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“I wouldn’t start from here.” Overcoming barriers to accessing online content in libraries

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# **“I wouldn’t start from here”**

Overcoming barriers to accessing online  
content in libraries

Dave Pattern  
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<http://daveyp.com/blog/>

Inspiring tomorrow’s professionals

UKSG 2009, Torquay



Photo of Joseph Janes at UKSG 2009.

At the 2009 conference, I ranted about OPACs and how much they sucked



**Dave Pattern**

@daveyp

Looking for comments for my UKSG presentation. If you could wave a magic wand to improve one thing about e-resources, what would it be? Ta!

# The Wisdom of Crowds

*"if you could improve one thing..."*

1. Authentication
2. Ease of access
3. Discoverability
4. Affordability
5. No DRM
6. Licensing

With thanks to:  
[@matt\\_borg](#), [@alanfricker](#),  
[@nicoleharris](#), [@Girlinthe](#),  
[@damyantipatel](#), [@chriskeene](#),  
[@Prossian](#), [@daveparkes](#),  
[@beersoft](#), [@sdb](#), [@jharvel](#),  
[@benelwell](#), [@liz\\_jolly](#),  
[@brinxmat](#), [@Library Claire](#),  
[@redgirl13](#), [@Marie\\_LSJ](#),  
[@librarygirl79](#), [@fleming77](#),  
[@walkyouhome](#), [@suzimethinks](#),  
[@lukask](#), [@mcbjazz](#),  
[@katie\\_fraser](#), [@DebbieMN](#),  
[@davidclay](#), [@terrybucknell](#),  
[@ArawnC](#) & [@ahornby](#)

The most common themes in replies to the tweet question

# Contents

## *32 Short Presentations about E-Resources*



- Introduction
- The Trouble with E-Resources
- The Impact of a Discovery Service
- ~~Stinky Library Web Sites~~
- Serendipity in a Virtual World
- Library Impact Data Project

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I felt the presentation would be too long with the “Stinky Library Web Sites” section, which was mostly a big plug for Matthew Reidsma’s excellent presentation, so I chopped it out

Twitter

*feel free to snipe in the backchannel*



**#UKSGLIVE**  
**@daveyp**

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[6]

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<http://www.flickr.com/photos/mindaugasdanys/3766009204/>

# DISCLAIMER!

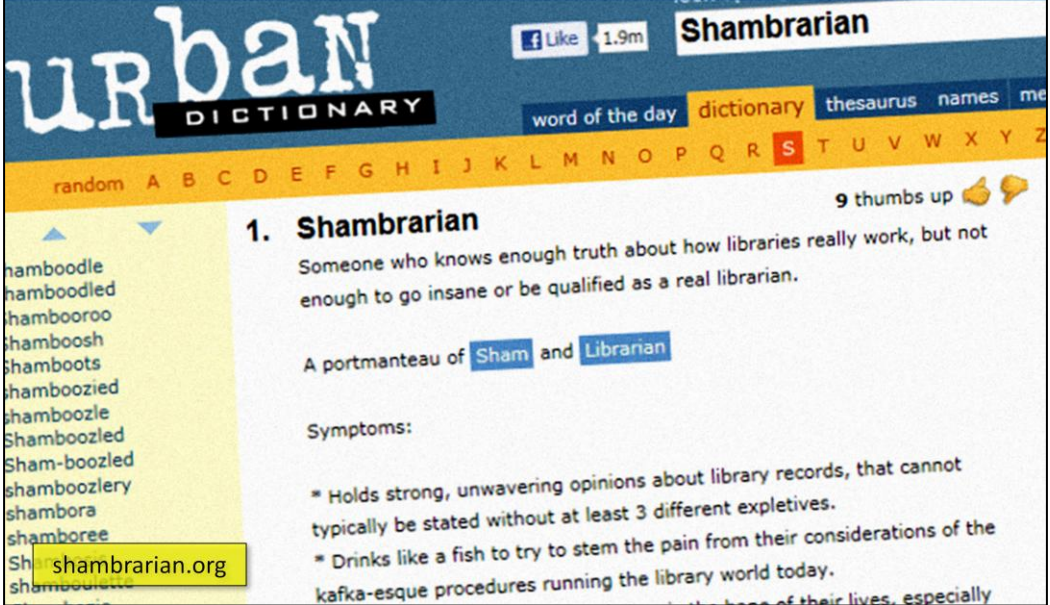


<http://www.flickr.com/photos/pkingdesign/3954049381/>

# DISCLAIMER!



@ggnewed and @Jo\_Bo\_Anderson at LibraryCamp



The screenshot shows the Urban Dictionary website. At the top, the word 'urban' is written in a large, stylized font, with 'DICTIONARY' underneath it. To the right, there is a 'Like' button with a Facebook icon and '1.9m' next to it, and a 'Shambrarian' button. Below this, there are navigation links for 'word of the day', 'dictionary', 'thesaurus', 'names', and 'me'. A yellow navigation bar contains the letters 'A' through 'Z', with 'S' highlighted in red. On the left side, a list of words starting with 'sham' is shown, with 'shambrarian.org' highlighted in yellow. The main content area features the definition for 'Shambrarian'.

**1. Shambrarian** 9 thumbs up

Someone who knows enough truth about how libraries really work, but not enough to go insane or be qualified as a real librarian.

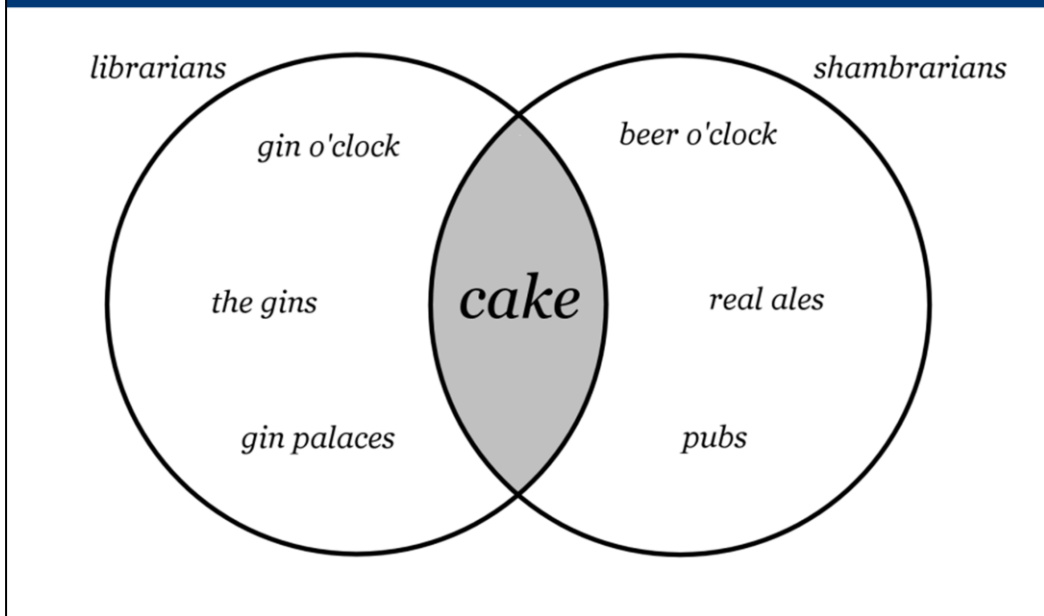
A portmanteau of **Sham** and **Librarian**

Symptoms:

- \* Holds strong, unwavering opinions about library records, that cannot typically be stated without at least 3 different expletives.
- \* Drinks like a fish to try to stem the pain from their considerations of the kafka-esque procedures running the library world today.

