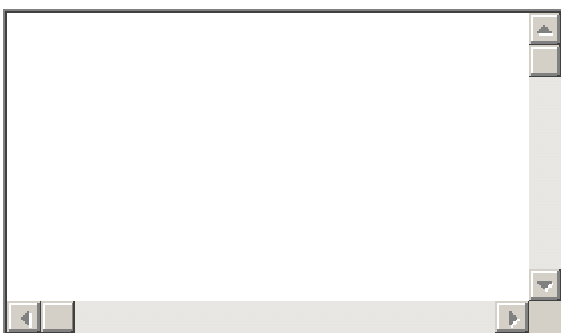
Comments:

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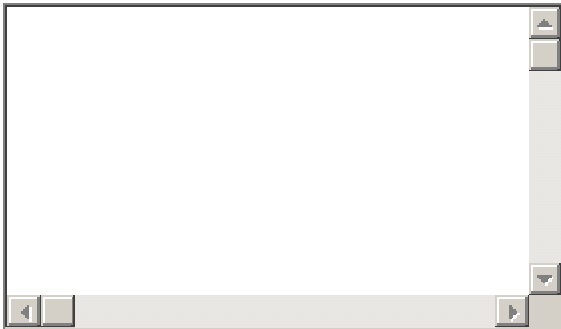
13) What types of library integration would you like to see in the D2L environment?

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14) What barriers do you see if any to integrating library resources into D2L on your campus?

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15) If a library resource link, either generic or course specific, is being supplied to D2L automatically on your campus, please explain the process.



16) If your campus does not already provide this, would the ability to automatically add a link to library resources (other than a widget) in D2L be of interest on your campus?

Yes  No

17) May we contact you to clarify or elaborate on your responses?

Yes  No

If yes, please enter your contact information:

## Appendix H. Library Staff Summary Results

### OVERVIEW

#### Size and nature of reserve operations

1. *Approximately how many courses were taught on your campus last year, by semester?*
2. *Approximately how many of those courses included either print or electronic reserves?*
3. *What type of reserves service does your campus offer?*

- All but one of the responding campus libraries provides reserve services.
- The single library that does not provide reserve service instructs and supports faculty to process their own course readings.
- Most campus libraries provide both traditional and electronic reserve service. A few of the two-year campus libraries only offer traditional reserves.
- Average percentage of courses using reserve services: 15.9% at two-year campuses; 14% at four-year campuses.

#### Reserves processing

4. *What system do you use to process electronic reserves?*
5. *If you use Voyager, how do you link to e-reserve items?*
6. *What level of support does library staff give to faculty placing materials on e-reserve?*

##### Scanning and/or linking process

- file creation and storage (e.g. pdfs)
  - most campus libraries have developed their own local system to create and organize
  - some faculty create their own files and upload into D2L
- links to licensed resources
  - typically done by library staff
  - some faculty create their own links, sometimes with extensive library assistance

##### Voyager links and resulting display organization

- Multiple Voyager records with one record for each linked reading. Voyager is, in effect, the system that organizes e-reserve links display.
- Single Voyager record link to jump users to external list of readings. This implies that a system outside Voyager such as Docutek or static web pages is being used to organize e-reserve links display.
- No Voyager record link. External system organizes e-reserves links display and is accessed directly, for example, Library Course Pages.

##### Level of support

- The majority of libraries providing e-reserves characterize the support level as medium – faculty supply print copies that staff scans and/or staff create links to electronic versions.

## Access to reserves

7. *How do students authenticate to view e-reserve materials?*
8. *Describe the typical steps a student takes to identify and access reserves (print or electronic) available for a class. If there is more than one route, please describe each.*

- The majority of campus libraries use a campus account username/password to authenticate.

### Access patterns

Vast majority of libraries use Voyager

- Voyager > Course Reserves > Course > single or multiple links to readings
- D2L Widget > [Library Web Site > Voyager] > Course Reserves > Course > links to readings

Other access routes created by libraries

- Library Web Site > Course Ereserves
- Campus portal > Course list > Course Ereserves

## Size and nature of instruction operations

9. *How many courses received face-to-face instruction (excluding drop-in workshops) in 2005?*
10. *Do you create web guides for specific courses (guides could include online tutorials and tips, handouts, selected assignment-related library resources and services, etc.)? If yes, how many courses received web-based library instruction materials by semester?*

- All of the responding campus libraries provide face to face instruction sessions for courses reaching approximately 9 percent of all courses.
- More than half also offer course-related web-based instruction, but to a smaller percentage of courses (less than 3%).
- Several libraries develop subject guides and or learning modules created with multiple courses in mind.

## Access to instruction materials

11. *Describe the typical steps a student takes to identify and access library instruction materials available for a class. If there is more than one route, please describe them all.*

Most instruction materials are made available from the library's web site. Sometimes faculty link to instruction web pages from their own web site or within D2L.

## Nature of library/D2L integration

12. How are library resources (reserves and library instruction) typically integrated into D2L?

Comments:

13. What types of library integration would you like to see in the D2L environment?

14. What barriers do you see if any to integrating library resources into D2L on your campus?

15. If a library resource link, either generic or course specific, is being supplied to D2L automatically on your campus, please explain the process.

