

**PROCEEDINGS  
NOVANET DISTANCE EDUCATION  
STAKEHOLDER'S FORUM**

MOUNT SAINT VINCENT UNIVERSITY  
HALIFAX, NOVA SCOTIA, CANADA

MAY 27 - 28, 2002

Compiled by Bonnie Waddell, Chair  
Novanet Distance Education Working Group

Nova Scotia Agricultural College  
Truro, N.S.

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## TABLE OF CONTENTS

<b>1.0</b>	<b>Preface</b> .....	3
<b>2.0</b>	<b>Stakeholders with their affiliation</b> .....	5
<b>3.0</b>	<b>Program - Distance Education Stakeholders' Forum</b> .....	7
<b>4.0</b>	<b>Introduction</b> .....	11
4.1	Briefing notes for the facilitator.....	11
4.2	Discussion paper overview.....	13
4.3	Notes for a service philosophy for distance education.....	18
<b>5.0</b>	<b>Electronic Reserves</b> .....	22
5.1	Speaker's Notes.....	22
5.2	Discussion Points/ Comments.....	27
5.3	Reported discussion.....	29
5.4	Implementation issues.....	30
<b>6.0</b>	<b>Document Delivery and Electronic Books</b> .....	33
6.1	Speakers' Notes.....	33,35
6.2	Discussion Points/ Comments.....	36
6.3	Reported discussion.....	38
6.4	Implementation issues.....	39
<b>7.0</b>	<b>Electronic (Digital/Virtual) Reference</b> .....	40
7.1	Speaker's Notes.....	40
7.2	Discussion Points/ Comments.....	45
7.3	Reported discussion.....	47
7.4	Implementation issues.....	48
<b>8.0</b>	<b>Online Tutorials</b> .....	49
8.1	Speaker's Notes.....	49
8.2	Discussion Points/ Comments.....	53
8.3	Reported discussion.....	55
8.4	Implementation issues.....	56
<b>9.0</b>	<b>Service Models</b> .....	57
9.1	Service Model Suggested by the Surveys	
9.2	9.2 Service Model Suggested by the Forum	
<b>Appendix.</b>	<b>Evaluation Form</b> .....	58

## 1.0 Preface

### A NOVANET DISTANCE EDUCATION STAKEHOLDERS' FORUM

MAY 27 - 28, 2002

MOUNT SAINT VINCENT UNIVERSITY  
166 Bedford Highway, Halifax, NS B3M 2J6  
Seton Faculty Lounge

**COST: There was no registration fee for the Forum.**

**WHAT WAS ITS GOAL?:** The first day of the Forum continued the needs assessment begun with the Distance Education Survey. It allowed stakeholders to comment on the results of the surveys based on their own experiences. We hoped to identify the most important needs and to select which services to include in the Pilot Project. On Tuesday library staff began to discuss how to implement the project, based on the surveys and in the context of discussions which took place the previous day.

**WHAT WAS THIS?:** A small conference of 40 people concerned with improving information support for students and faculty. The ultimate purpose was to develop a new service model to show how Novanet as a library consortium, could become more involved in the standardization and equalization of services provided to remote users.

**WHO WAS SPONSORING THIS?:** The Novanet Distance Education Working Group applied successfully for a grant from the Office of Learning Technologies, Human Resource Development Canada. The needs assessment, forum, and pilot project are being funded by this grant, with matching funds from the Novanet Consortium.

**WHO WAS INVITED?:** Members of the Novanet Consortium who have distance education programs. Invitations were extended to 1) library staff 2) Distance Education Program Coordinators (Deans or Directors of Distance Education), 3) faculty responsible for at least one DE course, and 4) students who had taken courses through distance delivery methods. Each institution selected those who would represent their institution.

**WHAT WERE OUR EXPECTATIONS FOR PARTICIPANTS:** Participants were asked to read over and think about the discussion paper which was distributed in Mid - May. Then, working in small groups to share their experiences, thoughts and suggestions as we tried to identify the services most needed by remote users.

A total of 42 people attended with only two students not participating because of transportation or other problems. The Distance Education Stakeholders were invited because they were recognized as fulfilling the basic criteria of being “articulate, experienced with distance education, interested, and available.” They were recommended by the Distance Education Coordinator or a Faculty member at their institution, by the library staff at their institution, or because they indicated an interest and willingness to help improve information support for their peers and colleagues. There was a good balance of stakeholders (library, DE Admin, faculty, students), but the participants would have liked a greater student profile at the meeting.

We were fortunate in having the services of Prof. Judith Scrimger to help coordinate the activities of the day. As chair of the forum, she gained the trust of the group very quickly and kept us enjoyably focused and on schedule throughout the day. She also recorded the group feedback on flip charts, prepared the introductions as needed and throughout demonstrated a lively interest in the topic and discussion.

The Novanet Distance Education Working Group is very grateful for the participation of library staff interested in these issues, for the outstanding contribution of the presenters, and most particularly for the participation of students, faculty and DE Coordinators who took the time to read the Discussion Paper and contribute. We hope that the service model and pilot project that come out of this needs assessment reflect the interests and perspectives of all the Stakeholders, and ultimately that they will see practical improvements that they helped to engender.

## 2.0 Stakeholders' with their Affiliation

**TABLE 1**

Bonnie Waddell	NSAC	Committee
James Watson	UCCB	Library / Committee
Ann Barrett	DAL	Library/ Faculty
Leo MacDonald	STFX	Faculty
Janice Landry	STFX	DE Coordinator
Karen Hunt	UWinnipeg	Speaker

**TABLE 2**

Pam MacLean	STFX	Committee
Peter Webster	SMU	Library
Thomas MacIllwraith	AST	DE Coordinator/ Faculty
Jane Dawson	STFX	Faculty
Gary Wallace	NSAC	Student
Fran Nowakowski	DAL	Library
Colleen Adl	Free lance	Speaker

**TABLE 3**

Gwyn Pace	DAL	Committee
Debbie MacInnis	UCCB	Library
Patsy MacDonald	STFX	DE Coordinator
Nadine Legier	SMU	Faculty
Wendy Johnson	MSVU	Student
Jeanette MacDonald	NSCC	Student
Steven MacNeil	Acadia	Speaker

**TABLE 4**

Ann Roman	NSCC	Committee
Gordon Bertrand	STFX	Library
Linda MacDonald	SMU	DE Coordinator
Davena Davis	AST	Library/ Faculty
James MacNiven	DAL	Faculty
Mike Aucoin	STFX	Student
Terry Paris	MSVU	Library

**TABLE 5**

Marnie MacGillivray	MSVU	Committee
Sue Adams	STFX	Library
Adrienne Sehatzadel	DAL	DE Coordinator
Marlene Mortimore	NSCC	Faculty
Jacquelyn Keating	STFX	Student
Erin Patterson	Acadia	Library
Sam Boutilier	UCCB	Faculty

**TABLE 6**

Cindy Harrigan	SMU	Committee
Susan Cameron	STFX	Library
Joanne Pyke	UCCB	DE Coordinator
Susan Settle	MSVU	Faculty
Barb Fry	STFX	Student
Chris Beckett	MSVU	Library/ DE Coordinator

### 3.0 Program - Distance Education Stakeholders' Forum

Day 1 - Monday, May 27, 2002

#### *NEEDS ASSESSMENT - in the context of Survey and Discussion Paper*

- 7:30 am - 8:30 am    Registration  
Informal continental breakfast
- 8:30 am - 9:30 am    **INTRODUCTORY REMARKS**  
Facilitator: Prof. Judith Scrimger (MSVU)  
How people were selected to attend  
Introduction of participants (by group)  
Operating guidelines: format of the meeting
- Purpose / Expected outcomes: Bonnie Waddell (NSAC)  
Highlights from Survey and Discussion Paper
- Meeting Users' Needs: Speaking from experience with the  
Distance Education Population: Pam MacLean (STFX)
- 9:30 am - 10:45 am    **GETTING MATERIALS TO USERS: ELECTRONIC  
RESERVES** "How might e-reserves help with access to  
recommended readings?"  
Speakers: (25 minutes): Steven MacNeil (Acadia University)  
Discussion (30 minutes)  
Reporting: (15 minutes)
- 10:45 am - 11:00 am    refreshment break
- 11:00 am - 12:30 pm    **GETTING MATERIALS TO USERS: ELECTRONIC BOOKS  
AND OTHER DOCUMENT DELIVERY**  
"How might e-book collections and other document delivery  
improve access?"  
Speaker: (30 minutes): Gwyn Pace (Dalhousie University); Peter  
Webster (Saint Mary's University)  
Discussion (45 minutes)  
Reporting: (15 minutes)
- 12:30 pm - 1:30 pm    buffet lunch

- 1:30 pm - 3:00 pm ***LEARNING WHAT RESOURCES ARE AVAILABLE AND HOW TO USE THEM: E-REFERENCE AND LITERATURE SEARCHES*** “How might a timely virtual e-reference service improve access to personal assistance and advice?” What is it? Who does it? Why do it? When is it available? Where to?  
 Speaker: (30 minutes): Karen Hunt (University of Winnipeg)  
 Discussion (45 minutes)  
 Reporting: (15 minutes)
- 3:00 pm - 3:15 pm refreshment break
- 3:15 pm - 4:30 pm ***LEARNING WHAT RESOURCES ARE AVAILABLE AND HOW TO USE THEM: ONLINE WEB TUTORIALS*** “How online web instruction can tutor students and improve their skill level, awareness, and information literacy at every level.”  
  
 Speaker: (30 minutes) Colleen Adl, Award-Winning Instructional Designer  
 Discussion (45 minutes)  
 Reporting: (15 minutes)
- 4:30 pm - 5:00 pm ***ANY OTHER ISSUES NOT YET ADDRESSED***  
 Summary and Wrap-up.  
 Follow-up and Reporting.  
 Thank you to facilitator, speakers and participants.
- 5:00 pm - 6:00 pm ***SOCIAL HOUR*** / relaxation / refreshment
- 6:00 pm - 7:30 pm ***DINNER***

**DE Stakeholders Forum Day 2 for Library staff (continued)**

**Day 2 - Tuesday, May 28, 2002**

***FIRST STEPS - DEVELOPING THE PILOT PROJECT***

8:30 am - 9:00 am Informal continental breakfast.

9:00 am - 9:15 am Summary of comments of Day 1.  
Purpose / Expected outcomes.

9:15 am - 10:30 am Choose one of two simultaneous group discussions  
***GETTING MATERIALS TO USERS : E-RESERVES***  
Managing e-reserves: description, technical issues, service issues,  
Novanet policies, anticipated problems, copyright issues.