Me no librarian

# Librarians v Shambrarians



<http://www.daveyp.com/blog/archives/1577>

Cake is the ultimate intersection

# Acknowledgements...

## Ambient Findability

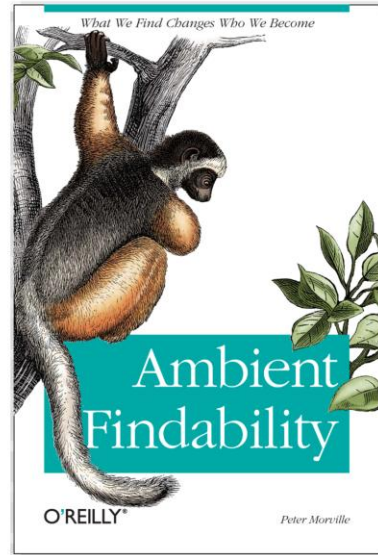
by Peter Morville

O'Reilly (2005)

 [findability.org](http://findability.org)

 [@morville](https://twitter.com/morville)

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Spookily odd that Dave Parkes also talked about “Ambient Findability” in his UKSG session :-D

# Acknowledgements...

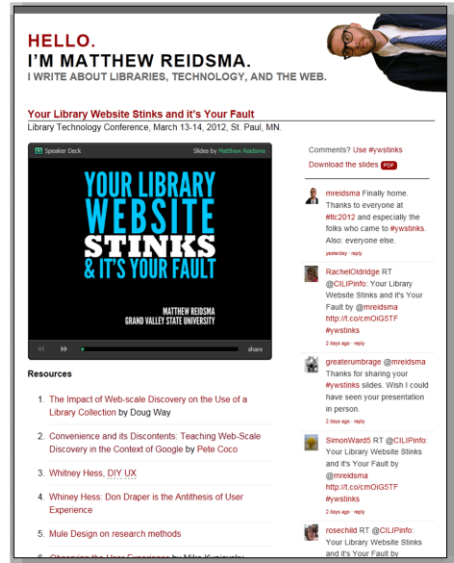
**Matthew Reidsma**

Grand Valley State

 [matthew.reidsrow.com](http://matthew.reidsrow.com)

 [@mreidsma](https://twitter.com/mreidsma)

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**HELLO.**  
**I'M MATTHEW REIDSMAN.**  
I WRITE ABOUT LIBRARIES, TECHNOLOGY, AND THE WEB.

**Your Library Website Stinks and it's Your Fault**  
Library Technology Conference, March 13-14, 2012, St. Paul, MN

**YOUR LIBRARY WEBSITE STINKS & IT'S YOUR FAULT**  
MATTHEW REIDSMAN  
GRAND VALLEY STATE UNIVERSITY

**Resources**

1. The Impact of Web-scale Discovery on the Use of a Library Collection by Doug Way
2. Convenience and its Discontents: Teaching Web-Scale Discovery in the Context of Google by Pelle Coco
3. Whitney Hess, *DIY LUX*
4. Whitney Hess: Don Draper is the Antithesis of User Experience
5. Mule Design on research methods

**Comments? Use #yestinks**  
Download the slides

**mreidsma** Finally home. Thanks to everyone at #li:2012 and especially the folks who came to #yestinks. Also, everyone else.

**RachelOldridge** RT @CILIPInfo: Your Library Website Stinks and it's Your Fault by @mreidsma <http://it.coi.mcgstf.com/yestinks>

**greaterumbrage** @mreidsma Thanks for sharing your #yestinks slides. Wish I could have seen your presentation in person.

**SimonWard5** RT @CILIPInfo: Your Library Website Stinks and it's Your Fault by @mreidsma <http://it.coi.mcgstf.com/yestinks>

**rosachis** RT @CILIPInfo: Your Library Website Stinks and it's Your Fault by

I was going to rant about poor library web site design hindering access to e-resources, but Matthew did it far more eloquently than I ever could

<http://matthew.reidsrow.com/articles/16>



# Acknowledgements...

## Ken Chad

Ken Chad Consulting Ltd

 [kenchadconsulting.com](http://kenchadconsulting.com)

 @kenchad



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I snaffled a couple of quotes from Ken's UCISA presentation

<http://www.kenchadconsulting.com>

[http://www.kenchadconsulting.com/wp-content/uploads/2012/03/Transforming\\_LibrarySystems\\_Ken\\_Chad\\_UCISA\\_March2012.pdf](http://www.kenchadconsulting.com/wp-content/uploads/2012/03/Transforming_LibrarySystems_Ken_Chad_UCISA_March2012.pdf)

# CONSPIRACY THEORIES

17

## **CONSPIRACY THEORY #1**

### **MARC21**

- The primary purpose of the complex punctuation rules in MARC21 seems to be to ensure that you can still produce perfect printed catalogue index cards...

**...why is that?**

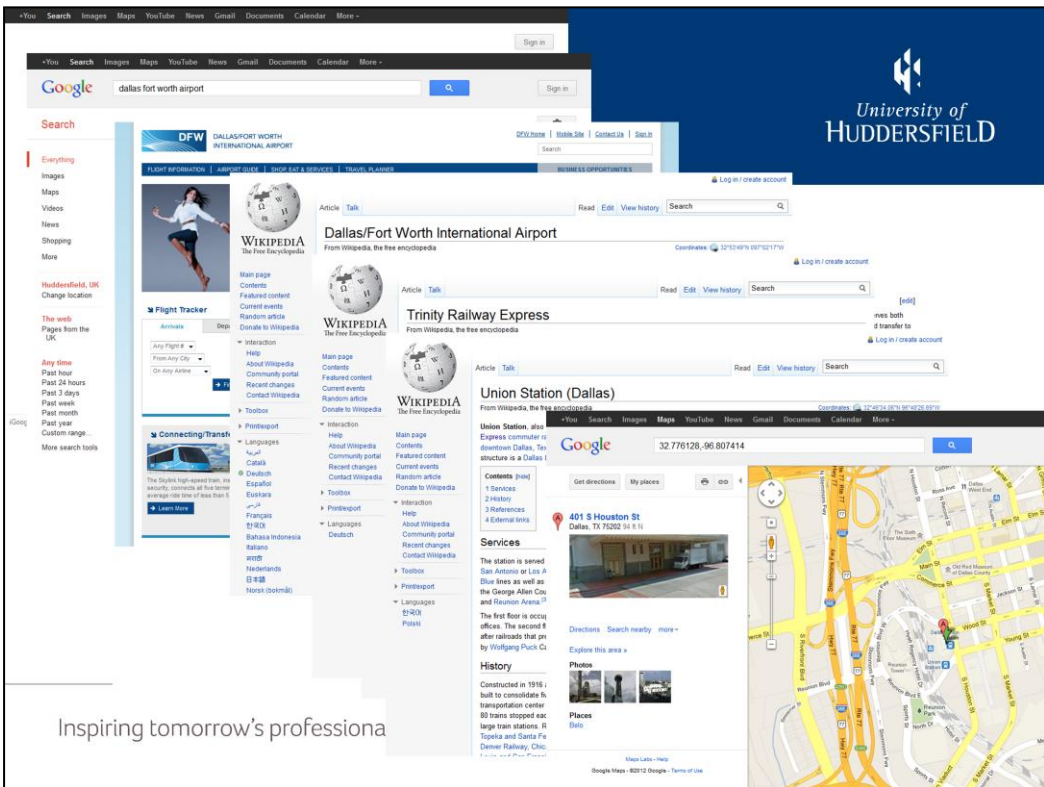
**...what *are* the cataloguers up to?**

## CONSPIRACY THEORY #2

### Why are we trying to turn our users into mini-librarians?

- Thou shalt not use yonder library until thou hast the understanding of...