16. If your campus does not already provide this, would the ability to automatically add a link to library resources (other than a widget) in D2L be of interest on your campus?

- Most 4 year campuses include a generic D2L widget at the campus level page containing various links including the library home page and other library resources. While this establishes a library presence, once the student enters the course space the widget is no longer onscreen
- Few campus libraries, however, have managed to place links to library resources at the course level within D2L. Common scenarios include:
  - no interaction with faculty with regard to D2L, often because D2L is supported outside the library
  - advise faculty on how to independently add links to specific library resources such as electronic journal articles when asked
  - conduct faculty workshops on how to independently add library resource links
  - encourage faculty to link to library-created web pages and Voyager course reserve reading lists
- Some attempts are being made to automate the process of placing a library link within D2L
  - UW Green Bay is developing an automatic NavBar link that directs users to existing course web pages
  - UW Madison is also working on programming to automate a NavBar link that retrieves the corresponding Library Course Page (currently available via the MyUW portal).

## Appendix I. Student Focus Group Summary

### Learn@UW/Library Integration Task Force

Student Focus Groups 10/17/06 and 10/20/06

Learn@UW log in

Learn@UW Course

Library Course Page (LCP)

### Participants

1. Annie, a 2nd Year Graduate student in SLIS, has not used an LCP but has used Learn@UW.
2. Allison, a 3rd Year Graduate student in Anthropology, has used both LCP and Learn@UW.
3. Michelle, a Freshman (Japanese major), has used an LCP (related to a Sociology course) and Learn@UW.
4. Megan, a Freshman (Dairy Science major), has used an LCP (related to a Life Science Communications course) and Learn@UW.
5. Kourtney, a Freshman (Dairy Science major), has used an LCP (related to a Life Science Communications course) and Learn@UW.
6. Travis, a Freshman (Dairy Science major), has used an LCP (related to a Life Science Communications course) and Learn@UW.

## **10/17/06 Focus Group**

### ***Impressions/Use of LCP***

Michelle/Allison found it fairly useful. Allison used it primarily to access E-Reserves. Michelle used it only once since learning about it from the librarian who taught the Soc course.

### ***Use of LCP elements***

Participants were asked what they do (or would) use the most or find the most useful on the LCP:

Allison felt that there were perhaps two "tiers" of library elements which could be associated with an LCP:

- "Basic":
  - Most Popular
    - MadCat
    - My MadCat Account
    - Ask a Librarian
  - Also agreed to
    - Research Tips & Tricks (Tutorials)
    - E-reserves
    - E-Resource Gateway
  - Less consensus about
    - Find It
    - QuickSearch
- "Advanced": but there was little consensus
  - Library Express Login
  - RefWorks Login
  - E-Resource Gateway (My Research)
  - Research Guides

All three participants liked the idea of having an LCP on Learn@UW. All three also liked the idea of customizing the LCP to fit them, specifically databases they often use, and libraries they most often frequent.

## **10/20/06 Focus Group**

### ***Impressions/Use of LCP***

These students had recently visited the library with their class for an instruction session. The LCP was used as part of the instruction session for hands-on training, but was accessed from the MyUW portal vs. Learn@UW.

- one student said she went back to the journal database information after class
- others did not use outside class
- one was unaware that the LCP was being used in class

- use Learn@UW much more; would not have known about LCP if not for library session

Why would you use LCP vs. something else?

- because it was the process we did in class
- works pretty well, but didn't explore much

### *Use of LCP elements*

Which LCP links were or seem to be most useful? Least useful?

There was confusion about what each of these was. How did one differ from another?

- [Reserves – including E-reserves]
- Library Databases to search for articles
  - we're used to Google; add a quicksearch box to LCPs
  - include a MetaSearch box to start with; add "if you need more..."
- Library Catalog to find books
  - not sure what MadCat is – How is it different from FindIt?
- Tips on how to do library research
  - when shown the research tips page on the LWS they thought these were very helpful
- RefWorks / Citation style guides
  - did not use or know what this was
- FindIt
  - mixed feelings about how well this worked but some hadn't used much
- Ask a Librarian - chat service, IM, email
  - especially IM options are really helpful
  - too embarrassed to ask for help unless anonymous – I should know how to do this;
  - don't want to telephone – feel like an idiot
- Library Express – to obtain an article not available on campus
  - too afraid to use
  - would only use if I felt it was worth the effort of others to get it;
  - one person had used a shared public library catalog in home town and liked it

The discussion turned to suggestions on what is needed. Many of the suggestions already exist on the library's web site and/or on the LCP.

- suggested a web page that gives basic information on how to do library research : click on these links, in this order
- or, "if your topic is related to [animal science], try this"; wanted some guidance on what to do next
- switching between different search engines from different vendors is very confusing
- should use bullet points and be very easy to read
- provide knowledge base kind of help – use a help tab – type in problem and possible solutions – did you try this?      this?