Discussion facilitator and resource person: Bonnie Waddell  
Discussion (45 minutes): Should we include e-reserves in the pilot  
project? If so, how best to get started in the context of Novanet?  
Reporting: (15 minutes)

***GETTING MATERIALS TO USERS: E-BOOKS (FULL  
TEXT) AND OTHER DOCUMENT DELIVERY***  
Collection issues, technical / licensing / policy issues –  
Implementation

Discussion facilitator and resource person: Gwyn Pace and Peter  
Webster  
Discussion (45 minutes): Should we include e-books in the pilot  
project? If so, how best to get started in the context of Novanet?  
Reporting: (15 minutes)

10:30 am - 10:45 am refreshment break

10:45 am - 12:00 pm Choose one of two simultaneous group discussions.

***LEARNING WHAT RESOURCES ARE AVAILABLE AND HOW TO USE THEM: E-REFERENCE AND LITERATURE REVIEWS***

Managing E-Reference in a consortium environment - Issues, Policies, Problems in implementing such a service

Discussion facilitator and Resource Person : Karen Hunt

Discussion (45 minutes): Should we include an e-reference service in the pilot project? If so, how best to get started in the context of Novanet?

Reporting: (15 minutes)

***LEARNING WHAT RESOURCES ARE AVAILABLE AND HOW TO USE THEM: ONLINE WEB TUTORIALS***

Designing online Web tutorials: copy and adaptation, time lines, support issues, etc.

Discussion facilitator and resource person: Colleen Adl

Discussion (45 minutes): Should we include online tutorials in the pilot project? If so, how best to get started in the context of Novanet?

Reporting: (15 minutes)

12:00 pm - 12:15 pm ***SUMMARY AND WRAP-UP:***

How and when we will report to library participants.

Thank you to MSVU staff.

12:15 pm - 1:30 pm ***BUFFET LUNCH***

## 4.0 Introduction

### 4.1 Briefing Notes for the facilitator Prof. Judith Scrimger May 27, 2002

Introduction:

Judith Scrimger is an associate professor of public relations at Mount Saint Vincent University. She holds a Master of Arts in journalism from the University of Western Ontario, a BA English from the University of Guelph and Diploma in Education from the University of Western Ontario. She also holds professional accreditation with the Canadian Public Relations Society. She has conducted media training and communications workshops for government and not-for-profit organizations. She has been an invited speaker at several national and regional conferences. She has a keen interest in the role of the library in university education having chaired the Senate Library Committee at MSVU. She has worked with the MSVU librarians on a number of projects. Judith is particularly interested in distance education as her department is about to expand its offerings in this area.

**Washrooms** are located: \_\_\_\_\_

**Cafeteria** is located in: \_\_\_\_\_

**Expense claim sheets** are located in your registration package.

**An evaluation sheet** is located in your registration package.

**Laurie Tattrie**, the Project's Administrative Assistant and **Bonnie Waddell**, the Project Manager or **any member of the DE Working Group** will be pleased to help if you have any problems during the day.

**Poster on Wall** called "Parking Lot" for any miscellaneous issues that need to be recorded but don't fit into the discussion at the time.

**People are assigned to tables** so that there are students, faculty, administrators and library staff as well as a number of institutions represented in each discussions. Tables will be reassigned after lunch.

**"Discussion Points"** for each session are available at each table. There are related comments from the surveys on the back. These are offered as a guide, but please feel free to discuss other issues or questions as they arise.

**Format of the meeting** is four sessions, two in the morning and two in the afternoon. Each session begins with a speaker who will discuss their experiences related to a particular technology for 30 minutes. Then you will have 45 minutes to discuss whether this approach is appropriate and helpful and should be pursued by the Novanet Working Group in the pilot project scheduled for January - December 2003. 15 minutes is allotted to report key points raised in your discussion with the rest of the group. The technologies being discussed were recommended as priorities by Distance Education students in the Student Survey summarized in the Discussion Paper.

**Purpose or Expected Outcome:** We need to find out whether you agree, based on your own experiences, with the approaches proposed to improve information support for Distance Ed. The speaker / resource person will float around to the various groups as a resource for discussion and to answer any questions that come up.

**Why you were selected as a Distance Education Stakeholder** (some of you may be wondering). “You were invited because you are recognized as being articulate, experienced with distance education, interested, and available. You, in particular, were recommended :

- by the Distance Education Program Coordinator or a Faculty member at your institution
- or by the Library staff at your institution
- or you indicated an interest in helping to improve information support for your peers and colleagues studying or working with distance education programs.

Now we would like to begin some general introductions by group. Thank you very much for coming. We are very grateful for your interest and willingness to help.

- **students** - would all the distance education students please stand up for everyone to see who you are. Thank you.

- **all the faculty** please raise your hand

- **all the DE Administrative staff** please raise your hand

- **all the library staff and librarians** please raise your hand

You will have time to introduce yourselves individually in the smaller discussion group this morning, and to another smaller group this afternoon. We are very pleased that you are here and hope that you have an interesting day.

## 4.2 Discussion Paper Overview - Bonnie Waddell

### Introduction:

Bonnie Waddell started her career in the Nova Scotia Regional Library System, working on bookmobiles in rural Lunenburg County. She is the Chief Librarian at the Nova Scotia Agricultural College where she has worked since 1985. She holds an M.L.S. from Dalhousie University, a B.A. from the University of Colorado, and a post graduate Diploma from the University of Denver. She is the Chair of the Novanet Distance Education Working Group, which is charged by the Novanet Policy Board with looking for ways to improve library services to Distance Education users.

This year she was granted “Special Project Leave” to serve as Project Manager for Novanet’s Remote Distance/ Continuing Education Information Support Project. The two year project is being funded by the Office of Learning Technologies (OLT) of Human Resource Development Canada (HRDC) and by Novanet. She has a keen interest in adopting innovative technologies to improve library services and is hoping that we can make some improvements cooperatively that might not be possible in individual libraries.

The Novanet Distance Education Working Group  
May 27, 2002

### Novanet

- a consortium of 10 academic libraries
- mandate is to facilitate cooperation for the benefit of our user communities
- objective is to utilize information technologies to improve access to information and library services
- serves 40,000 students of which 3779 are DE students (9.45%)

### Novanet Distance Education Working Group

- reports to the Novanet Policy Board
- represents 8 (of 10) Novanet institutions with distance education programs
- charged with finding ways of improving information support for distance ed users at the consortium level

### Novanet DE Working Group

DAL - Gwyn Pace

MSVU - Marnie MacGillivray

NSAC - Bonnie Waddell (Chair)

NSCC - Ann Roman

STFX - Pam MacLean

and liaisons: AST - Davena Davis, SMU - Cindy Harrigan, UCCB - James Watson

### Remote Distance / Continuing Education - Information Support

- January 2002 - December 2003
- Supported by the Office of Learning Technologies (OLT) of Human Resource Development Canada (HRDC) & Novanet

- Purpose is to explore innovative technologies to improve information support for distance learners in Novanet

### Project Work Plan

- literature review
- three surveys: Students, Faculty, Libraries
- develop a tentative service model
- hold a stakeholders' forum
- develop business plan for a pilot project
- test & implement selected technologies
- run pilot project for one year

### Student Survey Highlights

- purpose: needs assessment
- based on a 1998 survey by Sue Adams
- full review by Research Ethics Boards
- 1761 surveys mailed, randomly selected from 3779 distance education students
- 816 surveys were returned
- 3.1% margin of error, 19 times out of 20

### Key Issues

- #1: Partnership
- #2: Better Communication
- #3: Awareness - Instruction
- #4: Lack of Availability
- #5: Easier Access
- #6: The Pressures of Time
- #7: Dedicated Resource Person

### Possible Approaches

- #1 Team Approach within the Consortium
- #2 Support for Communication
- #3 Online Tutorials
- #4 Core Electronic Collection
- #5 Electronic Reserves
- #6 Review of policies & procedures
- #7 Virtual Research / Reference Service

### Institutional Affiliation

Institution	Percent
• STFX	26.0
• DAL	17.0
• MSVU	15.4
• UCCB	14.6
• SMU	12.9
• NSCC	9.9
• AST	2.7
• NSAC	1.5

### Age of Students

*DE user group predominantly female mature students*

YEARS OF AGE	PERCENT
15-19	3.4
20-29	25.6
30-39	30.5
40-49	29.0
50-59	8.6
OVER 60	1.1

### Geographic Distribution

*One third reside in Halifax, one third reside in other areas of Nova Scotia and one third reside outside Nova Scotia.*

<i>Halifax</i>	<i>31.0%</i>
<i>Nova Scotia</i>	<i>35.4%</i>
<i>All other areas</i>	<i>32.6%</i>

### Access to the Web

*• Most, but not all, distance learners have access to the Web, mainly from home*

	ACCESS TO WWW	ACCESS at home	ACCESS at work
No	3.3%	12.1%	35.2%
Yes	96.7%	87.9%	64.8%

### Educational Goal

*• Eighty percent of distance learners are part-time students working towards a bachelor's or master's degree*

Bachelor's Degree	49.3%
Master's Degree	31.4%
Diploma	15.1%

### Self Assessed Skill Levels

Students who had assignments requiring resources not provided

Availability & Adequacy of Local Library

Awareness of Library Services for DE learners

Library services recommended by students to support distance ed

- electronic reserves 59.3%
- full-text database access 41.2%
- electronic reference service 35.7%
  
- literature search 28.2%
- electronic book collection 28.2%
- online tutorials and help sheets 23.3%

### Faculty Survey Highlights

- Purpose: needs assessment
- 257 faculty responsible for at least one distance education course
- 257 surveys sent, 129 returned
- 5.3% margin of error, 19 times out of 20

### Age of Faculty and Years of Teaching Distance Ed

Ages      Percent

20-29	2.4
30-39	15.4
40-49	37.4
50-59	39.0
60+	5.7

Years      Percent  
Teaching

1	21.9
2-3	26.6
4-5	22.7
5+	28.8

### Modes of Delivery of DE

#### Services Faculty Considered Important for Students

- electronic journals full text 58.9%
- databases 35.7%
- catalogue searches 32.6%
- reference /research assistance 31%
- interlibrary loan 29.5%
- electronic reserves 24.9%

## Student Orientations Preferred by Faculty

Comments of Students (1)

Comments of Students (2)

Comments of Students (3)

## Key Issues

- #1: Partnership
- #2: Better Communication
- #3: Awareness - Instruction
- #4: Lack of Availability
- #5: Easier Access
- #6: The Pressures of Time
- #7: Dedicated Resource Person

## Possible Approaches

- #1 Team Approach within the Consortium
- #2 Support for Communication
- #3 Online Tutorials
- #4 Core Electronic Collection
- #5 Electronic Reserves
- #6 Review of policies & procedures
- #7 Virtual Research / Reference Service

## A New Service Model Suggested by Surveys

- #1 Team Approach within the Consortium includes DE Admin, Faculty, IT Support
- #2 Updated Novanet policies /procedures
- #3 Electronic Reserves
- #4 Core Electronic Collection (Full Text)
- #5 Digital Research/Reference Service
- #6 Online Tutorials

### 4.3 Notes for a Service Philosophy for Distance Education - Pam MacLean

Introduction:

Pam MacLean has a BA in English and Philosophy from Mount Allison University. After short stints as cashier, drug crisis worker, farm hand and sometimes domestic tight-rope walker Pam came to work in the library at St. Francis Xavier University in 1980. She is mother to three sons, an award-winning poet, and a beginning playwright. Pam has worked in Extended Library Services since it was created in 1996 in answer to the increasing needs of StFX's distance and continuing education population.

