What do Faculty Need from Digital Libraries?

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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?
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