- provide brief definitions for major tools – What is... the Eresource Gateway? What is... MadCat? What is... FindIt? How would you use it? How is it different from other tools?
- They imagined that a two-tiered approach for finding articles would be helpful: begin with a simple Quicksearch, then follow directions on what to try if that did not give them the needed information.

#### General conclusions

- Students are unlikely to use or seek out a library course page if it is not promoted adequately.
- These students, (first semester freshman) generally felt overwhelmed by the library resources available and confused about which ones to use.
- They were very reluctant to ask for help, thinking they should know how to proceed.
- They liked the idea of anonymous ways to ask questions.
- But they also wanted better online help and directions with clearer steps on where to start and where to proceed next.
- They thought the online tutorials would have been helpful, but did not know they existed.

## Appendix J. Student Usability Testing Summary

### Learn@UW/Library Integration Task Force

### Student Usability Testing

After conducting the focus groups we created a simulated LCP which

- Maintained content that seemed to work
- Added content that reflected suggestions made by the students
- Used the tabbed format already in use at UW Madison
  - Reserves, Services, Ask a Librarian, Finding Articles, Finding Books and Research Tips (see below)
- Usability testing was done individually
  - Students were asked to explore the simulated LCP content and make comments
  - Also included to questions specifically on link placement within D2L and where that link led visitors
- When this was completed, the individual filled out a paper survey ranking the value of the content and adding comments on why.

#### I. Library Course Page Content Areas



#### Contact Information / Ask a Librarian

- The preferred method of contact was dependent on the perceived level of assistance needed. Chat and to some extent email was viewed as best for quick answers. For more in-depth help, coming to the library seemed best.
- IM, chat and email also give the shy student more anonymity and may be preferred for that reason.
- For more in-depth assignments, students felt a librarian who knows about the class assignment(s) would be more helpful. Otherwise, the convenience of IM and chat for general questions seemed equally helpful.
- Students felt using the Learn@UW chat or discussion tool to ask a librarian questions could also be helpful.

#### Reserves – course readings

- Consistently perceived as the most important element of library course pages
- Students were content with a separate link to course readings vs. embedding into the syllabus in the Learn@UW content area. There were some comments that it is sometimes difficult to

find the correct readings when faculty embedded them because the location varies from course to course.

Library Services – how to borrow books, get articles, etc.

- Links to specific services was seen as helpful.
- The information on citing references was viewed as the most helpful under this tab.

Finding Articles - selected list of relevant article databases

- There was a strong preference for MetaLib search boxes and Quicksearch over the longer lists of resources.
- Using the Find by Name option was consistently confusing for students because they did not realize they were to search for a database name.
- Some students suggested better explanations with examples were needed for the Find by Name and Find by Subject links.
- There was a strong preference for including links to tips under the Finding Articles tab and not just under a separate tips tab.

Finding Books – link to MadCat (library catalog)

- There was also a preference for the MadCat quick search box.
- The addition of the “What’s this?” link seemed helpful.

Research Tips – video clips, tipsheets, tutorials, citation style guides

- Students seemed to like these a lot but were unaware of them unless prominently placed.

## **II. Placement of Library Link in Learn@UW(D2L)**

This was a general question about where the library link seemed most helpful. Students ranked the placement as follows:

Course Home Page – NavBar  
Course Home Page - Widget  
Course Content  
My Learn@UW Home Page

Under the Course Content option, the ranking was:

Library Module link  
Lessons Module with Library link  
Syllabus with links

### **III. Library Link Destination**

(progressively more customization)

- This question tried to assess the overall value to students of highly customized content.
- Most students thought the customized content was easier to use than the regular library web site which seemed to have too many choices and little direction on where to start.
- A few students were content with the regular library home page because they were familiar with it already. Some of this seemed to come from confusion with wording on the Finding Articles tab and some because the page was not being used in conjunction with an actual class assignment.
- This was a difficult element to assess because there was not much time to spend with individuals to explain the nuances of the choices being offered.

## Appendix K. D2L – UW Green Bay - Library Link Integration Report

### Background:

We at UW-GB initiated a process that more closely integrates our Library resources within D2L courses. We did this by placing a link on the Navigation Bar of all D2L courses. This link includes information that identifies the specific course within D2L and goes to a library web page. If the course instructor requested a unique, course-specific library page be created by our library staff, the link goes to that page. If no course-specific page was requested, the link goes to a web page with general library information.

Our process recorded all hits. Items recorded for each hit include: the name of the course, date, time, day of the week, hour of the day, and month. Based on these data and additional information, e.g., a list of the courses with specific library web pages, we were able to determine some user statistics.

### Usage Statistics:

There were 216 D2L courses in this study. These were all the courses that used D2L in the fall 2006 semester, almost all of which were face-to-face courses enhanced with D2L rather than fully online courses. Many of these D2L courses included multiple sections so the total number of sections is probably closer to 300. All non-academic D2L courses were removed from this study. Of the 216 D2L courses, 18 had course-specific web pages created. We have no data on course enrollments. Hit counts follow.