#### MY TALK:

In a **perfect world** I could tell you that I came to distance education from some altruistic belief. However the truth is I came to escape cataloguing. I'd begun to fear what AACR2 was doing to my mind. By even in an imperfect world, I happily made the perfect choice.

I've been working with our distance population (currently about 900 souls) since 1996 and I receive a great deal of very **positive feedback** - from students, from faculty and from programme coordinators. I'm here to share some of my experience in keeping StFX's distance population happy.

My **initial explanation** of how I do just that was quite simple. I come to work. I work hard. I do a good job - end of story, end of talk.

Then I started to think about the service I provide. As the ELSA I do everything from **research to photocopying**. I give advice, work extended hours, find obscure references, locate and send materials, coordinate technical support and act as liaison between the distance students and departments on campus as well as in the library.

I had a lot to learn before I was able to do my job well. And it had been a long time since I had to learn. So that first year in ELS my learning curve was incredibly steep. I dealt with all of **57** requests. In truth I thought we should have called it overextended services. But every year I'm more comfortable with what I do and with the needs of the people I support. The **665** requests I handled this year were a breeze.

#### Respect the learning curve!

Their first year presents distance students with a comparable learning curve. Consider for a moment **what faces** a regular, on-campus-this-is-my-whole life-type-student in learning **how the library works**, then add the reality that many distance students **never** get to the library for instruction and those who do, find much of what they learn is **irrelevant** once they are home.

They need **support**. Some need a little **hand holding**. Some need **reassurance**. Some just need the **materials**.

Providing materials is a huge part of what I do. About 10 years ago I wrote a children's book. In it Ms. Claus throws a feminist tantrum and castigates Santa for not sharing Christmas Eve with her. They work together all year for this one day and Santa goes off spreading all that joy by himself. Ms. Claus thinks it's her turn to HO HO HO. When we leave the story we don't know what is going to happen. Mr. & Mrs. are exploring possible solutions to their problem (as we'll be doing soon): Should they do C E together; take turns; each do half and on and on. I was in a local school reading my book to some very bright-eyed-ready-for-Santa children and I asked a small boy in the front row who he thought would bring the presents this year. An his answer. "Don't care who brings 'em long as someone does". **This is true of distance students too.**

I remember the first book I could not provide. The best I could do was a location nearer the student and advice on interlibrary loan through their local public library. I hit the send button feeling like I'd just brushed them off.

**They got the book.** They were thrilled.

**Be aware of their time (constraints).**

DS may not care how but they do care **when**. The distance student often gets in touch in their **only** available time. It is important for them to feel that getting in touch was not a waste of their time. On my very first day an **extremely irate student** reached me by phone. The crux of a long one-sided conversation was wasted time and her time had been wasted. Fortunately I had nothing to feel **defensive** about (1<sup>st</sup> day & all) so I learned a lot.

I learned to listen as if this is the **only request** I'm going to have all day.

I learned to let them tell me **what they need**. (Important to note they don't always know!)

I learned that it's important to tell them **what** it is I can do to satisfy their request and more importantly **when** they can reasonably expect this to happen.

If at all possible I **respond to a message** the day it's received even if it's only to acknowledge the message and tell them when they can expect a more substantial reply. I aim for **48 hour** turn around on requests.

An important aspect of what I do involves **manipulating existing services** like NE and Interlibrary loan because many distance students just don't fit the parameters of the service. Or if they do fit there are still so many obstacles. Up until a short time ago the university was cheerily telling distance students to just drop by & change their passwords. Let me see that's every 3 months from Nunavut!

**Not all distances are geographical.**

Geographical distance is the most obvious distance but not the only distance.

**Comments** from the student survey have a number of **students wishing for services** that

already exist. This is a difficult distance to overcome. No matter the reams of information on existing services - sent out with course packs, written up in newsletters - it is usually only when the services are immediately required that the information has a hope of hitting the mark. And usually by that time what the library can do for you has become a grocery list. How do you **teach students** where to go to get help if they're **not ready to learn** until they need help!

I've discovered that **meeting** the class where possible and giving them a shocking **pink** handout **significantly increased** contact from the distance population. Face to face also reduces the distance that prevents many students from asking for help that first time. I also try to stress - in every talk, every letter - every chance I get *if you have a concern and it has to do with the library get in touch with me. We'll work on the particulars then.*

When students **do make contact** it is important **not to become another distance.**

One of the most **difficult distances** is the old *I don't know if I can still do this!* I even had one student, after the very successful completion of 5 courses, tell me that she still didn't believe she could do it.

And there are many, many life distances - some as **temporary** as a broken car and some as **ongoing** as 4 children and a full time job!

**I try never to assume I already know what someone's distance is.** I received one particularly bad e-mail - spelling, grammar, symbols in odd places - from a student whose **newborn** would only sleep while being held. Another from a student who is trying to **regain her memory** after a serious car accident. Not that **life** doesn't happen to on-campus students but when it does the library resources are **myriad** and **at hand.**

It sounds as though I'm saying students come to me with a wish list and I go cheerily about making these wishes come true. And that is part of my job, no doubt about it.

But many times there is no list. And many times not one thing on the list is available within a reasonable time frame. One-third of last years requests involved researching topics (often a **slow** and **cumbersome** process - choices made over the phone when the students have nothing to go on but a citation, an **abstract** if they are lucky). And many of those research requests involved **exploring** possible topics, narrowing, expanding. **Importance of having choices.**

All of that has to happen before there is a wish list and before **mediation** between student and resources begins.

With the advent of StFX's **proxy server** in December of 2000 the possibility of distance students doing their **own research**, accessing their **own materials** became a reality (at least for those students with computer access). And suddenly my role expanded to include teaching. Not only did the students need to know who to use the library resources but if I heard this once I heard it ... "Well I know how to turn the computer on". So I am still

mediating between student and resource but differently. The questions have changed. The problems have changed. The need for support has not. Since the introduction of the **proxy server** and increased **independence** for the distance students it is interesting to note a significant increase in general information requests from **26 to 96** in that year, and these requests reflect the students' need for **assistance** in accessing library resources until they have become **familiar** with the process. Again with the learning curve! In some programmes the development of research skills is a lower priority and still most of the students in these programmes are eager to learn and gain their independence.

So I still believe what I do is indeed quite simple. Respect their learning curve; respect their time; respect their distance. Seeking to verify that I have over the last month or so been asking students as they got in touch with me, what is it that's best about StFX's library support. One student's reply seemed to capture what most were saying. **We get materials, we get information, we get answers, and we get them quickly. We are not talking in a vacuum. We have a designated, understanding, imaginative, knowledgeable PERSON to make things work for us!**

All of the solutions we're going to discuss today, and possibly implement in the pilot project - E-Books, E-reference, expanded Novanet Express and interlibrary loan, reciprocal borrowing, universal ID's - bring it all on. But let's not assume any of it a panacea. Let's be open to the possibility that it may come down to **someone** doing a little stretching to cover distance.

## 5.0 Electronic Reserves

### 5.1 Presentation on Electronic Reserves by Steve MacNeil

#### Introduction:

Stephen MacNeil joined Acadia University in 1980, working in Computing Services to support Library systems. In 1996 he moved to the Library as Systems Manager. For the past year he has been back in Computing Services half-time as Acting Manager of Information Systems.

Some of his most significant accomplishments have been: In 1982, implementing and developing Acadia's first integrated library system (Oracle renamed LIBSAC) imported from Australia; In 1990, when the operating environment for LIBSAC was phased out, he wrote a new client-server system for Acadia based on ORACLE and UNIX; In 1996, with the introduction of graphical user interfaces to library systems, he managed the selection process for a new system and the implementation of the SIRSI Unicorn system. Along the way he has been active within the community of Z39.50 implementors, worked extensively with the Acadia Archives on digitization projects, and has developed a methodology for processing electronic reserves. His current emphasis is on implementing the many customization options which are available within vendor systems.

- 1997

Acadia Advantage begins

SIRSI Unicorn implemented

Reserves converted to an OPEN system

- 1997 - Open Reserves

There was concern that articles would go missing

The library wanted to do something substantial for Acadia Advantage

Electronic Reserves was the answer to both concerns

- 1997 - Electronic Reserves

Articles of 25 pages or less were scanned on an HP flatbed scanner

Each page was saved as a separate gif file

A COBOL program generated html wrappers

Pages and wrappers were ftp'ed to the server

### Sample

- 1997 - Electronic Reserves

Reserves were recorded in a MS-Access database

The database was exported daily and ftp'ed to the WEB server

A COBOL program generated a reserves WEB site from the database

Access to the site was IP restricted

### Sample

- 1997 - Electronic Reserves

The scanning was a very labour-intensive process

The image quality was often poor

The process was prone to error

- 1998 - Process improvement

Acadia Advantage continued

The library decided to continue with electronic reserves

A sheet-feeding scanner was acquired

Articles were saved as complete pdf files

### Sample

- 1998 - Process improvement

The MS-Access database was retained

The generated reserves WEB site was retained

Perl scripts replaced all the COBOL programs

- 2000 - Access control

Concerns about access control grew

It was decided to integrate reserves access into ACME

ACME limits students to the courses they are registered in

The WEB site generator was modified to create individual course pages

Sample

- Off campus issues

Obtaining a large file through a slow and/or flaky ISP

ACME introduced a 3-minute time limit on delivery of an object

- Off campus issues

Reduce the pdf file resolution

Break up document into small components

PDF alternatives e.g. Lizardtech's DjVu

The cost of labour is a factor not to be ignored

- 2001 - Developments

The open reserves experiment was ended

Reserves moved back behind the desk, managed by Unicorn's Academic Reserves module

The reserve WEB site is still being generated to provide the course pages to ACME

The process is now totally automated

- Summary

The system serves the residential students well

Off campus students still experience some difficulties with the very large files

If we were to start serving electronic reserves to our DE students, we would have to re-examine the file size issue

- Numbers - PDF files

3097 pdf files consuming 6,506,741,115 bytes

Largest = 33,120,231 (498 pages)

Smallest = 11,996 (1 page)

Average = 2,100,982 (20 pages)

- Numbers - Hits per month

September	2061
October	1970
November	2595
December	1049
January	1526
February	2058
March	1306
April	1148

- Numbers - Hits by faculty

BIOL	36	421	11.7
BUSI	79	1107	14.0
CHUR	10	153	15.3
ECON	7	99	14.1
EDUC	145	724	5.0
ENGL	107	1481	13.8
HIST	147	2227	15.1
IDST	10	112	11.2
KINE	25	352	14.1
MATH	49	745	15.2
MUSI	8	72	9.0
NUTR	12	158	13.7
PHIL	15	294	19.6
POLS	181	2311	12.8
PSYC	92	1150	12.5
RECR	16	126	7.9
SOCI	107	1588	14.8

- Numbers - Hits by hour %

00:00	2.26
01:00	1.20
02:00	0.61
03:00	0.41
04:00	0.33
05:00	0.22
06:00	0.13
07:00	0.60
08:00	2.03
09:00	6.94
10:00	7.53
11:00	7.88
12:00	6.63
13:00	9.12
14:00	7.91
15:00	6.55
16:00	5.39
17:00	4.25
18:00	5.49
19:00	5.72
20:00	5.64
21:00	5.57
22:00	4.63
23:00	2.98

- Fin Questions?