*abstracts, Boolean operators, classmarks, Dewey Decimal, electronic resources, folios, grey literature, holds, indexes, journals, keywords, loan periods, monographs, non-fiction, overdues, periodicals, quartos, recalls, stacks, truncation, union catalogues, volumes, wildcards, xylographs, you've got incredibly good eyesight if you can read this bit, Z39.50 ...*



An example of how finding information on Google and Wikipedia is sometimes easier than using the “proper” web site – in this case, I struggled to find out how to get from the airport to Dallas on the airport’s web site, but easily found the info (and much more) on Wikipedia. In particular, the terminology on the airport web site (“ground transportation”) didn’t mean anything to me.

# Google and Wikipedia

*...why?*

- Simple, familiar and easy to use
- Finds me the things I need most of the time without me having to...
  - *log in in to anything*
  - *use the advanced search page*
  - *use any of that weird Boolean ~~shit~~ ...stuff*

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Wasn't sure I swearing (or dissing Boolean) was allowed at UKSG ;-P

## Principle of Least Effort *aka "the path of least resistance"*

“...an information [seeker] will tend to use the **most convenient search method**, in the least exacting mode available. Information seeking behaviour stops as soon as **minimally acceptable results** are found.”

[en.wikipedia.org](http://en.wikipedia.org)

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Students don't use Google and Wikipedia because they're lazy, they use them because it's instinctive to seek the shortest, easiest route from A to B

[http://en.wikipedia.org/wiki/Principle\\_of\\_least\\_effort](http://en.wikipedia.org/wiki/Principle_of_least_effort)

“Why will our students not get up and walk a hundred meters to access a key journal article in the library? ... the overwhelming propensity of most people is to invest as absolutely little effort into information seeking as they possibly can.”

– Prof Marcia J. Bates (*“Toward an Integrated Model of Information Seeking & Searching”, 2002*)

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Prof Marcia J. Bates

Dept. of Information Studies

University of California, Los Angeles

[http://pages.gseis.ucla.edu/faculty/bates/articles/info\\_SeekSearch-i-030329.html](http://pages.gseis.ucla.edu/faculty/bates/articles/info_SeekSearch-i-030329.html)

<http://pages.gseis.ucla.edu/faculty/bates/>



“...numerous studies have shown users are often willing to sacrifice information quality for accessibility. This fast food approach to information consumption drives librarians crazy. ‘Our information is healthier and tastes better too’ they shout.”

– Peter Morville (*“Ambient Findability”, 2005*)

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ISBN: 0596007655

<http://findability.org/>

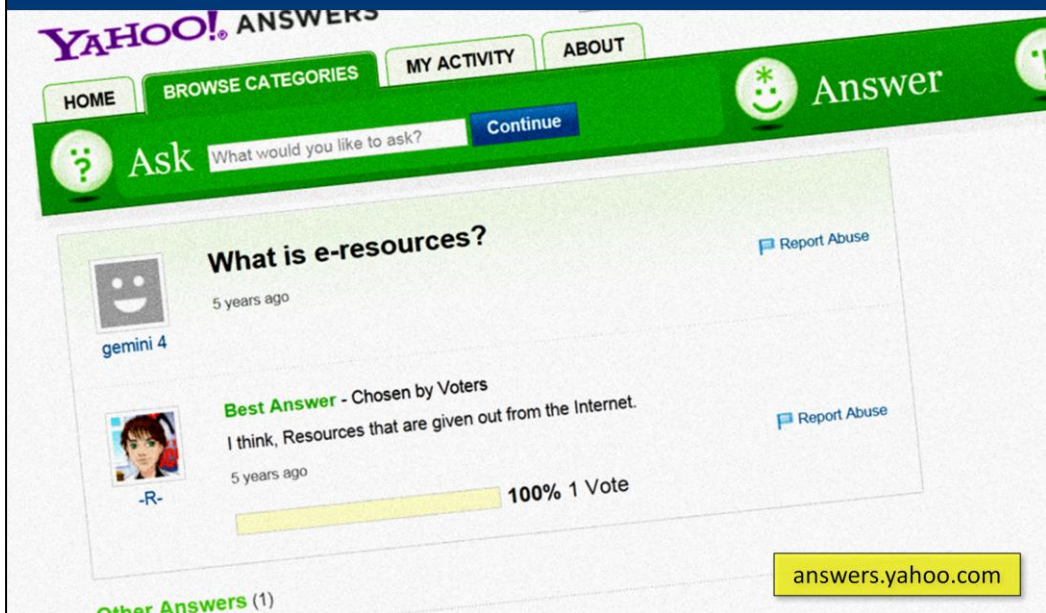
<http://shop.oreilly.com/product/9780596007652.do>

“Oh no, the Mayans were right!”



I wanted to grab some tweets of students saying they were using Wikipedia for the essays, homework, etc. Then, without warning, the whole of Wikipedia went down for 20 minutes and lots of panicky tweets appeared.

# The Trouble with E-Resources



<http://answers.yahoo.com/question/index?qid=20070604005438AAnA6sg>

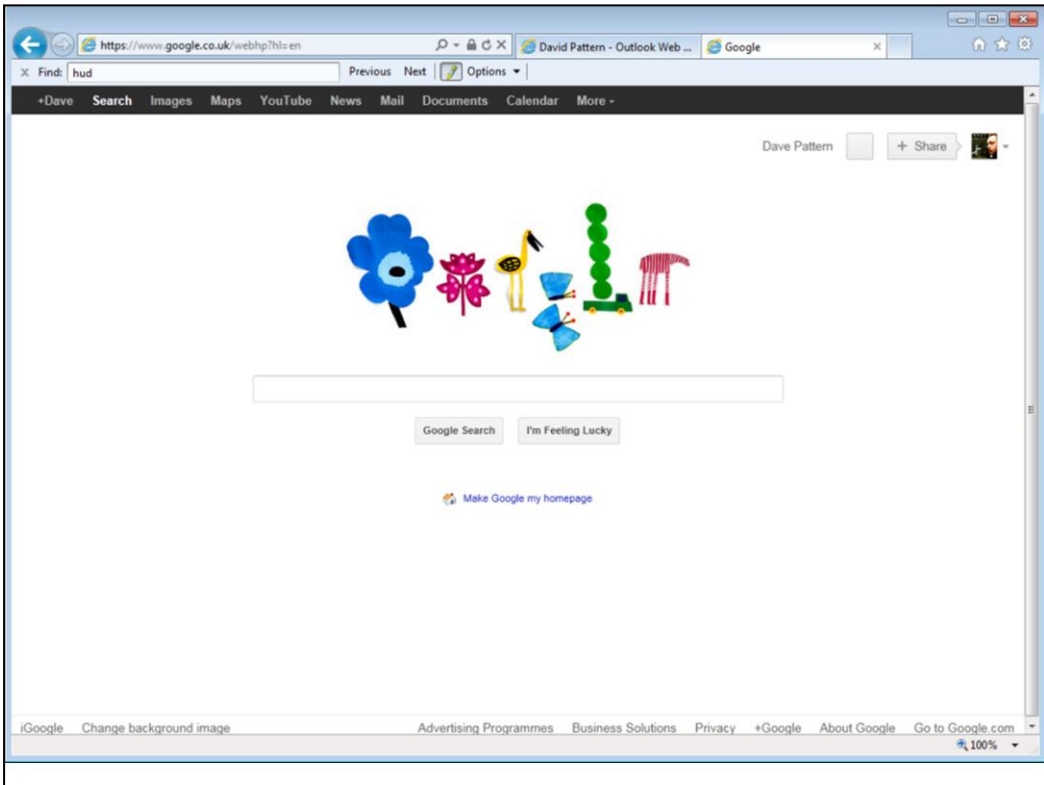
[ insert torturous  
example of trying  
to access the  
full text here ]

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I've snipped out approx 25 slides of screenshots that showed a real life example of trying to get to the full-text, which ultimately ended with being asked to pay \$59 even though we were under the impression we had a valid subscription. As I wasn't having a go specifically at any of the publishers & vendors who sites appeared in them, I didn't think it was worthwhile leaving the screenshots in this public version.