	<u>Total # Courses</u>	<u># Hits</u>	<u>Hits/Course</u>
<b>All courses</b>	216	7633	35
<b>Courses with Customized Lib Page</b>	18	1853	103
<b>Courses with General Lib Page</b>	198	5780	29

Courses with course-specific web pages had more than three times the number of hits as courses with only the general library web pages. Note that there were 29 D2L courses that had five or fewer hits. We expect that these D2L courses were used very little and had very light student traffic. None of these 29 courses had course-specific web pages. Removing these 29 lightly used D2L courses still gives us a 3:1 advantage for courses with course-specific web pages.

	<u>Per Day</u>	<u>Per Week</u>	<u>Per Month</u>	<u>Per Semester</u>
<b>Average Total Hits</b>	70	490	2260	7633

We assumed 109 days in the semester, starting with the first day of classes and running through the last day of exams.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Total Hits per Day</b>	726	1508	1523	1612	1167	672	425

<b>Total Hits per Hour</b>	0	1	2	3	4	5	6	7	8	9	10	11
	160	62	41	18	9	12	28	123	233	417	447	487
	12	13	14	15	16	17	18	19	20	21	22	23
	581	562	626	510	469	431	429	457	463	464	354	250

Note: The 0 hour starts at midnight and runs until 1:00 am and the 12<sup>th</sup> hour starts at noon and runs until 1:00 pm.

<b>Total Hits per Week</b>	1	2	3	4	5	6	7	8
	1052	842	738	653	676	491	354	368
	9	10	11	12	13	14	15	16
	340	329	376	84	453	271	304	302

Note: Week 1 had only five days and week 16 had six. Week 12 included the Thanksgiving break. Also, it seems likely that many if not most of the hits in the beginning of the semester were out of curiosity rather than because of an assigned need.

### Process:

We created a custom link and added it to the default Nav Bar of all our D2L courses. The address of the link is: <http://www.uwgb.edu/library/instruction/courses/CrsPage.asp?c={OrgUnitCode}>. When a student or instructor clicks on the link the {OrgUnitCode} is replaced with the unique D2L course ID. This course ID is passed to an ASP (Active Server Page) in our Library website which then checks to see if there exists a course-specific web page for this course. If there is, the user is taken to that page. If not, the user is taken to a web page with general library information. This ASP also appends information about this hit to a separate text file. This information includes the name of the course, date, time, day of the week, hour of the day, and month. No information is retained that might identify the user.

### People:

Andy Speth (Learning Technology Center) did the programming, D2L work, and analysis. Dave Dettman (Cofrin Library) created the course-specific web pages. Marlys Brunsting (Cofrin Library) served as a sounding board and offered many good suggestions. RIT provided an example of a library-CMS process that we modified to fit our needs. The CUWL Task Force on Library Integration with Learn@UW (Speth and Brunsting are members) provided suggestions, feedback, and encouragement.

### Contact Information:

Andy Speth: [spetha@uwgb.edu](mailto:spetha@uwgb.edu)

**Appendix L. UW Madison Library Course Page Model  
CUWL Task Force on Library Integration with Learn@UW  
Report on UW Madison Library Course Page Model**

Jean Ruenger-Hanson (jruenger@library.wisc.edu)  
General Library System, Steenbock Memorial Library  
March 22, 2007

In the fall of 2005, the UW Madison Libraries went into full production with a locally developed Web-based application that dynamically generates custom course-specific web pages containing links to reserves (including e-reserves), library resources, library instruction materials and library services. Library Course Pages (LCPs) are accessed from the MyUW portal and Learn@UW (D2L) using a campus netid. In either case students only have access to materials associated with the courses for which they are currently enrolled.

**Sample Library Course Page**

Below is a screenshot of what the student or instructor sees when accessing an LCP. Regardless of which campus library interacts with the instructor and creates the LCP, there is a consistent layout which helps students navigate the page. When reserves are available for a course they are always under the first tab.

The image displays two screenshots of a Library Course Page for 'CONSUMER SCIENCE 562 (International Retailing)' by Hurd, Betty Jane. The page layout is consistent across both screenshots, featuring a red header with the University of Wisconsin-Madison logo and navigation links for 'UW Home', 'My UW', and 'UW Libraries'. The main content is organized into sections: 'Course Info', 'Library Contacts', and 'Course Materials'. The 'Course Materials' section includes tabs for 'Reserves', 'Company Resources', 'Country Resources', and 'RefWorks'. In the left screenshot, the 'Company Resources' tab is selected, and arrows point from labels on the left to the corresponding sections. In the right screenshot, the 'Reserves' tab is selected, and a red circle highlights the 'Reserves' tab label.

## Library Course Page Builder

The staff interface used to create LCPs has been dubbed the Library Course Page Builder. This application was built using PHP scripting and runs on a Linux based Apache server with a MySQL database. Data about each LCP is fed to the campus Resource Bridge and automatically places links to the LCP within MyUW and Learn@UW.

The LCP database allows reserves staff to create and organize lists of e-reserves while instruction librarians can provide a variety of selected resources specifically related to a course, all brought together seamlessly into one course page. Reserves staff and instruction staff do not need to coordinate directly with each other for these materials to come together as a single Library Course Page. This is very useful for library staff in the creation of the pages and very convenient for students in their access to the resources.

