High Impact; Library Technologies and Transformation

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Client Transactions
Transformed

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Vera Armann-Keown
Associate University Librarian
Christine Shaw
Associate University Librarian
UML Service Units

<table>
<thead>
<tr>
<th>Year</th>
<th># Unit Libraries</th>
<th># Campuses</th>
<th># Librarians</th>
<th># Library Assistants</th>
<th>Service Model</th>
<th>Opening Hours</th>
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<tbody>
<tr>
<td>2015</td>
<td>11</td>
<td>2</td>
<td>32.5</td>
<td>63</td>
<td>Transactional</td>
<td>Staffed Only</td>
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OCLCARC18
Transactional
Transactional Services

- Traditional circulation
- General collections, reserves, holds
- “Reserve” items
- Fine and fee payments
- Items for sale
- Cash handling and security
• Traditional reference – separate desks staffed by librarians
• Some early transitions to single-service desks
• Chat reference
- Paper-based room booking system
- In-person or telephone bookings only
- Key circulation
- Staffed opening hours
Staffing

- Required a large contingent of staff
- Ineffective staffing model
- Make-work projects
Engagement
Transactional Services

Circulation Transactions
  • Self-Service Check-out – MeeScan

Reserve Transactions
  • All non-course related material was removed
  • Reserve lockers

Cash Transactions
  • Online Payments – Fees and printing
THE SCIENCES & TECHNOLOGY LIBRARY'S NEW RESERVE KIOSK IS UP AND RUNNING!

FAST. EASY. CONVENIENT.

COME CHECK IT OUT TODAY!
Single-Service Desk Model
- Upgraded Library Support staff now first line of contact for all reference inquiries
- "On-Call" system with librarians for complex reference
- Online book an appointment with liaison librarians

Chat Reference
- Implementing proactive chat feature this winter

Research Support and Digital Strategies Coordinator
Spaces

Reference stacks removed or decreased
  • Space was repurposed with flexible furniture for student use

StackMap
  • Finding aid for locating material in the stacks and available computers

Study Hall hours with security

Group study rooms
  • Juno Sentry online booking system
Staffing

Single-Desk Model
• Decreased number of staff on desk: Increased staff classification

Access Services – new department responsible for stack maintenance and delivery of material

Coordinator for Learning & Instruction Support
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<td>Engaged</td>
<td>Study Hall</td>
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</table>
THANK YOU

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ePortfolios, Digital Badging and High-Impact Practices: How Next Generation Technologies are Shaping Learner Engagement Models in Academic Libraries

Stefanie Metko, Director, Teaching & Learning Engagement
Annette Bailey, Assistant Director, Learning Systems & Educational Technology
**What are High-Impact Educational Practices?**

<table>
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<th>First-Year Seminars &amp; Experiences</th>
<th>Common Intellectual Experiences</th>
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<tbody>
<tr>
<td>Learning Communities</td>
<td>Writing-Intensive Courses</td>
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<tr>
<td>Collaborative Assignments &amp; Projects</td>
<td>Undergraduate Research</td>
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<tr>
<td>Diversity/Global Learning</td>
<td>ePortfolios**</td>
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<td>Service and/or Community-Based Learning</td>
<td>Internships</td>
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<td>Capstone Courses and Projects</td>
<td>** meta high-impact practices</td>
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Libraries & High Impact Educational Practices

Fraser Riehle & Sharon A. Weiner (2013) explored the role of information literacy in High-Impact Practices (HIPs) and found that the following were areas needed for further study:

- Assessment
- Pedagogy
- Program Planning
High-Impact Practices at VT

- ePortfolios

- HIP program in Libraries
  - Internships / Capstones
  - Global Learning / Diversity Programs

- High-Impact Practices collaborations and partnerships
  - Common Book / Common Intellectual Experience
  - Living Learning Community support / service learning
  - Undergraduate Research partnerships
  - Digital & Information literacy instruction / First-Year Writing
Next Generation Student Success Platforms
History of ePortfolios at Virginia Tech

- Administered by a campus IT division
- Tool-based approach (LMS)
- Required programming expertise to manage system
- Closed system driven by assessment needs
- Service desk model combined with a ticketing system approach
Our ePortfolio program

- Grounded in pedagogy
- Technology has practical & personal appeal
- Technology amplifies digital literacy competencies
- Targeted outreach to faculty and included underserved offices
- Connection to curricular and co-curricular learning
- Use of library space for cultivating a culture of reflection and sharing (i.e., showcase events)
ePortfolio challenges

- Faculty and student adoption was low
- Adoption was often those who needed eP for accreditation
- Exporting the ePortfolio after graduation was near impossible
- Difficult to share their portfolios
- Technology barriers were high
- Benefits to students was low
Libraries leading ePortfolios

- Selecting a technology (selecting a Next Generation Technology)
- Approaching ePortfolios as pedagogy
- Multiple and varied approaches
- Communication strategies

<table>
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<th>Eportfolio-student activated accounts</th>
<th>8,561</th>
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<tbody>
<tr>
<td>Eportfolio-total student projects</td>
<td>4,408</td>
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</table>
Our digital badging pilot

- Evidence-based badging system
- Badges earned do not have to be claimed (more like a certificate)
- Connected to already existing programs
- Ability to assess library programs
Why are libraries uniquely positioned for this work?

- Builds off existing expertise in teaching and learning
- Libraries have both the technological and physical infrastructure
- Libraries have already established networks and partnerships across campus
THANK YOU

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