## **5.2 Discussion Points/Comments**

### **Electronic Reserves**

*“Resource material is on reserve at a Novanet library a 2 hour loan. As a distance Ed student, cannot access this material.”*

*“To have available materials online. Not having to keep ordering reserve materials and by the time they arrive in this isolated area they have to be mailed back.”*

3. Experiences and background related to distance education of table mates, starting with the students.
4. Read over relevant sections of Discussion Paper:  
3.5 Issue #5 Easier Access - page 3  
4.5 Issue #5 Novanet Electronic Reserves for Easier Access - page 5  
Comments page 26 Section B3  
Comments page 29 Section E1  
Comments page 29 Section E2
5. Is the issue described correctly? Does it correspond to your own experience or perception of the problem? If not, how would you change it?
6. Would this proposed solution address the problems encountered or perceived? In what way? If not, why not?
7. Should this be included as part of the Pilot Project?
8. Would this be ranked as a very high priority or as a low priority or secondary goal?
9. Are there any other points or issues that need to be raised?

Some Comments Related to Electronic Reserves from the Student Survey

*“Resource material is on reserve at a Novanet library a 2 hour loan. As a distance Ed student, cannot access this material.”*

*“To have available materials online. Not having to keep ordering reserve materials and by the time they arrive in this isolated area they have to be mailed back.”*

*“By being a distance student, there is yet another layer of difficulty & challenge added to the task of researching & gathering information.”*

*“Letting student from outside NS borrow books.”*

*“I have had to travel to do my research, which defeats the purpose of doing distance learning.”*

*“Being right next to a university is no longer an asset. We are as equally inconvenienced as everyone else.”*

*“Anything I can access out of business hours.”*

*“Getting course materials prior to the start of the semester. Usually, the first assignment is due two days after. Instructors know this and extend due dates without penalty. I find it frustrating as I like to get on board quickly.”*

*“Being a distant student I rely more on the resource (mainly the Internet) that I have close to me. I do this because the quicker I can get the information the better.”*

*“Difficult to get [peer] reviewed full text articles.”*

*“No. Delivery of the program was quite good but research support was poor. I’d like to see on-line material for extra reading & research.”*

*“The main obstacle was arranging for articles to be delivered. This was always possible through one means or another but often required lots of “arrangements”. This was time consuming. The more electronic this process could be the better, although knowledgeable staff on site at libraries is important.”*

*“Journal articles online to be printable.”*

*“Access to information. I have no access to journals etc. where I live. It makes research impossible. When some journals etc. are recommended I can not access them. I find this frustrating and feel I am unable to do justice to the work assigned.”*

*“Access to more articles on line. Full-text access is available but some articles will not work unless you get a plug-in installed. Plug ins cost money.”*

*“An Internet - Proquest number that works from my school or home computer - three times - three numbers - all only worked on campus.”*

*“Being able to print from the library internet. Would be willing to pay for this service.”*

*“Yes, although setting up the proxies to get through to Proquest is tricky.”*

*“Technical: specifically setting up the Proxy server to gain access. Frustrating experience for first-time on-line access to university database.”*

*“Difficult to get online access to library database - too much hassle.”*

*“Access to on-line resources given my limited experience on computers. I have attempted to set up twice (following instructions provided) and have given up in frustration. I’m in a remote community. No place to go for help.”*

*“Better access without all the passwords. It is a library, not Fort Knox.”*

*“Recommended resources for our course are few and hard to come by with 4 other students in my area, and I can’t get my hands on them when I need them @ the time.”*

*“Resource material is on reserve on a 2-hour loan. As a dist.ed. student cannot access this material*

### 5.3 Reported Discussion - Electronic Reserves

The feeling of the Forum was that basic issues take precedence over electronic reserves

#### Novanet Policies and Procedures

- 5.21 Standardizing document delivery policies and practices among Novanet libraries might be more worthwhile an exercise than developing electronic reserves.
- 5.22 Find a solution to distribution of Novanet bar codes
- 5.23 Create a patron code for DE students at each Novanet library in order to adjust loan periods, “Recall” time lines, expiry dates of cards (August 31 instead of April 30 for DE)
- 5.24 Find ways to equalize document delivery costs that DE students pay
- 5.25 Novanet Express to go directly to DE shipping instead of via home library to reduce delays
- 5.26 Develop DB “reading rooms” or “core collections” by program or discipline

#### Educate Faculty

- 5.27 Educate and / or assist faculty in locating alternative readings from current e-subscriptions
- 5.28 Create links to existing e-resources from courseware
- 5.29 Develop / help develop e-course packs

#### Conclusion

Electronic Reserves are not seen as a priority. The general consensus was that we would get more benefit from developing peer reviewed e-journal collections and that the more basic issues within Novanet should take precedence.

## 5.4 Implementation Issues - Electronic Reserves

- 5.41 Technical Issues: Text files would require conversion; Copyright; Do we all have [to have] high speed scanners; Labour issue [Acadia uses circulation student assistants and a high speed scanner to pdf only]; Some courses are by teleconference/ videotapes. Students should have non-Web options.
- 5.42 Traditional definition of “scarce resources” being put “on reserve” may need redefining for the Distance Education context. Reserve materials not the same for distance students as for on-campus students
- 5.43 Multi-student issues (if/ since serving on campus and distance education students, how do we centralize access through Novanet?) Licensing issues. Need Novanet to do something similar to what Acadia has done. Centralization vs. decentralization i.e coordinate to scan once with centralized access
- 5.44 Faculty need to be educated:
- a) Limitations of their current reserves for DE
  - b) Resources available for document distribution - online databases; how to select materials
  - c) Time issue for students
  - d) Copyright restrictions
  - e) Personal Web sites
  - f) Teaching off-campus courses differently; awareness of DE
- 5.45 We need more information - do all courses need reserves? How much need is there if e-databases were accessed fully?
- 5.46 Ready access -> availability on Day One of a course? Is pre-course orientation realistic? Presence of stumbling blocks @ beginning of course. Would need early orientation process.
- 5.47 Recruitment / Registration of students is normally up to and after course starts. Time lines for courses need to be addressed. Purolator - all DE universities should dedicate resources.
- 5.48 Librarians may need to work with faculty to get access to DE students for tutorials. Human touch. More instruction; Could create one more barrier. Students need to be made aware of limitations i.e. type of computer needed, type of dial up, e-mail addresses, nearby libraries, URL & phone number for renewals; Return dates should allow for postal delays [Acadia 8 weeks, no renewals, no recalls; Dal 5 weeks]; Purolator should not be paid by student [StFX]; Return label should be supplied; Build relationships with other libraries. Streamline process to get Novanet cards (why would a photo be necessary why not just the bar code; DE Office should pay for “extra” services (shipping, staffing); 1-800 line

- 5.49 Dalhousie may be able to pilot e-reserves for the DE Business Administration program. Mini-pilot to evaluate the problems - comparing costs of print, electronic, and CD-ROM options for reserves for this discipline.
- 5.50 Many full-text services / vendors allow you to create an electronic reserve  
 IDEAL, SPRINT, INFOTRAC, EBSCO, PROQUEST  
 Note: whether Prof / student is on-campus or off-campus, click on EZProxy button all over your web site: cookie validated  
  
 E.g. Click here if you are off-campus -> Off-campus login
- 5.51 SMU has a strong interest in e-reserves; looking for an alternative to compensate for slowness of downloads from Adobe pdf  
 Note: if DE extends Novanet Express to request a reserve item to be scanned and mailed. Can copy once but not again  
 If put on e-reserve first, then student can copy - one copy for each student in class. Authentication is by course and session (term)  
  
 ARIEL: is only paper to paper. Satisfies CANCOPY. ARIEL is library to library and not library to a patron.
- 5.52 Might focus on developing partnerships with faculty to develop discipline specific e-course packs. E-Reserves are things that instructors request to be shared. May be books; may be paper articles for which there is no citation.  
 Note: Possible solution would be for all Novanet LENDING to agree to put the Source (full citation) on each article on reserve in the Novanet Reserve Module. Exams could be scanned with permission of Profs. Older material may be on reserve for courses on-campus as well as for courses offered by distance ed.
- 5.53 Centralized scanning- look at a Novanet-wide solution. Scan before course - not on a request basis. Need to resource scanning and organizing it. Poorly organized. Could do with 856 field. Web CT: course# and password access.
- 5.54 one or two Novanet institutions might take it on as an in-house pilot project, then expand it to full consortium later.
- 5.55 Printing is a real problem. SMU tried, barriers were people resources, pdf is so slow, faculty requirements. MSVU, UCCB do not have networked printers - but many DE students will be studying from home. DAL is very enamored of e-reserves, not just distance but a larger group. SMU monitored e-reserve lists and speed of document download is still problematical everywhere.
- 5.56 Make it part of Novanet Express: on request, scan, send  
 Develop discipline/course specific e-coursepack w/ links to licensed resources but problem-based learning and evidenced-based care - are getting away from course packs.

Note: would be good to take a couple of controlled groups & evaluate if it is workable for Novanet as a whole.

Note: Band width isn't really established for Gambia, Vietnam, Glasgow, London, but Kellogg Health Sciences clients are getting in from Spain and Iceland. CANet backbone, dedicated international line at Dalhousie - DAL is a CANet node [no other Novanet libs are].

Proxy at STFX is working long distance and it doesn't seem to be a problem.