Librarians follow a wizard-style series of screens to choose the appropriate course, select the banner, footer, and contact information they wish to be displayed, create named tabs, and then populate those tabs with reserves, links to databases, instruction materials, etc. The system requires no knowledge of html and the public version of the LCP may be previewed while in LCP Builder.

## Screenshot of LCP Builder Staff Interface

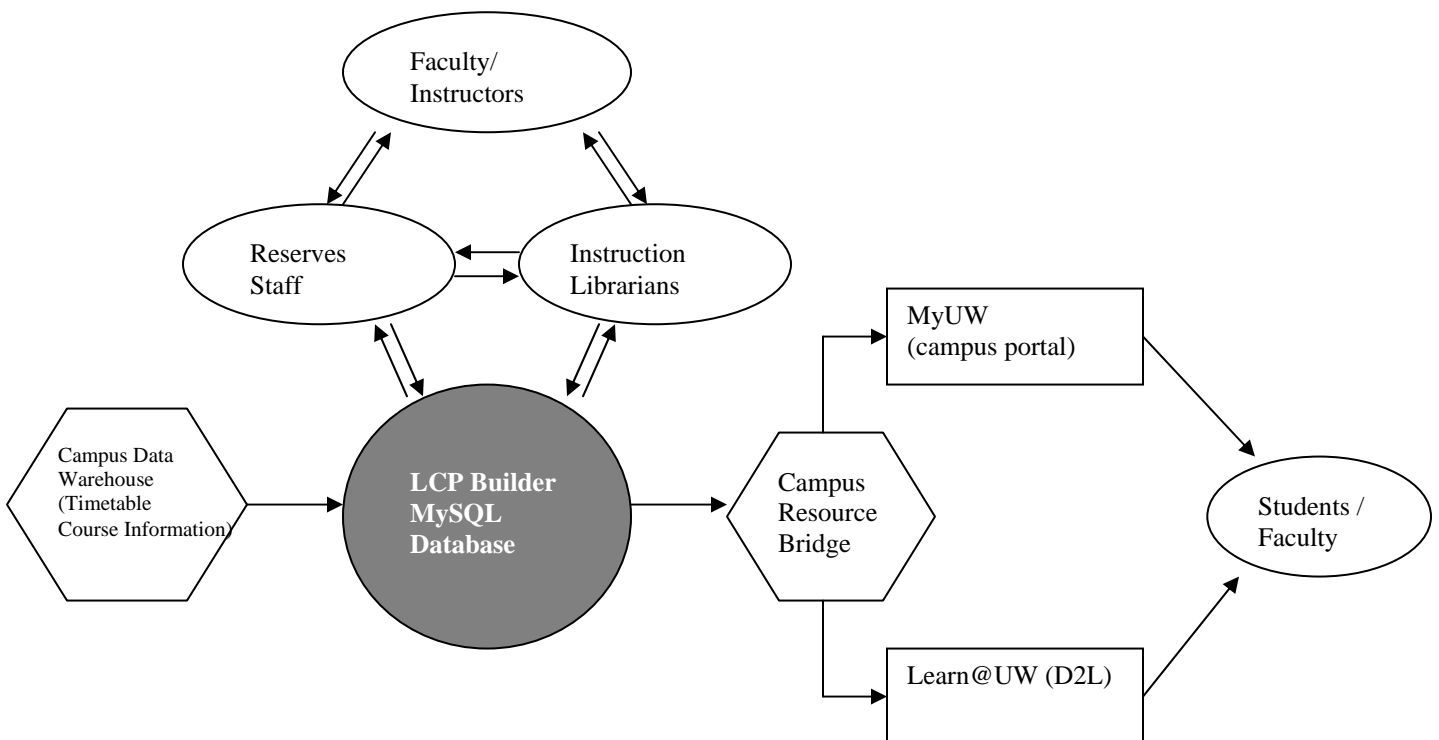
The screenshot displays the 'Library Course Page Builder' interface. At the top, there is a breadcrumb trail: 'Course >> Banner/Contact >> Tabs >> Resources'. The main heading is 'Review Current Resource Tabs' in red, with a 'NEW COURSE' button and a left-pointing arrow on the right. Below the heading is a red instruction box: 'Select a tab below, then add resources with the buttons on the left. Once an item is added to a tab, it must be deleted before the tab can be deleted.' There are four tabs: 'Reserves', 'Company Info', 'Writing Guides', and 'Contact'. The 'Company Info' tab is selected. On the left, a vertical menu contains buttons: 'Add Tab', 'Add File', 'Add URL', 'Add Text', 'Add MadCat', and 'Search'. The main content area shows a list of resources under the 'Company Info' tab. Each resource has an 'edit remove' link, a text input field for a count, and an 'Extra Line' checkbox. The resources listed are: 'Readings List' (count 0, checked), 'Web URLs' (count 01, checked), 'Review' (count 1, checked), 'Readings & Class Discussion Questions' (count 2, unchecked), 'Introduction to the World of Retailing, Retailing Management (4th Ed.)' (count 3, unchecked), 'Technology in Retailing: A Consumer Finds It's a BOT Comparison Shop' (count 4, checked), 'The Use of Technology in Retailing & Retail Information Systems (RIS)' (count 5, checked), and another 'Readings & Class Discussion Questions' (count 6, unchecked).