**HAW-HAW!**





... Meanwhile, back in the real (i.e. non-library world), I was able to easily find the article the student was after via Google

https://www.google.co.uk/webhp?hl=en&output=search&... David Pattern - Outlook Web ... acog practice bulletin no. 1... x

Find: hud Previous Next Options

+Dave Search Images Maps YouTube News Mail Documents Calendar More -

ACOG Practice Bulletin No. 102: Management of Stillbirth Dave Pattern 0 +

Search About 12,600 results (0.49 seconds)

**Everything**

**Images**

**Maps**

**Videos**

**News**

**Shopping**

**More**

**Huddersfield, UK**  
Change location

**The web**  
Pages from the UK  
More search tools

**ACOG Practice Bulletin, Number 102, March 2009 (Replaces ...)**  
[www.starlegacyfoundation.org/...](http://www.starlegacyfoundation.org/)  
File Format: PDF/Adobe Acrobat  
definitions and **management**, the evaluation of a **stillbirth**, and strategies for .....  
**ACOG Practice Bulletin No. 102**. 5. Cord Events. Although many **stillbirths** are ...

**National Guideline Clearinghouse | Management of stillbirth.**  
[www.guidelines.gov/content.aspx?id=14337](http://www.guidelines.gov/content.aspx?id=14337)  
11 Sep 2009 - **Management of stillbirth** ... of Obstetricians and Gynecologists  
(ACOG); 2009 Mar. 14 p. (ACOG practice bulletin, no. 102) [73 references] ...

**ACOG Practice Bulletin No. 102 management of stillbirth**  
[www.ncbi.nlm.nih.gov/pubmed/19300347](http://www.ncbi.nlm.nih.gov/pubmed/19300347)  
Obstet Gynecol. 2009 Mar;113(3):748-61. **ACOG Practice Bulletin No. 102 management of stillbirth**. [No authors listed]. PMID: 19300347; [PubMed - indexed for ...

**Evaluation of Fetal Death**  
[emedicine.medscape.com/article/259165-overview](http://emedicine.medscape.com/article/259165-overview)  
21 Dec 2011 - In 2009, the estimated global **number** of stillbirths was 2.64 million (uncertainty .... The current **ACOG Practice Bulletin, Management of Stillbirth**, ...


**International Stillbirth Research Alert Issue 1, July 2009 Table of ...**  
[www.stillbirthalliance.org/docs/SRA0907.html](http://www.stillbirthalliance.org/docs/SRA0907.html)  
**ACOG Practice Bulletin No. 102: Management of stillbirth**. Obstet Gynecol. 2009; 113: 748-61. The bulletin contains practical guidelines aimed to assist ...

**Practice Bulletin - ACOG**

100%

http://www.starlegacyfoundation.org/files/ACOG%20Management%20... David Pattern - Outlook Web ... starlegacyfoundation.org

Find: hud Previous Next Options



# ACOG PRACTICE BULLETIN

CLINICAL MANAGEMENT GUIDELINES FOR OBSTETRICIAN–GYNECOLOGISTS

NUMBER 102, MARCH 2009  
*(Replaces Committee Opinion Number 383, October 2007)*

## Management of Stillbirth

This Practice Bulletin was developed by the ACOG Committee on Practice Bulletins—Obstetrics with the assistance of Ruth C. Fiets, MD. The information is designed to aid practitioners in making decisions about appropriate obstetric and gynecologic care. These guidelines should not be construed as dictating an exclusive course of treatment or procedure. Variations in practice may be warranted based on the needs of the individual patient, resources, and limitations unique to the institution or type of practice.

*Stillbirth is one of the most common adverse pregnancy outcomes, complicating 1 in 100 deliveries in the United States. Approximately 25,000 stillbirths at 20 weeks or greater of gestation are reported annually (1). The purpose of this bulletin is to review the current information on stillbirth, including definitions and management, the evaluation of a stillbirth, and strategies for prevention.*

### Background

#### Definition

The United States National Center for Health Statistics defines fetal death as the delivery of a fetus showing no signs of life as indicated by the absence of breathing, heart beats, pulsation of the umbilical cord, or definite movements of voluntary muscles (2). There is not complete uniformity among states with regard to birth weight and gestational age criteria for reporting fetal deaths. However, the suggested requirement is to report fetal deaths at 20 weeks or greater of gestation (if the gestational age is known), or a weight greater than or equal to 350 grams if the gestational age is not known (3). The cutoff of 350 grams and more recent definitions of fetal death. Therefore, in this document, the term stillbirth is used. It must be emphasized that the criteria for stillbirth do not imply a point of viability and were chosen to facilitate

1 / 14



## **CONSPIRACY THEORY #3**

**We don't want our users to be able  
to access our e-resources**

- We erect multiple barriers between the user and the full-text
- We place booby traps designed to confuse and frustrate
- We ensure that every interface is different

...

32

## **CONSPIRACY THEORY #3**

**We don't want our users to be able  
to access our e-resources**

- Our motto is: "Nothing worthwhile is easy. Know that when you succeed in accomplishing your most challenging goals, you will experience the greatest self-satisfaction."

33

Sadly, I've been in a meeting where a librarian essentially said that e-resources should be difficult to use as it teaches students that somehow effort equates to quality :-S

“As early as 2004, in a focus group for one of my research studies, a college freshman bemoaned, ‘Why is Google so easy and the library so hard?’”

– Carol Tenopir, University of Tennessee, Knoxville  
(“Visualize the Perfect Search”, *Library Journal*, 2009)

[libraryjournal.com](http://libraryjournal.com)

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Carol Tenopir (University of Tennessee, Knoxville)

<http://www.libraryjournal.com/article/CA6639354.html?industryid=47130>

Via Ken Chad [http://www.kenchadconsulting.com/wp-content/uploads/2012/03/Transforming\\_LibrarySystems\\_Ken\\_Chad\\_UCISA\\_March2012.pdf](http://www.kenchadconsulting.com/wp-content/uploads/2012/03/Transforming_LibrarySystems_Ken_Chad_UCISA_March2012.pdf)

## “The Next Generation of Discovery”



“The challenge for academic libraries [...] is to offer an experience that has the simplicity of Google.”

– *Judy Luther & Maureen C. Kelly (Library Journal, 2011)*

[libraryjournal.com](http://libraryjournal.com)

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Judy Luther & Maureen C. Kelly

[http://www.libraryjournal.com/lj/ljinprintcurrentissue/889250-403/the\\_next\\_generation\\_of\\_discovery.html.csp](http://www.libraryjournal.com/lj/ljinprintcurrentissue/889250-403/the_next_generation_of_discovery.html.csp)

Via Ken Chad [http://www.kenchadconsulting.com/wp-content/uploads/2012/03/Transforming\\_LibrarySystems\\_Ken\\_Chad\\_UCISA\\_March2012.pdf](http://www.kenchadconsulting.com/wp-content/uploads/2012/03/Transforming_LibrarySystems_Ken_Chad_UCISA_March2012.pdf)