5.57 Need to have a focus group document copyright problems to see if there are more for one method than another. Test a variety of methods and document the problems, and document the types of material that is wanted/ needed for e-reserves.

5.58 Suggest for Pilot

1) identify couple of groups of students (focus group) going to deliver materials to.

2) specific courses, specific programs e.g. nursing, business administration

3) can we scan & put it up electronically: how well works, what problems

4) can we put on CD & mail it: what are the implications esp. time & workload issues compared to paper reserve, compared to e-reserve.

5) how clear CANCEOPY - what would it cost; would DE programs support this cost.

Note: Univ. Montreal law library (McGill) is surveying what is being done at e-reserve files.

## **6.0 Document Delivery and Electronic Books**

### **6.11 Presentation on E-books by Peter Webster**

#### **Introduction:**

Peter Webster, Head of Information Systems, Patrick Power Library, Saint Mary's University. 1992 to present. Responsible for the online research databases and other aspects of the virtual library at Saint Mary's. Other duties include, data and statistical services, document delivery, and services for print disabled students. Education: 1998 - Cert. Computer Science, DalTech  
1986 - MLS, Dalhousie, 1983 - BA (History, English) University of Alberta.  
Additional activities include: Occasional presentations on virtual library subjects for APLA, CLA, AMTEC and others, current member of National Library of Canada, Council on Information Access for Print Disabled Canadians.

#### **Distant Education Stakeholders Forum.**

**May 27, 2002**

#### **E-book Content Services.**

**Questia.** <http://www.questia.com>

- Advertises 70,000 books online.
- Mixes books and selected journal articles.
- Targeted direct to students.
- Down to 25 employees from 500.

**Ebrary.** <http://www.ebrary.com>

- Advertises custom content from over 100 publishers. Individual title purchase, selection and circulation model.

**NetLibrary.** <http://www.netlibrary.com>

- Advertises 40,00 books online
- Individual title purchase, selection and circulation.
- Subject directed batch purchases.
- Individual circulation model.

(Currently owned by OCLC, after bankruptcy)

(No longer in sales agreement with EBSCO.)

(Coutts library Services is agent.)

**Xanadu** <http://www.xanadu.com/>

- Custom online content from 100s of academic publishers.
- Focus on course-packs. Selected content from published sources.

- Selection of materials made by instructors.
- Selected material, online, is sold to students

**Jones International University, E-Global Library** <http://www.egloballibrary.com>

- Custom tutorials.
- Online instruction.
- Little paid content.

(A good example of possibilities.)

1

### **Major E-book Software.**

**Adobe Ebook Center** <http://www.adobe.com/epaper/ebooks/main.html>

**Microsoft Reader Ebook Services.** <http://www.microsoft.com/ebooks/>  
(Custom creators and distributors of e-book solutions use these software systems.)

### **E-book Content Vendors.**

<http://ebooks.barnesandnoble.com/>

<http://amazon.com/ebooks>

<http://www.ebooks.com>

### **Thousands of Free E-books over the web.**

<http://www.bartleby.com/>

<http://etext.lib.virginia.edu/ebooks/>

<http://www.ipl.org/reading/books/>

<http://www.libraryplanet.com/ebooks/>

### **A Few Selected Articles on E-books.**

E-books. The 'e' is (also) for 'evolution'. *CyberSkeptic's Guide*; April 2001; Susanne Bjorner.

E-books Go to College. *Library Journal*, 5/1/2002, V. 127,8, p44; Bell, Lori; McCoy,

Virginia; Peters, Tom.

Ebook Information Web sites *Online*, Mar/Apr 2001; Mick O'Leary.

E-books: An Idea Whose Time Hasn't Come. *New York Times*, 4/22/2002, pC8; Kirkpatrick, David D.

E-global Library Advances the Virtual Library. *Information Today*, Mar. 2002, p19; O'Leary, Mick.

Tracking the Ebook Niches. *Econtent*, April 2001; Walt Crawford.

## **6.12 Document Delivery - Recent Developments - Gwyn Pace**

Introduction:

Gwyn Pace is the Document Delivery/Circulation Librarian at the Killam Library, Dalhousie University. Gwyn was a member of the initial Dalhousie libraries task force on Distance Education and is currently the Chair of the Dalhousie Libraries Distance Education Committee. Gwyn is also a member of the Novanet Distance Education Task Force.

### **NOVANET EXPRESS**

**This service allows user-initiated borrowing or photocopying between academic library members of the Novanet Consortium directly from the Novanet catalogue. Universal policies govern fines and most borrowing, although individual libraries may set their own policies as needed. A Novanet bar code and ID is required. It is time to update policies and procedures to accommodate distance education and remote users, and to streamline the issuing of bar codes for distance education students.**

### **ASIN (Atlantic Scholarly Information Network 2000**

**Established by CAUL (Council of Atlantic University Libraries) in 2000, this service allows patrons in good standing to apply for an ASIN borrowers card which allows them to register for in-person borrowing and access to other services at any university library in Atlantic Canada.**

### **CURBA (Canadian University Reciprocal Borrowing Agreement)**

**This agreement, recently negotiated by university libraries across Canada, allows in-person borrowing at university libraries effective May 1, 2002. A scholar or student from outside the Atlantic region applies for an ASIN card at the first Atlantic University library visited by presenting a valid ID with expiry date from their home institution (Ontario) or from the university library consortia in their region (COPPUL - prairies and west or CREPUQ - Quebec). Atlantic university faculty, students and staff apply for an ASIN card which may be presented at other university libraries across Canada except in Quebec which does not offer this service to undergraduates and the University of Toronto.**

## 6.2 Discussion Points/ Comments

### Electronic Books & Document Delivery

*“Difficult to access university libraries other than your own. (Not helpful to outside students).”*

*“Having to use Novanet Delivery then not having enough time with the books...had to return them before finished. What’s a man gotta do? This ain’t the Dark Ages.”*

- I. Read over relevant sections of Discussion Paper:  
3.4 Issue #4 Lack of Availability - page 3  
4.4 Issue #4 Core Electronic Collection & Reciprocal Borrowing - page 5  
Comments page 24 Section A3  
Comments page 26 Section B3
- II. Is the issue described correctly? Does it correspond to your own experience or perception of the problem? If not, how would you change it?
- III. Would this proposed solution [Universal Novanet Express] address the problems encountered or perceived? In what way? If not, why not?
- IV. Would this proposed solution [National Reciprocal Borrowing] address the problems encountered or perceived? In what way? If not, why not?
- V. Would this proposed solution [Core Electronic Collection for distance students] address problems encountered or perceived? In what way? If not, why not?
- VI. Which of these, if any, should be included in the Pilot Project?
- VII. How would they be ranked in a list of priorities, including e-reserves? Which, if any would be ranked as a very high priority or as a low priority or secondary goal?
- VIII. Are there any other points or issues that need to be raised?

Some comments related to electronic books and document delivery from the Student Survey

*“Difficult to access university libraries other than your own. (Not helpful to outside students).”*

*“Having to use Novanet Delivery then not having enough time with the books...had to return them before finished. What’s a man gotta do? This ain’t the Dark Ages.”*

*“I was encouraged by instructor to obtain a library card for \$10 which I have yet to use. The cost of getting books to Yukon is prohibitive and I do not find your web site friendly. Plus the length of time when you start research on a paper there is not a lot of time I can spend waiting for materials.”*

*“Accessing information when needed. Studying at a distance requires a more organized approach & longer lead times for acquiring resource material.”*

*“Cost of texts is very high. An online service of shared resource books, articles etc. would be very helpful - related to curse of study.”*

*“Ordering articles or boring books based on short descriptions only to have them arrive and discover they were not at all useful.”*

*“Requesting documents via snail mail. Slow downloads of documents via Adobe.”*

*“I was unable to get sufficient reading material or extra reading & resource materials. This limited to some degree the effectiveness of the course.”*

*“Service that offers books at a quicker method than postal mail.”*

*“An on-line library where materials are actually available on line.”*

*“I love Novanet service. It is awesome!!!”*

*“I am really impressed with being able to order course materials through Novanet. I find this service extremely convenient.”*

*“Why isn’t Novanet more user-friendly?”*

*“Novanet needs to be more “Windows like easy to use. On line access to all periodicals & journals & books. All the time.”*

*“Need (and don’t have) Novanet access.”*

*“There are times when the connection from local and connections are down for a number of days and this greatly interferes with study. Because of mail/ postal delays - there is valuable time lost waiting for a book / article, etc.”*

*“A better user database. Current one is hard to use and unstable.”*

*“I can’t imagine being as productive as a distance student if it wasn’t for Novanet.”*

### **6.3 Reported Discussion - Document Delivery and Electronic Books**

- 6.21 Document Delivery  
Existing services are excellent - make them more universally available and more efficient
- 6.22 ASIN [Atlantic Scholarly Information Network] is a great help for Canada-wide in-person access to university collections for those who live near them. CURBA [Canadian University Reciprocal Borrowing Agreement] came into effect May 1, 2002.
- 6.23 Figure out more equitable way of financing courier costs, Canada Post charges for DE delivery. They may be unfairly penalized - pay same tuition or sometimes more than on-campus students.
- 6.24 Electronic books  
Health Sciences have successfully implemented MDConsult [40 text books, 50 journals - Web-based, download to PDA] for a cost of \$10 per month. It is very popular.
- 6.25 Various pricing models are still being tested and each company's model is different. The market is not yet stable.

#### Conclusion

Wait until market is more mature and stable. A small pilot might be interesting in a specific discipline using the MDConsult Model.

## 6.4 Implementation Issues for Document Delivery and Electronic Books

### 6.41 Document Delivery - establish similar standards and processes within Novanet

- a) Standard Borrowing Period for Distance Ed.
- b) Standard turn around for info to outside country.
- c) ASIN card a great help; make sure DE students get bar code promptly.
- d) NE destinations should include DE shipping (each institution e.g. SMU-DE)
- e) need a Universal definition of what constitutes “distance” to include geographic distance (relevant for some, not for others SMU, MSVU); by course type (DAL); by disability; by life circumstance (StFX); people who pay an extra fee for DE, etc. Decide how to deal with problems from delivering free to one spot, not to another. May want to exclude local faculty and students on campus from accessing free delivery other than fax.
- h) Anything they have access to in full-text (EBSCO, PROQUEST, CISTI SOURCE) they should not be copying.
- i) Load (cheap) Web-to-FAX software on all DE machines.

### 6.42 Electronic Books

- a) Package some discipline specific collections as a pilot with e-books and links to e-journals already licensed by the respective libraries.
- b) Use the MDConsult as a model.
- c) Make this a small test for the pilot project.