## Advantages

In addition to its ease of use for staff, the LCP system offers many advantages, both now and in the future. The key advantage is it gives the opportunity to integrate library resources at the course level in a personalized way. Unlike the main Libraries Web site which is comprehensive in nature, the most relevant resources and services for the course are filtered out and delivered in one “package”. One of the biggest overall advantages is the flexibility of the infrastructure because it allows for integration of LCPs with other campus systems such as MyUW and Learn@UW. They handle authentication and assure secure access to copyright protected materials such as ereserves. And our local LCP application can remain consistent (or be enhanced as needed) regardless of changes in campus enterprise systems largely due to the campus Resource Bridge.

## Information Architecture

The illustration below shows the various connections that make the LCP system work. LCP Builder retrieves course information from the campus Data Warehouse. Library staff, in consultation with instructors, selects the appropriate course and create content, or in the case of ereserves, links to designated readings. LCP Builder then sends a data feed to the campus Resource Bridge. In turn, MyUW and Learn@UW systems consult the Resource Bridge and retrieve the appropriate data feed for the course. Students, faculty and instructors log in to either MyUW or Learn@UW and have access to the correct LCP for the course.



## Access to LCPs in MyUW

**Course Resources**  
To add your own Web links to current term courses, click [Edit](#)  
**Fall 2006-2007**

**B M E 315 : Biomechanics**  
[eCOW page](#)  
A1 **LEC 001** : ENGR HALL 2305, 11:00 AM - 11:50 AM, TR  
Roderic Lakes [contact](#) [WebPage](#)  
[Learn@UW](#) [Library/Reserves](#) [Course page](#)  
[WSMTL](#)

A1 **LAB 302** : ENGR HALL 2305, 02:25 PM - 05:25 PM, W  
To Be Announced  
[Biomechanics Lab](#)

**BOTANY 130 : General Botany**  
A1 **LEC 001** : BIRGE 145, 08:50 AM - 09:40 AM, MWF  
Thomas D Sharkey [contact](#) [WebPage](#)  
[Learn@UW](#) [Library/Reserves](#) [Tree of Life](#)  
[Symbiosis](#)

A1 **LAB 301** : BIRGE 122, 09:55 AM - 11:50 AM, MW  
To Be Announced  
[Lab Information](#)

A1 **DIS 601** : BIRGE 145, 09:55 AM - 10:40 AM, R  
To Be Announced

Students, instructors and library staff log in to MyUW using a campus netid. Students and faculty are supplied with a list of resources associated with each course they are enrolled in or teaching. In addition, there is a secondary access point (not shown here) which allows instructors and library staff access to LCPs for all departments.

## Access to LCPs in Learn@UW

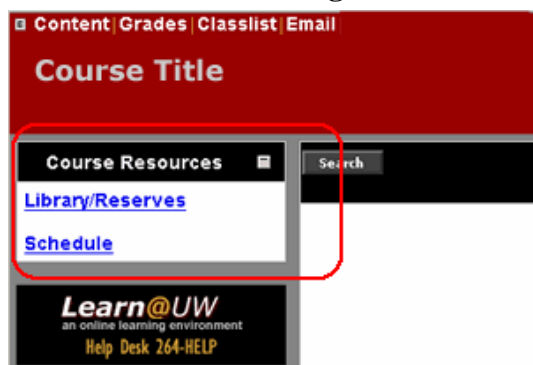
### Preferred method: NavBar link

[Content](#) | [Discussion](#) | [Quizzes](#) | [Grades](#) | [Classlist](#)  
**Education for K-12**  
[Library/Reserves](#)

Students, faculty and instructors log in to Learn@UW using a campus netid. Starting with spring 2007, LCP links were automatically supplied to the NavBar of all Learn@UW courses. The link syntax points to the Resource Bridge which is programmed to match the D2L course with the appropriate LCP. When a course does not have a custom LCP, a more generic LCP is substituted.

Unfortunately, a D2L bug was discovered early in the semester which allows global deletion of this NavBar link by any D2L instructor. Resolution of this problem must be a high priority to address in D2L version 8 which will be deployed summer 2007.

## Alternative method: Widget link



In the meantime, all Learn@UW courses at Madison have a widget at the course level containing the LCP link (*Library/Reserves*). This is viewed as a much less satisfactory approach because once the student enters the content area of the course the widget is no longer visible. In contrast, the NavBar link is always visible which allows the student to easily link out to reserve readings or other library resources within the context of the course content.

## Statistics

Statistical reports are still under development, however the following numbers may serve as indicators of the scope of the LCP project.

Fall 2005

Approximately 4000 Timetable courses were taught at UW Madison.

- ~1100 or more than 25% had an LCP
- ~800 or about 20% had a D2L course space
- 265 courses were identified that had both an LCP and a D2L course space. This represents about 33% of all LCPs for the semester.

Spring 2006

Approximately 4000 Timetable courses were taught at UW Madison.