S. R. Ranganathan

*"Five laws of library science" (1931)*

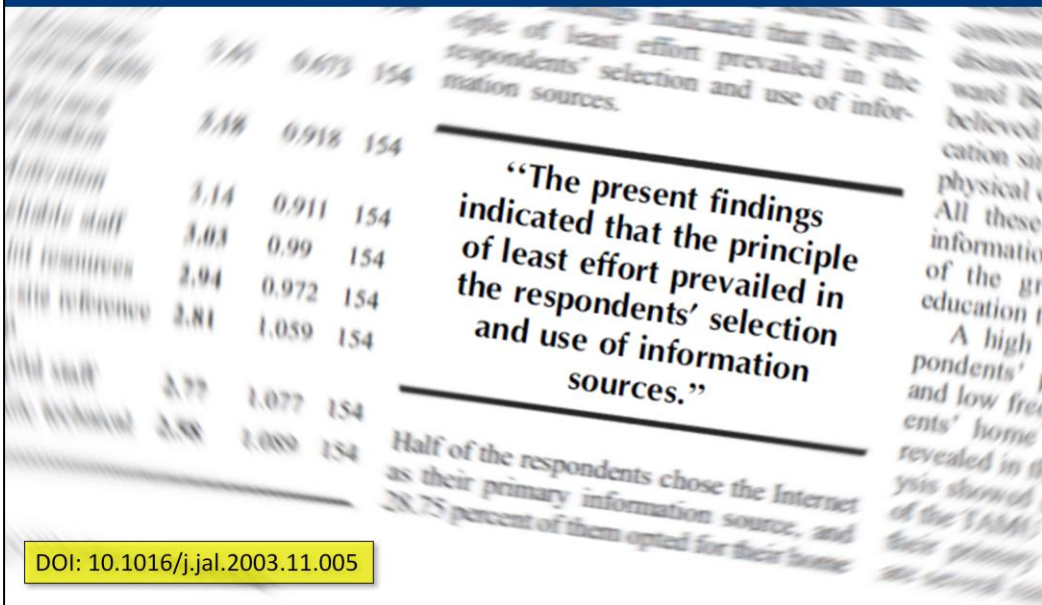
- Save the time of the reader (4<sup>th</sup> Law)



[en.wikipedia.org](http://en.wikipedia.org)

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[http://en.wikipedia.org/wiki/Five\\_laws\\_of\\_library\\_science](http://en.wikipedia.org/wiki/Five_laws_of_library_science)



“Factors Influencing Distance-Education Graduate Students' Use of Information Sources: A User Study”


Zao Liu and Zheng Ye (Lan) Yang


The Journal of Academic Librarianship

Volume 30, Issue 1, January 2004, Pages 24–35

<http://dx.doi.org/10.1016/j.jal.2003.11.005>




Hello. Have you tried playing in the library? [Play Lemontree](#)

 [Help](#) | [About](#) | [Feedback](#)

  
**Summon**<sup>™</sup>

research has never been so easy  
40,113,201 journal articles...

Advanced Search

 **Tip:** If you're using the "save item" feature  don't forget to export your saved items before fully closing your web browser. 

**Useful links:**

- [A to Z List of Journals](#)
- [A to Z List of Electronic Resources or browse resources by subject](#)
- [Electronic Resources Blog: Summon news & tips for using Summon](#)

**Current issues from the E-Resources Blog:**

- nothing to report at the moment

A quick example of how easy it can be to get to the full-text when the e-resources gods are smiling on you...

Search Results: Your search for 10.1016/j.jal.2003.11.005 returned 2 results

Refine your search

- Items with full text online
- Limit to articles from scholarly publications, including peer-review
- Exclude Newspaper Articles
- Items in the Library
- Add results beyond your library's collection

Content Type

- Any
- Journal Article (2)

Publication Date

Any

to

Update Clear

Subject Terms

- Any
- Information science & library science (2)
- book industry (1)
- access (1)
- academic libraries (1)
- college students (1)
- distance learning (1)

Relevance

Factors Influencing Distance-Education Graduate Students' Use of Information Sources: A User Study



by Liu, Zao and Yang, Zheng Ye (Lan)  
 The Journal of Academic Librarianship, ISSN 0099-1333, 2004, Volume 30, Issue 1, pp. 24 - 35  
 A survey of a group of distance graduate students showed their strong preference for easy and fast information retrieval and a significant association between m... Distance learning, Students, Graduate studies, Information literacy

Journal Article: Full Text Online

Clinical and academic use of electronic and print books: the Health Sciences Library System e-book study at the University of Pittsburgh



by Folb, Barbara L; Wessel, Charles B; Czechowski, Leslie J  
 Journal of the Medical Library Association : JMLA, ISSN 1536-5050, 07/2011, Volume 99, Issue 3, pp. 218 - 228  
 The purpose of the Health Sciences Library System (HSLs) electronic book (e-book) study was to assess use, and factors affecting use, of e-books by all patron g... Web sites, Research & development-R&D, E-books, Health sciences, Management

Journal Article: Full Text Online





### The Journal of Academic Librarianship

Volume 30, Issue 1, January 2004, Pages 24-35



## Factors Influencing Distance-Education Graduate Students' Use of Information Sources: A User Study

Zao Liu, Zheng Ye (Lan) Yang

Direct Services, Sterling Evans Library, Texas A&M University, College Station, TX 77843-5000, USA

Available online 16 January 2004.

<http://dx.doi.org/10.1016/j.jal.2003.11.005>, How to Cite or Link Using DOI

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### Abstract

A survey of a group of distance graduate students showed their strong preference for easy and fast information retrieval and a significant association between Motivation and field of study also explained differences in home institution libraries.

With the phenomenal growth of distance education in recent years, the information usage by distance-education students. Desmond Keegan identified several characteristics of distance education, among which the physical separation of distance-education students from their instructors and absence of a learning group during the learning process were very salient [1]. Given these fundamental differences, questions arise on the special information needs and trends in information usage by distance-education students. Previous user studies have shown a pattern of underutilization of home institution libraries by distance-education students. Convenience has often been cited as the primary reason for choosing other information sources. This intriguing phenomenon reflects the principle of least effort, which highlights users' tendency to choose easily available information sources in preference to pursuing

Library Applications  
*Encyclopedia of Information Systems*, 2003, Pages 65-76  
 Johanna Olson Alexander  
 PDF (231 K)

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## Factors Influencing Distance-Education Graduate Students' Use of Information Sources: A User Study

by Zao Liu and Zheng Ye (Lan) Yang

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**A survey of a group of distance graduate students showed their strong preference for easy and fast information retrieval and a significant association between motivation for using information and field of study. Motivation and field of study also explained differences in primary information source selection and use of home institution libraries.**

**W**ith the phenomenal growth of distance education in recent years, there is an increasing interest in exploring the information usage by distance-education students. Desmond Keegan identified several characteristics of distance education, among which the physical separation of distance-education students from their instructors and absence of a learning group during the learning process were very salient.<sup>1</sup> Given these fundamental differences, questions arise on the special information needs and trends in information usage by distance-education students. Previous user studies have shown a pattern of underutilization of home institution libraries by distance-education students. Convenience has often been cited as the primary reason for choosing other information sources. This intriguing phenomenon reflects the princi-

frequency of use of libraries, preferred services or resources, document delivery, technology and library use, and user satisfaction. A number of studies on information source selection indicated that many distance-education students chose other information sources as their primary source instead of their home institution libraries. Karen E. Jagers, Eve M. Tallman, and William D. Waddell investigated the library services to distance-education students of Northern Arizona University. Among all sources available, more students used the instructor-provided materials than any other source.<sup>3</sup> Melinda Stasch's survey revealed that the public library was used most often by the respondents.<sup>4</sup> Stasch noted that while the respondents depended on public and academic libraries for books and journals most of the time, they used

**EVERYTHING'S COMING UP MILHOUSE!**



# The Impact of Discovery Services

## *The Huddersfield Experience*

“discovery happens elsewhere”

[flic.kr/p/8KNkMS](http://flic.kr/p/8KNkMS)

