

What do Faculty Need from Digital Libraries?

Ellen Iverson, Flora McMartin, Cathy Manduca, Glenda
Morgan, Alan Wolf

Why are we doing this?

- * There have been large investments in development of digital collections
- * Awareness and use of these collections is not growing as quickly as expected
- * It has been assumed these collections would be valuable, but there has been no large systematic study.

Research questions

- * What are the characteristics of online collections that make them useful for teaching?
- * How do faculty employ materials in useful collections?
- * How are collections, resources, and services best aligned with faculty work patterns?

Team



Process

- * Multiple methods
 - * Qualitative -
 - * Focus groups
 - * Interviews
 - * Quantitative
 - * Survey **
 - * Webmetrics (through other projects)

Focus group demographics

- * Representative institutions from all levels of higher education (we still a few groups to go)
- * Broad representation of STEM disciplines
- * Tenured, tenure-track, and non-tenure track instructors

Focus group protocol

- * Finding materials (types, methods, barriers)
- * Sharing materials (types, methods, barriers)
- * Communities and their roles in teaching improvement and sharing.
- * How they use the web for professional development

What we are hearing:

- * Ways faculty are motivated to seek and use online resources
- * Types of filtering and ways they assess resources
- * Content and form of materials used

Motivation and Use

- * Timeframe (course vs class preparation)
- * Adoption/Adaptation strategies
- * Real world data and examples
- * Getting across complex ideas

Filtering and Assessment

- * Role of Google and bookmarks
- * Adoption of "good enough"/satisficing strategy
- * What makes a resource "good"
- * Role of peer review

Content and Form of Materials

- * Mostly use for IMAGES, Videos, animations, simulations, examples, and real world data
- * Sometimes use for syllabi, others' course materials, and primary literature
- * Rarely use for pedagogical resources
- * From the work of Manduca, et al. We do know that pedagogical resources in context with the materials are used.

What they know about DLs

- * Personal definitions of DLs vary widely
- * Very few people knew about NSF DL efforts
- * Barriers
 - * Information overload
 - * Concern about copyright and use
 - * Not invented here
 - * Google as content aggregator

Next steps

- * More focus groups
- * Preparation of a faculty survey
- * Request for interested parties
- * Please talk to us if you might be interesting in participating

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Tomorrow

- * Focus groups at the MIC
 - * STEM instructors - Wednesday
 - * 10:00 in Room 2007
 - * MERLOT editorial boards from STEM
 - * 2:00 in room 207