- ~1000 or about 25% had an LCP

## Acknowledgements

Many people have contributed to this project at different times over the years, including some who no longer work for UW-Madison Libraries.

The membership of the former implementation committee has included (but not all simultaneously):

Jean Ruenger-Hanson and Amy Kindschi, co-chairs

Eric Giefer, lead programmer

Helene Androski, Jaqui Alvarez, Allan Barclay, Steve Baumgart, Tom Durkin, Steve Frye, Chris Hooper-Lane, Jeff Kacmarcik, Joe Ryan, Joel Santodomingo, Rhonda Sager, Catherine Stephens, Nathan Vack, Diana Wheeler, and Emily Wixson.

Currently, Jean Ruenger-Hanson chairs the LCP Steering Committee:

Carrie Kruse, Joel Santodomingo, Stephen Meyer, Jaqui Alvarez, and Diana Wheeler.

## **Appendix M. UW Colleges Library Course Page Model**

### **Background**

UW-Washington County Library and IT staff incorporated the ideas from the D2L Integration Committee into a new model that grew as the committees work moved on. This project was started prior to the creation of the committee, and evolved independently, but incorporated the concepts of both the Green Bay and Madison models.

The intent of this project is to incorporate as many library specific course related components to the student at the point of need. This is accomplished by dynamically created web pages. These web pages that combine information from a library maintained database and the course catalog system. This model is designed to work within D2L but can also be used independently.

The library maintained database includes the following variables:

- Course Information including professor, Title of course, Term and meeting pattern (this is all pulled from the course registration system)
- Library Information including campus logo, library name, library URL, catalog URL, staff contact info, hours and chat address
- Campus specific information including address, phone and registrar contact information.
- Preferred Citation Guide
- E-Reserves links
- Traditional Reserves
- Recommended Databases (including proxy info)
- Pre-selected Metalib Searches (including proxy info)
- Direct search of pre-selected databases through Metalib (including proxy info)
- ILL Link
- Course Podcasts
- Library Tutorials
- Recommended Free Websites

### **Process**

- Departmental defaults are selected for each variable
- Librarians may work with faculty to customize the data for specific classes
- Libraries may decide to allow access directly by the faculty member or to limit it only through mediated involvement of a librarian.
- Links can be placed within D2L (similar to GB) or can be used on course Web pages
  - In D2L the link would be inserted into the default navigation bar before individual courses are created.
  - If course is already created, the link needs to be placed manually in D2L.
  - The Web based links are generated by a catch-all page that displays all course URLs.
- Edits to course content are handled through a web interface.
- Statistics are generated to track usage, browsers and IP of the user.

Examples:  
LCP Integration with D2L

<a href="#">My Home</a>   <a href="#">Logout</a>   <a href="#">Email</a>   <a href="#">Schedule</a>   <a href="#">Locker</a>		Welcome, Charles   Tuesday March 13, 20	
UNIVERSITY  WISCONSIN COLLEGES		<b>ENG 102 Composition II (Sec. 10) SP07</b>	
<a href="#">Course Home</a>   <a href="#">Content</a>   <a href="#">Classlist</a>   <a href="#">Discussions</a>   <a href="#">Dropbox</a>   <a href="#">Grades</a>   <a href="#">Quizzes</a>   <a href="#">Links</a>   <a href="#">Library</a>		<a href="#">Help</a>   <a href="#">Surveys</a>   <a href="#">Edit Cou</a>	
UNIVERSITY  WISCONSIN <b>WASHINGTON COUNTY</b> <small>A Campus of the University of Wisconsin Colleges</small>		<b>English 102 (Composition II)</b> Rybak, Chuck A Spring 2006-2007 TTh 03:50-05:05PM	
<b>UW-WC Library</b> <a href="#">Library Home</a> <a href="#">Library Catalog</a>  <b>Library Staff</b>  Marc Boucher 262-335-5214 <a href="mailto:askref@uwc.edu">askref@uwc.edu</a>    <b>Library Hours</b>  <b>Monday-Thursday:</b> 8:00am-10:00pm <b>Friday:</b> 8:00am-4:30pm <b>Saturday:</b> Closed <b>Sunday:</b> 12:30pm-4:30pm  <b>Chat Assistance</b>  You may contact us for assistance using instant messenger:  <a href="mailto:uwclibrary@aol.com">uwclibrary@aol.com</a> <a href="mailto:uwclibrary@hotmail.com">uwclibrary@hotmail.com</a> <a href="mailto:uwclibrary@yahoo.com">uwclibrary@yahoo.com</a>		<b>Preferred Citation Guide:</b> <a href="#">MLA Style Guide</a>  <b>Recommended Databases:</b> <a href="#">Academic Search Elite</a> <a href="#">Britannica Online</a> <a href="#">CINAHL-Plus with Full Text</a> <a href="#">CQ Researcher</a> <a href="#">Facts on File Reference Suite</a> <a href="#">Health Source: Consumer Edition</a> <a href="#">Lexis-Nexis Academic</a> <a href="#">Opposing Viewpoints Resource Center</a> <a href="#">ProQuest Newsstand</a>  <b>Preselected Database Searches:</b> <a href="#">Search for Women and Combat</a>  <b>Directly Search Preselected Database(s):</b> Search in Ebsco and ProQuest Enter search term(s): <input type="text"/> <input type="button" value="Go"/>  <b>Library Catalog Quick Search:</b> Enter search term(s): <input type="text"/> <input type="button" value="Go"/> <input type="button" value="Choose Search"/>	
		<b>Interlibrary Loan:</b> You may request items through Interlibrary Loan by using <a href="#">ILLiad</a> , our ILL service.	
		<b>Library Tutorials:</b> <a href="#">Callslip Tutorial</a> <a href="#">Metalib Tutorial</a>	
		<b>Recommended Websites:</b> <a href="#">Academy of American Poets</a> <a href="#">Milwaukee Journal Sentinel</a> <a href="#">New York Times</a> <a href="#">Wall Street Journal Editorials</a> <a href="#">Washington Post</a>	
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Example of web based implementation