Slide from Tony Hirst's "A105 - Visionary Views" session at ILI2010

# E-Resources at Huddersfield

## *The Password List (circa 2000)*

Title	URL	On campus	Off campus
Accommodation Know How	<a href="http://www.accommodationknowhow.co.uk/SiteUpdateItem.aspx?title=Site%20Update">http://www.accommodationknowhow.co.uk/SiteUpdateItem.aspx?title=Site%20Update</a>		
Adfolio	<a href="http://www.adforum.com/adfolio/home.asp">http://www.adforum.com/adfolio/home.asp</a>		
AES E-Library	<a href="http://www.aes.org/e-lib/inst">http://www.aes.org/e-lib/inst</a>		
American Chemical Society Journals	<a href="http://pubs.acs.org">http://pubs.acs.org</a>		
AN (Artists newsletter)	<a href="http://www.a-n.co.uk">http://www.a-n.co.uk</a>		
Analyst	<a href="http://www.rsc.org/Publishing/Journals/Index.asp">http://www.rsc.org/Publishing/Journals/Index.asp</a>		
Analytical Abstracts (Analytical WebBase)	<a href="http://www.rsc.org/Publishing/Journals/Index.asp">http://www.rsc.org/Publishing/Journals/Index.asp</a>		
Annual Review of Physical Chemistry	<a href="http://intl-physchem.annualreviews.org/">http://intl-physchem.annualreviews.org/</a>		
Annual Review of Psychology	<a href="http://intl-psych.annualreviews.org/">http://intl-psych.annualreviews.org/</a>		
Architects journal	<a href="http://www.aipus.co.uk">www.aipus.co.uk</a>		
Art Full Text	<a href="http://hwwilsonweb.com">http://hwwilsonweb.com</a>		
Aslib Journals	<a href="http://www.aslib.com/pubs/ejournals.html">http://www.aslib.com/pubs/ejournals.html</a>		
Association for Computing Machinery	<a href="http://www.acm.org/dl">http://www.acm.org/dl</a>		

A quick recap of how far Huddersfield has progressed in its e-resource provision in just a decade...

# E-Resources at Huddersfield

## *ITS Ltd – OneLog (2003)*



The screenshot shows the OneLog website homepage. At the top left is the logo for ITS:Onelog, Electronic Resource Management. A navigation menu includes Home, Why Onelog?, Modules, Testimonials, FAQ, Forum, News & Events, About, and Contact. A yellow box highlights the URL www.onelog.com. Below the navigation is a horizontal menu with buttons for Onelog, Track, Password, Portal, Chargeback, Web Control, and Analysis. The main banner features the headline "Take control of your organisation's online resources, record use and recover costs" and a sub-headline: "Onelog is Europe and North America's leading Electronic Resource Management Solution. Onelog's technology allows organisations to manage, connect, report and recover costs associated with content usage." A "LEARN MORE" button is on the left and an "ARRANGE A DEMO" button is on the right. Below the banner is the text "Manage, Connect, Report & Recover". The footer contains three sections: "Usage Tracking" (Independently discover how your online resources are used), "Password Management" (Control and automate passwords used to access online resources), and "Analysis". A "Customer Testimonial" box contains the quote: "Onelog allows us to analyze utilization to reduce our spending and to negotiate better contracts."

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

# E-Resources at Huddersfield

## *Ex Libris – MetaLib (2006)*



Computing & Library Services  
MetaLib

exlibrisgroup.com

Basic Search

My Subject

E-Journals A-Z

Meta Search

My MetaLib

My Subject Database List

## Database List

Search for "Subject=Business and Law, Sub-Category=Law" found 19 Databases

Table View **Brief View**

British - Westlaw

Go to **Meta Search**

Database Name	Type	Ac
<a href="#">British and Irish Legal Information Website</a>	Index	<a href="#">i</a>
<a href="#">Cardiff Index to Legal Abbreviations</a>	Index	<a href="#">i</a>
<a href="#">CCH Tax Library</a>	Index	<a href="#">i</a>
<a href="#">Electronic Journals Service (now replaced by Swetswise)</a>	E-Journals	<a href="#">i</a>
<a href="#">Europages : The European Business Directory</a>	Company Data	<a href="#">i</a>

<http://www.exlibrisgroup.com/category/MetaLibOverview>

# E-Resources at Huddersfield

## *Ex Libris – MetaLib (2006)*

Basic Search   My Subject   E-Journals A-Z   Meta Search   My MetaLib


Search   **Results**

### Basic Search

Search for "Google Scholar" in "Journal Articles"

Database Name	Status	View retrieved	Cancel
Business Source Premier (EBSCO)	DONE	Found	Retrieved
Science Direct via SCIRUS	DONE	134	30
Swetswise	DONE	788	30
		160	30

[Back to Quick Search](#)

Powered by  MetaLib

[Turn Off Auto Refresh](#) | [Accessibility Statement and Disclaimer](#)

<http://www.exlibrisgroup.com/category/MetaLibOverview>



Searching...

Inspiring tomorrow's professionals

But the trouble with federated search is that it's slow, buggy, and you've no idea if you're getting relevant results :-S



Owen Stephen's live tweets from ILI2008

<https://twitter.com/ostephensili08/status/962494419>

# E-Resources at Huddersfield

## *Serials Solutions – Summon (2009)*



**SerialsSolutions**  
a ProQuest® business

serialssolutions.com

Solutions Services Customer Care Webinars Events News WORDS About Us

### The Summon™ Service

**True Web-Scale Discovery: Full-Breadth of Library Content - Easy & Fast.**

#### Your library, with a single starting point.

The Summon™ web-scale discovery service enables a familiar web-searching experience of the full breadth of content found in library collections—from books and videos to e-resources such as articles. It goes beyond federated search, beyond next-generation catalogs to create an all-new service for libraries.

Through one simple search to a single unified index, the Summon service provides instant access to the breadth of authoritative content that's the hallmark of great libraries. No need to broadcast searches to other databases—it provides one search box for a researcher to enter any terms they want and quickly get credible results in one relevancy ranked-list.

Librarians like the service's power to transform their institution's search experience, and have found it easy to set up and integrate into their current library operations.



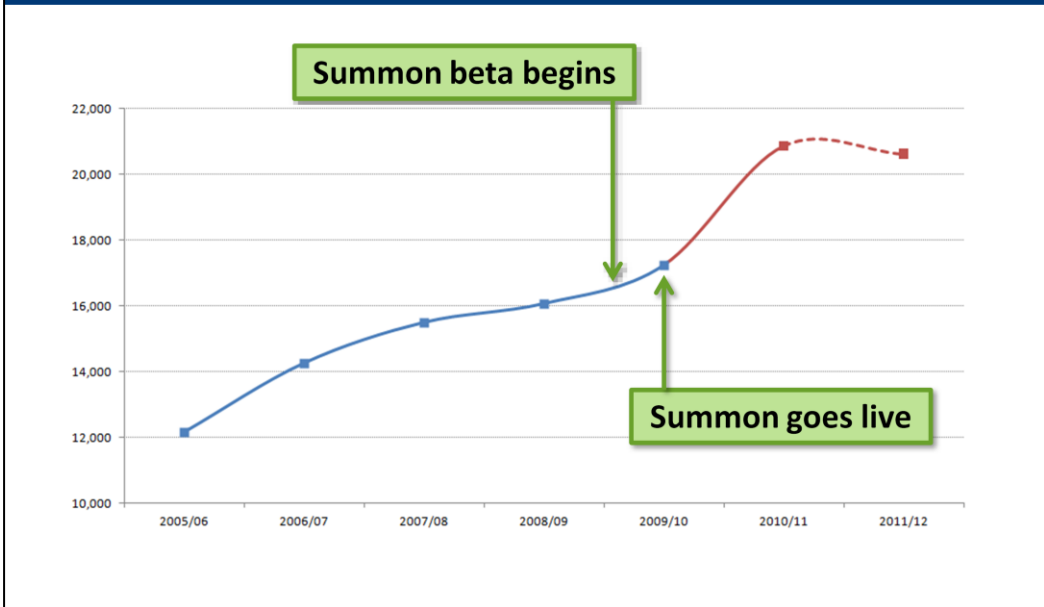
#### Services

- 360 Core
- 360 Counter
- 360 Link
- 360 MARC Updates
- 360 Resource Manager
- 360 Search
- AquaBrowser®
- Intota™
- KnowledgeWorks
- The Summon® Service
- Features