### 6.43 Extend Existing Services

- a) Extend number of places we are willing to deliver a Novanet Express such as SMU(Adjunct) or SMU(DE) so that SMU would take care of labeling for the DE destination.
- b) Dalhousie identifies its DE students in their patron name i.e. LAST NAME, FIRST NAME (DISTANCE EDUCATION)
- c) See problems in Novanet purchasing a consortia license for several full text databases such as PROQUEST, EBSCO HOST, CISTI SOURCE that would be accessible to all distance education students throughout Novanet. Some libraries would want to be able to opt out.
- d) Try a consortia license to access e-resources of multiple institutions holdings for Trainers or Reference Advisors who would screen for eligibility of the patron (i.e. in a chat reference collection offered consortia wide).

### 6.44 Proxy Servers (not all Novanet institutions have proxy servers)

- a) facilitate among all Novanet DE institutions - standardize with EZProxy
- b) investigate piggybacking as an interim measure
- c) take advantage of proxy services offered by EBSCO, PROQUEST directly.

## **7.0 Digital or Virtual Reference**

### **7.1 Presentation on Virtual Reference Services by Karen Hunt**

#### Introduction:

Karen Hunt is the Information Literacy Coordinator at the UW Library. Karen was a librarian at Red River College for six years and before that was a reference librarian at University of Manitoba Libraries. In 1986 Karen graduated from UW with a BA. (honours) in Geography and in 1989 from the University of Western Ontario with a Master of Library and Information Science. She is completing a Certificate in Adult Education from Red River College and has work completed towards a Master of Business Administration from the University of Manitoba. In her current position she has developed the information literacy online environment, successfully promoted course integrated instruction, helped to create a credit based information literacy course expected to be approved for Fall 2002, as well as developed chat based reference services called "Live Help" starting in March 2001.

#### Novanet Distance Library Services

May 27-28, 2002

Karen Hunt  
k.hunt@uwinnipeg.ca  
Information Literacy Coordinator  
University of Winnipeg Library

#### Executive Summary:

Virtual reference services are defined as services that provide help locating, evaluating or using information to people when and where they need it. Virtual reference service uses chat and co-browsing and/or pushing of web pages, and may also include the ability to email transcripts of the reference interaction and assistance in managing email reference requests. The librarian and student can be anywhere but are interacting at the same time and viewing the same browser information. At the University of Winnipeg Library this service is called Live Help and has been offered since March 2001. Email based reference services complements chat based reference by offering students an opportunity to request information and help when librarians are not available.

When thinking about virtual reference services consider the following assumptions:

1. Students aren't remote to the library. Librarians are remote to the student.
2. Distance library services should not be different to library services offered to any other group of students.
3. The learning curve for students using virtual reference is flat, however there is a learning curve for reference librarians offering the service.
4. Creating an outreach librarian instead of distance education librarian position should be considered best practice.
5. Library assignments and library tutorials that are not well

integrated into the subject curriculum and that do not engage students in active, authentic, and motivating activities are not effective.

The presentation included information about the Live Help service at the University of Winnipeg which is well used, increasing to 243 transactions in March 2002 comprising a total of 59 hours spent chatting with students. Students consistently evaluate the service highly. A Novanet virtual reference service would not only give off-campus students an opportunity to have a librarian - coach accompany them on their quests to find, evaluate and use information, but would also make Nova Scotia academic libraries a leader in Canada in offering virtual reference services.

[http://io.uwinnipeg.ca/~khunt2/novanet\\_vref.ppt](http://io.uwinnipeg.ca/~khunt2/novanet_vref.ppt) (right click to download)

### The Weakest Link

Learning what resources are available  
and how to use them

### Virtual Reference Services: Live Help

Virtual reference / Live Help / Real-time chat based reference

- Providing help locating, evaluating or using information to people when & where they need it
  - Chat
  - Co-browsing / Pushing
  - Email transcripts
  - Librarian & Student can be anywhere

### Challenges Assumptions

Students aren't remote – librarians are

Distance library services should *not be* different than regular library services

The learning curve for students using real time reference is flat

Outreach librarian not distance education librarian is best practice

Library assignments and library tutorials suck

- Students aren't remote – librarians are

### Instead of . . .

Emulating the experience students have inside the library for the distance learner

Emulate the experience of having a librarian sitting beside the student wherever the student is

- The guide on the side

CLA Guidelines – equitable access has different meaning today

- Distance library services should *not be* different than regular library services

### Who benefits from sidewalk ramps?

People in wheelchairs

Parents with strollers

Rollerbladers

People who read while walking

### Create services . . .

That benefit everyone, not just students enrolled in distance and continuing education programs

- The learning curve for students using real time reference is flat

#### Learning curve for virtual reference services

Even students unfamiliar with computers can chat

- It may take longer and be more challenging for the librarian

Learning curve for librarians may be steeper though

- Multitasking
- Chatting
- Low affective filters / high self-efficacy

- Outreach librarian not distance librarian is best practice

#### Outreach Librarian can . . .

Coordinate services for off campus students & faculty

Work with K-12 librarians and teachers

- Information literacy competencies
- Recruitment

Workplaces

- What do professionals need to know and need to be able to access

Community

- Library assignments and library tutorials suck

#### Library assignments & tutorials suck

Students don't want to learn how to use the library, they want to learn about the course material

- Your survey confirms this

Integrate the instruction into course content

Or make information literacy as a subject compelling

- Freedom of information, e-democracy, economics of information, copyright

#### Constructivist Learning Environments

Create partnerships between faculty or curriculum developers & librarians

Create learning environments that are active, relevant, and keep students motivated

Support the curriculum

Assess the IL outcomes

#### Virtual Reference Services

#### Live Help @ UWinnipeg

Started March 2001

Using HumanClick

- Simple
- Inexpensive
- Chat and pushing
- No co-browsing or emailing of transcripts

In the process of switching to LSSI Virtual Reference Desk

#### Hours & Staffing

Open 82 hours per week

- 14 hours per day Monday to Friday
- 6 hours per day Saturday & Sunday

Started with all reference staff

Split f2f and virtual staffing in Feb 2002

3 part-time reference assistants for evenings and weekends

## Marketing

Button all over the site & in databases  
Information literacy classes  
Photocopy card campaigns  
Student newspaper article

Service Demand  
Sept 2001 – March 2002

Length of Chats

How long do chats last?

When are they clicking?

Where are they clicking from?  
June 2001 – April 2002

## Transcripts & Feedback

Ability to evaluate & improve service  
Great feedback

- “whoever thought of this service is a genius”
- “It cut my research time in half!! I would never been able to get my paper done in time if she wasn't there to help me. I really hope others know the benefits of the live help instead of getting frustrated”

### Helps Alleviate Frustration

“this is a great service when I get that feeling of wanting to throw my computer out the window this help lets me keep my computer inside. Thank-you”

### Virtual Reference Services

Survey of libraries in BC, Alberta, & Manitoba  
Only 2% of libraries have chat based reference services

### “brief answers to factual questions”

Common statement describing email / chat reference  
Difficult for people to judge whether their question qualifies  
You *can* deal with anything, Just some things are harder

### LSSI Virtual Reference Services

More expensive

- \$9000 USD initial setup (we're sharing with SFU & University of Victoria)
- \$9000 USD annual per “seat”

Chat  
Co-browsing  
Meeting rooms  
Transcripts mailed to user  
Reporting functions  
E-Mail tracking (may cost extra)

## **Click for Live Help**

### Virtual Reference Services are Imperative

Students are where they are

A way to put a librarian beside a student

Information literacy outcomes are important

Some students need help (guidance, coaching, answers) to take advantage of constructivist learning environments

It's fun & challenging

### Challenges

Staffing

- All reference staff (U of A)?
- Some existing staff?
- New staff?

New funds?

What will you stop doing that you're doing now?

- Cut back on f2f staff?

### Advice for librarians

Start chatting with friends and colleagues (MSN, Yahoo Messenger, ICQ, whatever)

You can start small but make sure you are providing service levels consistent with your students' needs

- Few hours = low volume = not enough demand to get staff or students comfortable and excited about the service

Look for partners . . .

### Advice for students

Start asking your library how you can get chat help from your librarian

### Advice for faculty

Is it important for your students to know how to find, access, evaluate and use information effectively and ethically?

Be open to partnerships that integrate information literacy outcomes into your courses

### Questions for you . . .

When are you going to start?

How will virtual reference improve access to personal assistance and advice?

What is it?

Who does it?

Why do it?

When is it available?

Where to . . .

## 7.2 Discussion Points / Comments

### Electronic Reference and Literature Searches

*“DE students have their own resource librarian - made it all much easier and saved time.”*

*“Not enough support when needed. If you need help very hard to locate someone at a time to help you”*

- A. Read over relevant sections of Discussion Paper:
  - 3.7 Issue #7 Dedicated Resource Person - page 4
  - 4.7 Issue #7 Dedicated Novanet Digital Reference/ Research Assistance - page 5
  - Comments page 24 Section A2 (all of them)
  
- B. Is the issue described correctly? Does it correspond to your own experience or perception of the problem? If not, how would you change it?
  
  
  
  
  
  
  
  
  
  
- C. Would this proposed solution [Digital Reference / Research Assistance] address the problems encountered or perceived? In what way? How would it help? Or if not, why not?
  
  
  
  
  
  
  
  
  
  
- D. Should this be included in the Pilot Project?
  
  
  
  
  
  
  
  
  
  
- E. How would they be ranked in a list of priorities including e-reserves, e-reference, core digital collection, universal Novanet Express, national reciprocal borrowing? Which, if any would be ranked as a very high priority or as a low priority or secondary goal?
  
  
  
  
  
  
  
  
  
  
- E. Are there any other points or issues that need to be raised?