<p>UNIVERSITY  WISCONSIN</p> <p>WASHINGTON COUNTY A Campus of the University of Wisconsin Colleges</p>		<p>English 277 (Film Studies) Roby, Patricia C Spring 2006-2007 T 02:25-05:05PM</p>
<p><b>UW-WC Library</b></p> <p><a href="#">Library Home</a> <a href="#">Library Catalog</a></p> <p><b>Library Staff</b></p> <p>Marc Boucher 262-335-5214 <a href="mailto:askref@uwc.edu">askref@uwc.edu</a></p>  <p><b>Library Hours</b></p> <p><b>Monday-Thursday:</b> 8:00am-10:00pm <b>Friday:</b> 8:00am-4:30pm <b>Saturday:</b> Closed <b>Sunday:</b> 12:30pm-4:30pm</p> <p><b>Chat Assistance</b></p> <p>You may contact us for assistance using instant messenger:</p> <p><a href="mailto:uwclibrary@aol.com">uwclibrary@aol.com</a> <a href="mailto:uwclibrary@hotmail.com">uwclibrary@hotmail.com</a> <a href="mailto:uwclibrary@yahoo.com">uwclibrary@yahoo.com</a></p>	<p><b>Preferred Citation Guide:</b> <a href="#">MLA Style Guide</a></p> <p><b>Course E-Reserve Materials: (6)</b> <a href="#">ATROCITY VISUALS AND DOCUMENTARIES AS A GENRE</a> <a href="#">DEATH CAMPS AND NIGHT AND FOG</a> <a href="#">DILEMMAS AND QUESTIONS ON THE HOLOCAUST IN FILM</a> <a href="#">HOW ANTI-SEMITISM WAS A EUROPEAN PROBLEM LONG PRE-DATING THE HOLOCAUST</a> <a href="#">NIGHT AND FOG</a></p> <p><a href="#">Click here to view all 6 reserves for this course</a></p> <p><b>Reserves Materials Available in the Library: (22)</b> America and the Holocaust [videorecording] ; deceit and indifference / a Fine Cut Productions, Inc. film ; WGBH Boston ; written and produced [and directed] by Martin Ostrow.  Architecture of doom [videorecording : DVD] / POJ film Produktion AB, Film Institutet Sveriges Television Kanal 1, Sandrew Film &amp; Theater AB present ; a film by Peter Cohen.</p> <p><a href="#">Click here to view all 22 reserves for this course</a></p> <p><b>Recommended Databases:</b> <a href="#">Academic Search Elite</a> <a href="#">Humanities Full-Text</a> <a href="#">MLA International Bibliography</a></p> <p><b>Preselected Database Searches:</b> <a href="#">Search for hitchcock and film</a></p> <p><b>Directly Search Preselected Database(s):</b> Search DOAJ Enter search term(s): <input type="text"/> <input type="button" value="Go"/></p> <p><b>Library Catalog Quick Search:</b> Enter search term(s): <input type="text"/> <input type="button" value="Choose Search"/> <input type="button" value="Go"/></p> <p><b>Interlibrary Loan:</b> You may request items through Interlibrary Loan by using <a href="#">ILLiad</a>, our ILL service.</p> <p><b>Library Tutorials:</b> <a href="#">Callslip Tutorial</a> <a href="#">Metalib Tutorial</a></p> <p><b>UWWC WildCast: (9)</b> <a href="#">Into the Arms of Strangers March 06, 2007</a> <a href="#">Timeline, Functionalist, Intentionalist February 27, 2007</a> <a href="#">Triumph of the Will February 20, 2007</a></p> <p><a href="#">Click here to view all 9 Wildcast recordings for this course</a></p> <p><b>Recommended Websites:</b> <a href="#">Bartleby.com</a></p>	
<p>© 2007 University of Wisconsin Board of Regents UW-Washington County :: 400 University Dr., West Bend, WI 53095 Main Phone: (262) 335-5200 :: Student Services: (262) 335-5201 <a href="#">Contact Form</a></p>		

**Contact:** Marc Boucher – Library Director UW-Washington County – [marc.boucher@uwc.edu](mailto:marc.boucher@uwc.edu)  
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