<http://www.serialssolutions.com/en/services/summon/>

# Impact of a Discovery Service

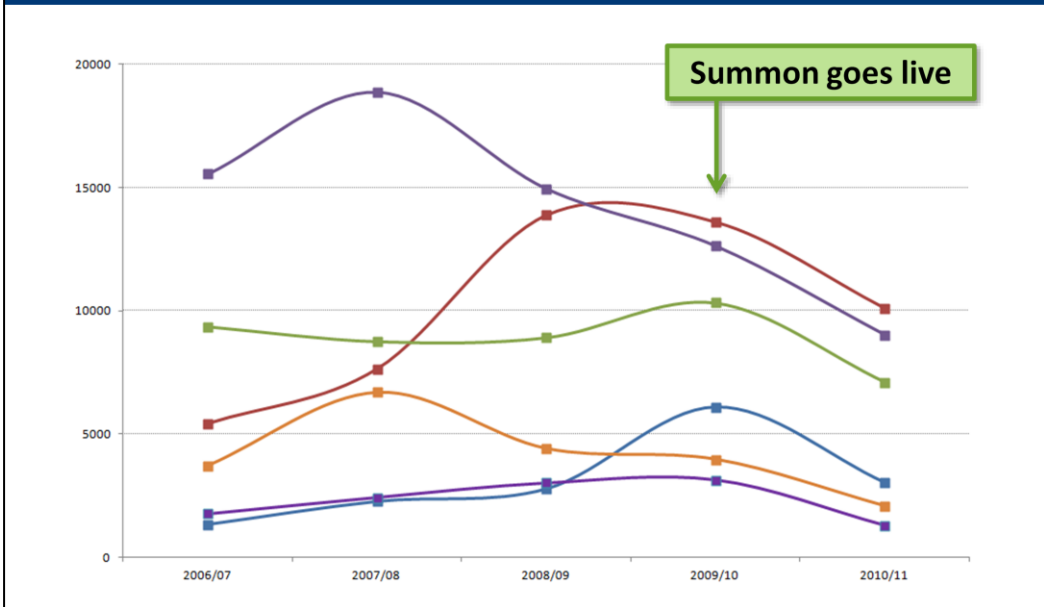
*total unique students using e-resources*



I'd guesstimate that we've had a total of 20k to 22k students during this period. The total started to plateau with MetaLib (I know of a few instances where academic were telling their students not to use it), but has surged since we implemented Summon and we're approaching 100% usage.

# Impact of a Discovery Service

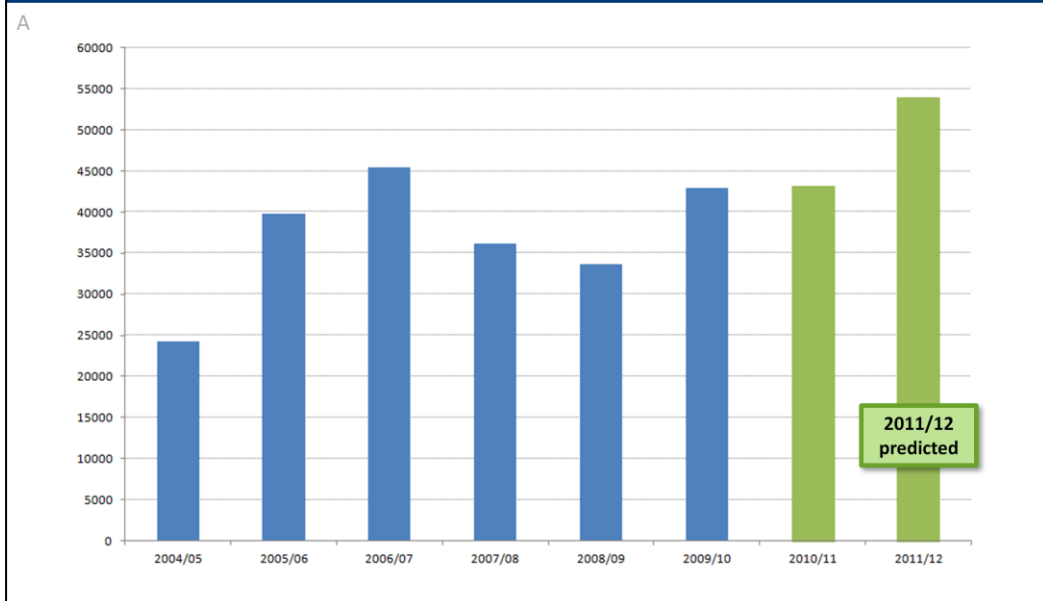
## *Athens logins per academic year*



Since launching Summon, we've seen a decrease in the number of students go directly to the database's native interface and logging in via Athens.

# Impact of a Discovery Service

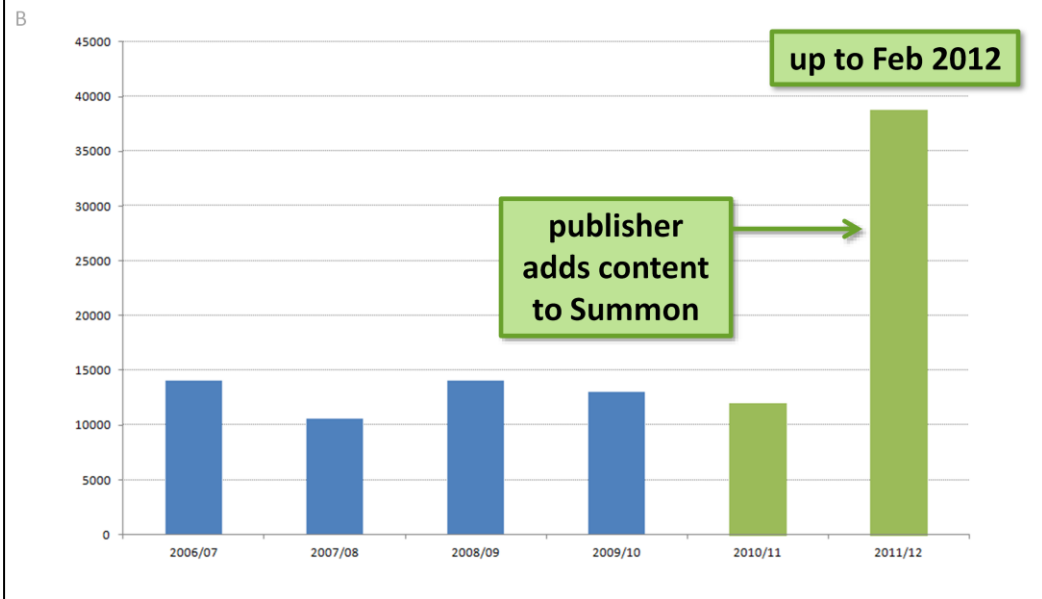
## *COUNTER full text downloads*



This is a subject resource that students are specifically told to use. They're still using it, but other students are starting to discover content on it via Summon.