Some Comments Related to Research / Reference Assistance from the Student Survey

*"In this highly technological age I still very much appreciate the human touch. I hope we never lose this."*

*"When a complicated research question came up, the librarian said she couldn't help me, and that was the end of it. No follow up."*

*"Toll free phone line, tech support, full text databases, literature searches would all be invaluable to distance learners. Just do everything - it will get used. (I'm just kidding)."*

*"Resources as in books etc. are satisfactory;; however, my difficulty has been in the assistance area (people) to find the resources."*

*"Lack of dealing directly with a "person". A 1-800 3 for problems (not just for technical support) would eliminate the high costs of phone calls to university when a student encounters a problem (very difficult to determine who is best to solve a problem.)"*

*"Always have to be after people for anything I need. There is almost nothing readily available unless I call. Other than one person I would have absolutely no one to explain particular issues or ask advice. In my experience, distance education needs to become much more organized."*

*"Real people to help you."*

*"Custom research."*

*"Assistance in researching info for term papers - can actually speak to someone or email info to help desk. Expect answers within 24 hours."*

*"Would like more resource people available and knowledgeable on where to access current research & options to explore to find relevant useful material promptly."*

*"Having a toll free number to speak with a librarian for advice on how to go about researching a subject."*

*"Not enough support when needed. If you need help very hard to locate someone at a time to help you."*

*"The time demands. . . it is very hard to find literature & do research when you have limited time due to family demands, work life and illness. All help from libraries are appreciated & important to distance learning success!!"*

*"No. If I ask a precise question an answer is forthcoming. However, if I am not sure what questions to ask to get at the resources I'm unable to make full use of services."*

*"Pretty much on your own - if I can't find answers I usually go to someone I know. Haven't had much luck asking instructors." "Everything is available if you look hard enough."*

*"My understanding is that I'm not to call the library."*

*"So far I have struggled along on my own, buying books etc. I had to improvise."*

*"I'll figure it out for myself. I basically do my own research, find what I need as one of basic skills you need to do research. I am a very resourceful person."*

*"As it is independent study it is up to me to locate resources. I have not expected more direction beyond the orientation."*

*"Many [problems] - they were varied but overcome by persistence."*

*"Continue the process of having library staff helping to gather materials for graduate students living in remote areas."*

*"My profs and the librarian have been very eager to help."*

*"Very supportive staff at Distance Office - very helpful and accommodating."*

*"Excellent faculty advisor provides very useful tips and directions."*

*"Extensive searches were done. I would not have been able to complete my courses without this help."*

### 7.3 Reported Discussion - Electronic Reference

- 7.31 Live Help / Chat Research Assistance and Reference
- 7.32 Compare / Evaluate E-mail vs. Chat as format for virtual reference  
E-mail question must be thought out, explained, clearly articulated  
Chat is spontaneous, can clarify in the exchange (interview), much closer to an in-person reference consultation
- E-mail: can request a specific person or library  
Chat: can have Question directed to subject specialists via Queue - invisibly
- E-mail: effort to compose a question can be a good thing  
Chat: can be too easy. Be careful “pushing” doesn’t replace “coaching”
- Chat: is immediate, no waiting for e-mail if “stuck” for some reason
- 7.33 Would Novanet dedicate resources to have a “great e-collection” to support chat reference service to make it mostly independent of book collection?
- 7.34 Learning curve: almost flat for students even if they are unfamiliar with technology. Quite substantial learning curve for reference staff.
- 7.35 Time zone problem would be eliminated with partnerships at opposite ends of the country.

#### Conclusion

Good pilot project - try on a smaller scale (but no restricted hours or guaranteed to fail). Integrate with other library reference and support services. This is the first choice of most for the pilot project.

## 7.4 Implementation Issues

- 7.41 Recommend HumanClick for pilot to get our feet wet without too much cost. Could potentially take over U of Winnipeg license.
- OR
- Go with LSSI and share upfront cost / annual maintenance with UNB who are already users of LSSI. UNB might be partners with U of Alberta.
- Note: HumanClick installed on a specific machine; LSSI can be accessed from any machine / browser.
- Note: Limitation: student with low end computer may lose the co-browser and be reduced to push & e-mail. 28k modem; Browser 4
- Note: Library must have IE; Student can use any browser; Works well with EZProxy [LSSI]. Some Novanet institutions may not be ready. Each library can have its own queue so student would see home institutions pages.
- Note: Access to other institution's databases - would have to arrange proxy access for help line people for training/ teaching/ advice.
- 7.42 U. Winnipeg: 5 people Mon.-Fri. Evenings and weekends part-time library staff. Not all librarians work the Chat. Those working chat do not do regular reference desk shifts. Groups in the US are doing the same thing state-wide.
- 7.43 Logistics: staff; scheduling; shared access to e-resources; troubleshooting - who calls LSSI; Novanet office staff would not have to be involved; partnership - maybe not for the pilot so that we would have stats.
- 7.44 How to determine [recognize] a distance ed student for purposes of the pilot. Target DE particularly from point of view of marketing. To identify them, could put a box to tick that says are you a distance education student? If they are not official DE ask what location they are coming in from.
- 7.45 Which institutions would be involved - all could but no one would be compelled if they do not have sufficient staff or resources. Have common button on all Novanet Sites for Live Help.
- 7.46 Hours 3 - 11 weekdays; 11-6 weekends. Summer - Virtual Reference - if we are there good, if not defaults to e-mail as backup.
- 7.47 Pilot coordinator would set up the help desk schedule which would be on the Novanet and institutions' web pages.
- 7.48 Ideally for the pilot should standardize with EZProxy:
- |           |              |                |
|-----------|--------------|----------------|
| UCCB - OK | AST - needs  | ACADIA - needs |
| SMU - OK  | NSAC - needs |                |
| DAL - OK  | NSCC - needs |                |
| STFX - OK | MSVU - needs |                |

## 8.0 Online Tutorials

### 8.1 Presentation on the Online Library Learning Center by Colleen Adl

Introduction:

Colleen Adl is an award-winning instructional designer who brings a wealth of experience to the instructional design table, including ten years as a graphic designer. Recently she was breaking ground in Georgia, working on the high profile initiative, the eCore Curriculum -- a core of first and second year, university-level, online courses. She developed an "Online Library Learning Centre" web site; that is, an online tutorial on library services for distance education (and all) students. Her course "American Government" (POLS 1101) won what could be considered the equivalent of the WebCT Oscars when it was chosen as an "Exemplary Course" in 2001. Colleen is Canadian and now lives in Halifax with her husband who is an Assistant Professor in Biology at Dalhousie.

[www.usg.edu/galileo/skills/](http://www.usg.edu/galileo/skills/)

University System of Georgia, Board of Regents

By Colleen Adl

- Rural state
- wanted to reach non-trad student

Created: Desktop Learning Initiative and Ecore Curriculum (a core of 1<sup>st</sup> and 2<sup>nd</sup> year online courses developed to high standards and accessibility).

#### Georgia Library Services

- Galileo — like Canslip; portal for access to journal databases (Ebsco, Proquest)
- GIL — access to all Georgia post-secondary institution library catalogues.

Needed an online library tutorial for distance ed. Students which includes exercises / activities for class use.

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#### OLLC

Developed for

- distance ed students
- but because it was online, realized it could be a resource for ALL

#### Development Team

4 Librarians

Instructional Designer (Colleen Adl)

HTML programmer

Graphic Designer

Reviewed at many other online sites

Developed objectives

We were originally supposed to put the tutorial in WebCT. Decided the password protection created a barrier that prevent many students for accessing it.

Who will use it? > **defining audience**

- Undergrad
- Grad
- Faculty
- Public

How would they use it?

- As a reference
- Need to find info quickly > broken down into searchable chunks

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### **Challenges in development**

- The outline
- Library services are inter-connected
  - > everything refers to everything else

- Don't want to tell students how to write

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### **Results**

- Highly popular
- Link on every library's home page
- Included as link in eCore courses

### **Problems**

- Updating information > needs to be systematized
- Promotion > plan in place and included in budgets

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## **Our development process outlined**

### **Team**

- Instructional Designer / Project Co-ordinator
- Web Developer
- Librarians

### **Timeline**

#### **Facilitation meeting**

- 1-2 days
- Define > audience

- Ø objectives (research / study skills / reading skills)
- Ø Outline
- Ø Module contents
- Ø working model (who writes what)
- Ø Deadlines

### **Interface design** (2-3 weeks)

- Ø What goes where?
- Ø Directories?
- Ø How it interconnects
- Ø Referrals to other modules

### **Development**

- Ø Write a unit
- Ø Team review
- Ø Re-write
- Ø Edit (instructional designer)
- Ø Prep for web programming
- Ø Team review
- Ø External review
- Ø Usability study

### **Timeline**

- Ø Writing: 1-2 weeks per unit (not full time)
- Ø ID review: 1-2 days (full time)
- Ø Team review: 1-3 days for each person
- Ø Rewrite: one week
- Ø Edit & prep for programming (1-3 days)
- Ø Programming (3 days – 2 week / unit)

All happening in a swirl.

Depends on # of writers

Needs a co-ordinator / project manager to keep it all moving or it comes to a halt.

### **Training for library staff in using the tutorial?**

Should NOT require training.

If people can't figure out how to use it by just looking at it, then you've failed.

Interface should be invisible unless you're learning a lot out of it.

### **Making it interactive**

> are you getting bang for bucks? TILT > flashy but how much information is gotten across?

Html

Flash

Self tests

Quizzes  
Fill-in-the-blanks

Interactivity: something must be learned in the process. Multiple Choice self tests peppered throughout work wonders.

Some of the Online samples we looked at in developing our site.

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### **Chunking Information in Multimedia Packets**

Some of these URL have changed slightly.

Tilt

<http://tilt.lib.utsystem.edu/>

OUR QUESTIONS: How much do students actually learn? Was all the programming worth it?

WSU Library Tutorial

<http://www.wsulibs.wsu.edu/usered/AML/home.html>

UCLA Flow of Information tutorial

<http://wwwtest.library.ucla.edu/libraries/college/help/flow/index.htm>

Asynchronous Banner Learning Environment

<http://www.usg.edu/oiit/eas/training/able.html>

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### **I want to know this....(question & answer resource)**

St Thomas Learning Centre

<http://www.stthomas.edu/LearningCenter/>

LIKED: Take a look at the Study Guides here. They are well organized and provide easy access to lots of information. OUR QUESTION: Why would students access them?

Shorter A.L.O.T.

<http://www.shorter.edu/library/lessons/index.htm>

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### **Link, link, link**

American Studies

<http://www.dla.utexas.edu/depts/ams/lskills/writing.htm>

## 8.2 Online Tutorials - Discussion Points

*“Knowing how to do a lit. search efficiently is the most important info a student requires.”*  
“From the North, I did not know how to start. I do not know how to do searches in libraries online.”

- A. Read over relevant sections of Discussion Paper:
  - 3.3 Issue #3 Awareness - Instruction - page 3
  - 4.3 Issue #3 Awareness Through Novanet Online Tutorials - page 4
  - Comments page 27 Section C1
  - Comments page 27 Section C2
  
- B. Is the issue described correctly? Does it correspond to your own experience or perception of the problem? If not, how would you change it?
  
  
- C. Would this proposed solution [Novanet Online Tutorials] address the problems encountered or perceived? In what way? How would it help? Or if not, why not?
  
  
- D. Should this be included in the Pilot Project?
  
  
- E. How would it be ranked in a list of priorities including e-reserves, e-reference, core digital collection, universal Novanet Express, national reciprocal borrowing, online tutorials? Which, if any would be ranked as a very high priority or as a low priority or secondary goal?
  
  
- F. Are there any other issues that need to be discussed?

### Some Comments Related to Instruction - Online Tutorials

*“Library orientation was insufficient at the beginning of my student days so it was very frustrating & time consuming to learn through trial and error.”*

*“I would like to know what specific services are offered by the library for distance students.”*

*“Through one of my on-campus courses I attended a library orientation & learned how to use the computers & databases in the library. Without that instruction I would not have been able to use the library services. For a purely distance student who is not knowledgeable about library systems, I don't know if there is a comparable service on-line.”*

*“As I started the courses I was not told how to use the library. Still, I have no clue how to access e-journals etc. This is my 4<sup>th</sup> class on the Internet and I have never received any advice / consultation on how to get a book, who to contact, charges, fees. . .”*

*“I am not sure where to access books needed for research. I've had to use my personal books & Internet to access information because I don't know how to contact the library or how to get the books I'm looking for. However this is my fault for not knowing because I know my university has a library I just don't know how to get, receive and return books.”*

*“To be told at the beginning of the course about the library. Especially first time people.”*

*“I never know what was available on-line, or how. I have a MacIntosh; has some difficulties being compatible, but managed in the end. Thanks for asking it is a real dilemma in the north. I might consider a PhD if I could be confident in library resources.”*

*“Best thing I did was to go to campus & take a session with staff. Information sessions need to be improved, as to how to actually work the system. It can be very frustrating working at a distance, and not being able to obtain the info you require.”*

*“I'm not sure what Novanet is, so it is hard to know if it would be useful. If it is like UMI/Proquest or EBSCO then it would be VERY useful!”*

*“General advice, upon registration and with course material, on the services the library can provide and how it can be accessed by lone distance i.e. Brochure.”*

*“Often there is an assumption that distance-ed students can access information easily.”*

*“As a graduating student I can recommend that having students learn how to use the library would be helpful. I never learnt and am lost when it comes to do anything @ the library.”*

*“Online tutorials and help sheets, technical support.”*

*“More in depth courses on how to access electronic databases. Have taken general courses, but they do not cover enough.”*

*“I have been a distance student for a few years & i still don't know what resources are available & how to search for the info.”*

*“I am sure there are many to research distantly but I'm not aware of them.”*

*“From the north, I did not know where to start e.g. what if I have a reference available at OISE - can I borrow that? I do not know how to do searches in libraries 'on-line'.”*

*“No library problems. Never heard of Novanet.”*

*“Orientation to searches online, printable instructions (step-by-step).”*

### 8.3 Reported Discussion - Online Tutorials

- 8.310 On-Line Tutorials (don't have to suck!)
- 8.311 Value rests in its being complementary to other methods
- 8.312 Resources to do it!!!
- 8.313 How can we tie it to course content?
- 8.314 Basic info source as well as research help.
- 8.315 Too time consuming for students? The old 'help sheet' is still useful.
- 8.316 Can we get university to make an information literacy course mandatory for every degree? Free? ILL/ Doc Delivery as the gatekeeper.
- 8.317 Finite resources? If it's a choice maybe go for e-reference.
- 8.318 Tutorial for Novanet - give a prize!
- 8.319 How motivate students to use??
- 8.320 Feedback must be there.
- 8.321 Establishes a standard / team with faculty
- 8.322 Tutorials that are program (not course) based.
- 8.323 Dat has grant to do DE tutorials for Business Admin. Can Novanet contribute?
- 8.324 Realistic to include study/ reading/ writing skills?
- 8.325 Students haven't made o-tutorials a priority
- 8.326 Databases are all different etc. so how to do centralized tutorials & serve needs?
- 8.327 Modular tutorials (objective oriented) A. Must work with professor to get links built into courseware B. Electronic templates.
- 8.328 Can we extend to post graduation work life of student?
- 8.329 Let's not make it too easy. Research is arduous but fun!

#### Conclusion

Students haven't made online tutorials a top priority; however comments indicate an urgent need to know. Novanet might contribute a tutorial module on Novanet. Useful for the pilot but e-reference / chat reference would be a higher priority.

## 8.4 Implementation Issues

- 8.410 Use a team approach with a project manager to keep project on schedule. A Committee on its own would not work.
- 8.412 Arranging staff release time may be difficult - suggests an advantage to hiring a Project Coordinator to do development with a steering committee to provide content and direction.
- 8.413 What is most important is that the o tutorial be interactive
- 8.414 Ability to relate directly to the curriculum
- 8.415 Best examples shown were:  
“Carbon” software - ‘viewlet”, a 2-3 minute animated (screen shots with buttons and balloons) tutorial tucked into the Web site where the actual resource is being used. Use “Carbon” software [with ads free, without \$900US] to develop chunks of material with links from actual databases. Allows screen shots and balloons and buttons. First time may take a week figuring out how to get the cursor to move. Thereafter can usually complete one in an hour. Very easy to add content and edit. Faculty like the exercises and find this format most helpful. Mark-up language SMILE is free.  
“AuthorWare” (Dalhousie) glitzy looking for students with audio, graphics, timers, quizzes, exercises. Student needs to download free software (AuthorWare player). Want to avoid any software that requires the student to register (e.g. WebCT).
- 8.416 Context sensitive help is nice but too sophisticated
- 8.417 Novanet Web site is difficult to use, needs some work before consider preparing a Novanet on line tutorial e.g. finding addresses & phone# for member libraries
- 8.418 Generic content in a Novanet tutorial, but accommodate those in individual libraries who may need to take it a step further for location information and context in their particular library.
- 8.419 How to integrate with instruction (from the online catalogue) have links from catalogue, in courseware, from institution’s web page, from Novanet web pages. Multiple access.
- 8.420 Possible barrier is the corporate image (of universities); should allow the addition of individual logos.
- 8.421 Suggest: 1) hire a project manager (or second someone)  
2) develop a process to manage the workload  
3) make arrangements for updating and managing it over time; sustainability  
4) share what we already have developed among the team - especially instructional exercises and existing tutorials used with our faculty, could piece it together instead of starting from scratch.  
5) simpler the better - in small chunks e.g. viewlet on what’s a subject heading  
6) links could be right in the catalogue  
7) Marketing a Novanet tutorial must be thought out from the beginning - perhaps a DE portal or Novanet DE Web Page.  
8) 2 day facilitation meeting; decide how to approach content; set deadlines; web page design; decide how you want people to access; Team developed - each person in team develop a unit to be looked at and edited by team.

## 9.0 Proposed Service Models for Pilot Project

### 9.1 Service Model Suggested by Surveys

- #1 Team Approach within the Consortium  
includes DE Admin, Faculty, IT Support
- #2 Updated Novanet policies /procedures
- #3 Electronic Reserves
- #4 Core Electronic Collection (Full Text)
- #5 Digital Research/Reference Service
- #6 Online Tutorials

### 9.2 Service Model Suggested by the Forum

- Team Approach within the Consortium  
(Includes Library Staff, DE Admin, Faculty, IT Support)
- Update Novanet Policies / Procedures  
(Expand Novanet Express and patron bar codes for DE)

- #1 Live Help/Chat Research Assistance  
(Offer also during extended hours)
- #2 Discipline Specific Electronic Collections - E-books, E-Journals  
(Coursepack CD/Collection with direct links to materials licensed by libraries;  
consider using MDConsult as a model)
- #3 Online Tutorials  
(Tutorial for Novanet; learn to create viewlets for embedding in web pages;  
revise Novanet Web site )
- #4 Electronic Reserves  
(Small pilot to evaluate issues and costs - print vs. electronic vs. CD)

Appendix - Evaluation Form

NOVANET DE STAKEHOLDERS FORUM EVALUATION

May 27, 2002

1. How would you rate the overall quality of the following forum activities and services?  
(Check the appropriate box)

	Excellent	Good	Fair	Poor
Conference room and physical facilities	41.2%	44.1%	11.8%	2.9%
Accommodation (if applicable)	NA 82.4%	17.6%		
On-site registration process	55.9%	41.2%	2.9%	
Pre-conference registration process	63.3%	30.0%	3.3%	3.3%
Food served at conference	15.2%	60.6%	21.2%	3.05
Program	60.6%	39.4%		
Quality of presenter's input Purpose and Objectives Survey Overview	71.9%	28.1%		
Quality of presenter's input Electronic Reserves	57.6%	42.4%		
Quality of presenter's input Electronic Books and Document Delivery	64.7%	32.4%	2.9%	
Quality of presenter's input Electronic Reference	90.9%	9.1%		
Quality of presenter's input Online Tutorials	48.5%	39.4%	12.1%	
Discussion Paper	50.0%	46.95	3.1%	
Value of the discussion format	58.8%	41.2%		
Overall value of the Forum	57.6%	42.4%		

**2. What was the single best aspect of this conference, and what was the single worst aspect?**

**A. BEST :** - overview of survey and discussion at tables; - general exploration, opened up vistas; - excellent job by Judith as facilitator; - an opportunity for faculty/DE/Librarians to meet together – not just a library thing or rather “librarian” thing; - the best thing was the chance to meet experts in the different fields; - getting together with faculty, administration and library staff to work out solutions to DE problem; - the attendees and their various backgrounds made this conference quite unique and very good; - U of Winnipeg has very interesting services. I will follow this; - I really liked the format where round table discussions followed each presentation which were subsequently followed by a whole group discussion; - presentations were very good. Lots of useful suggestions and ideas.

**WORST:** - more whole group discussion would have been an improvement; - I found the discussion paper not as helpful as I had hoped - there really was not much discussion there – mostly a presentation of data; - So much to do so little time; - lack of faculty /admin input; -too much, too fast; - too long of a day; - need a wrap-up of large group [reports].

**3. What change to this conference would make you more likely to attend a future follow-up workshop or to recommend to your colleagues that they attend?**

– I thought everything was excellent!; - No changes – the workshop was excellent. thanks for the opportunity; - more identifiable input from students/faculty; - concurrent sessions as opposed to all one session; - a little shorter day / try to keep it to one day / packed agenda, perhaps leave out one session / perhaps a bit less in to digest; - more input from users of library services; - small focused discussions, targeted on a single topic; - longer breaks to go outside to get some air.

**4. Please share any other suggestions, comments or concerns you have about the Forum.**

- continue follow-up, I hope the ideas presented here really get acted on. This is an important topic; - overall the day was informative & useful; - overall – a nice job – useful stuff; - one small suggestion – provide a pad of paper (and pen); - very valuable – Thanks!; - a lot packed into one day!; - computers on site would be helpful. mix the tables after every section. Maybe everyone should have been included in tomorrows session (Tuesday); - really liked the mix of librarians, DE administrators, faculty & students – great idea. Judy S. a great facilitator; - good work, Hats off to organizers; - good work I was pleased to be apart of it; - I would like to make sure that we don’t lose sight of the priorities – i.e. if students do not rate an area as a major focus, it should not take a major focus in discussion (i.e. tutorials)

**Thank you for completing this evaluation!**