# Impact of a Discovery Service

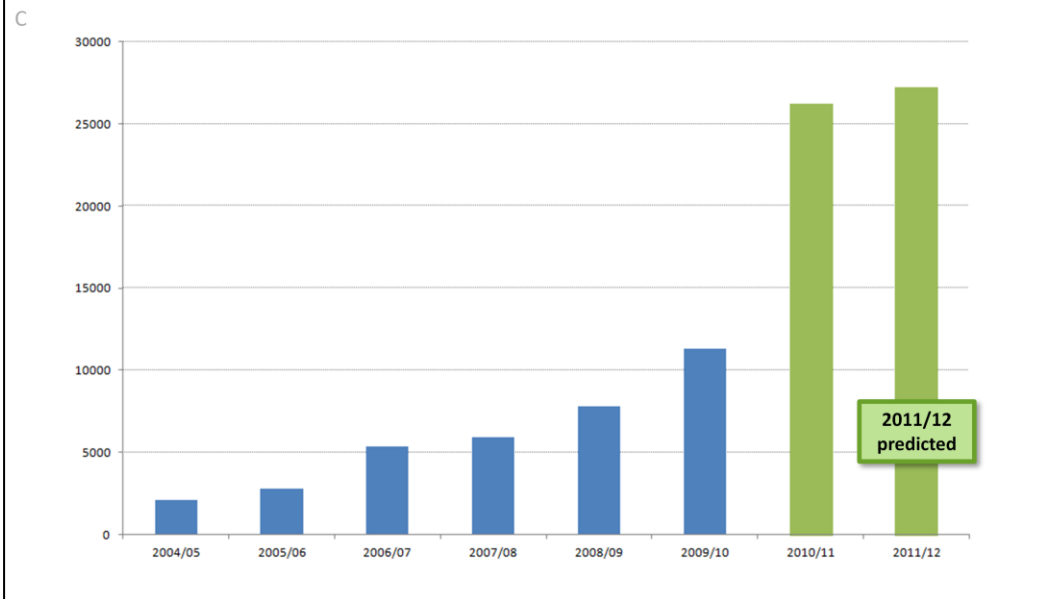
## *COUNTER full text downloads*



Publisher's content wasn't in Summon in 2010/11. Download stats for 2011/12 are for up to Feb 2012, so I'd expect to see much higher usage by the end of the academic year.

# Impact of a Discovery Service

## *COUNTER full text downloads*

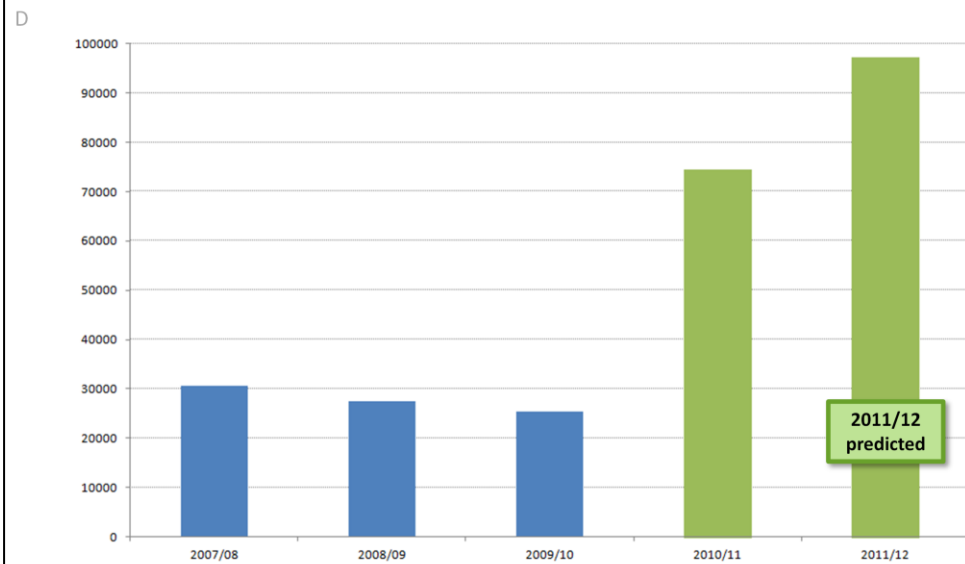


Journal publisher platform. In general, we've seen 300%+ increases in article downloads, primarily driven by click thrus from Summon searches



# Impact of a Discovery Service

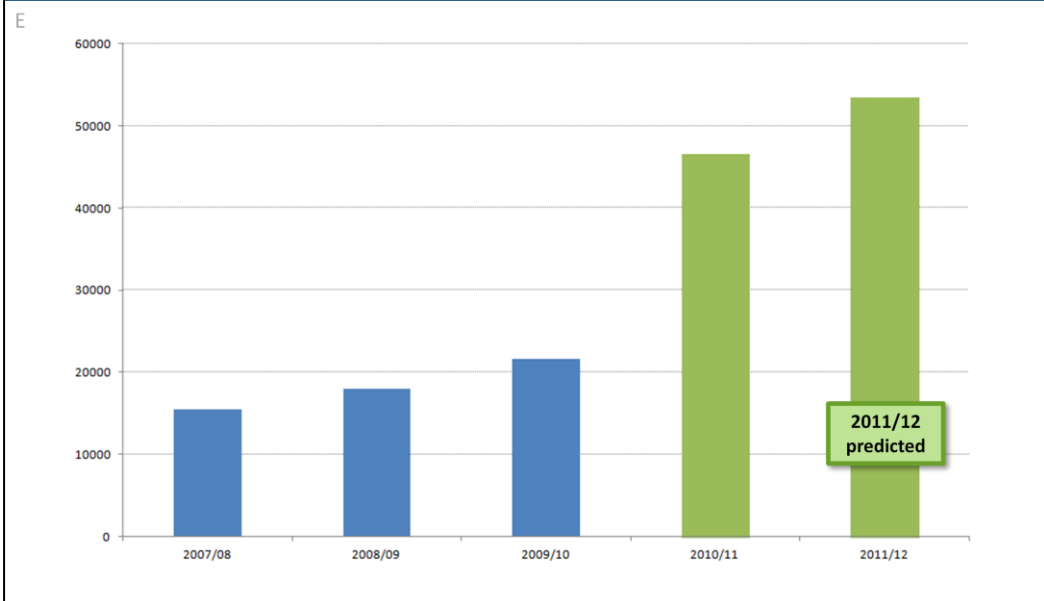
## *COUNTER full text downloads*



Journal publisher platform

# Impact of a Discovery Service

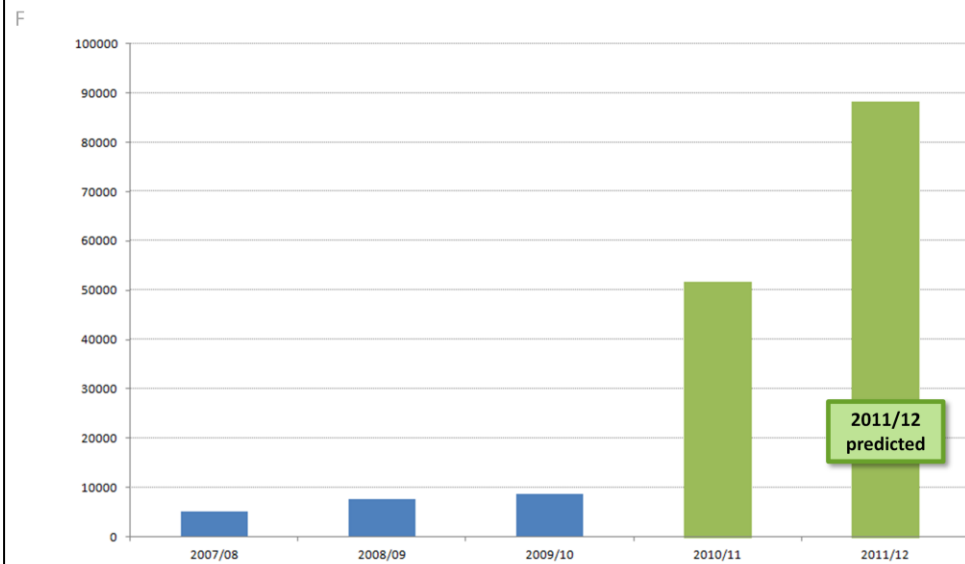
## *COUNTER full text downloads*



Journal publisher platform

# Impact of a Discovery Service

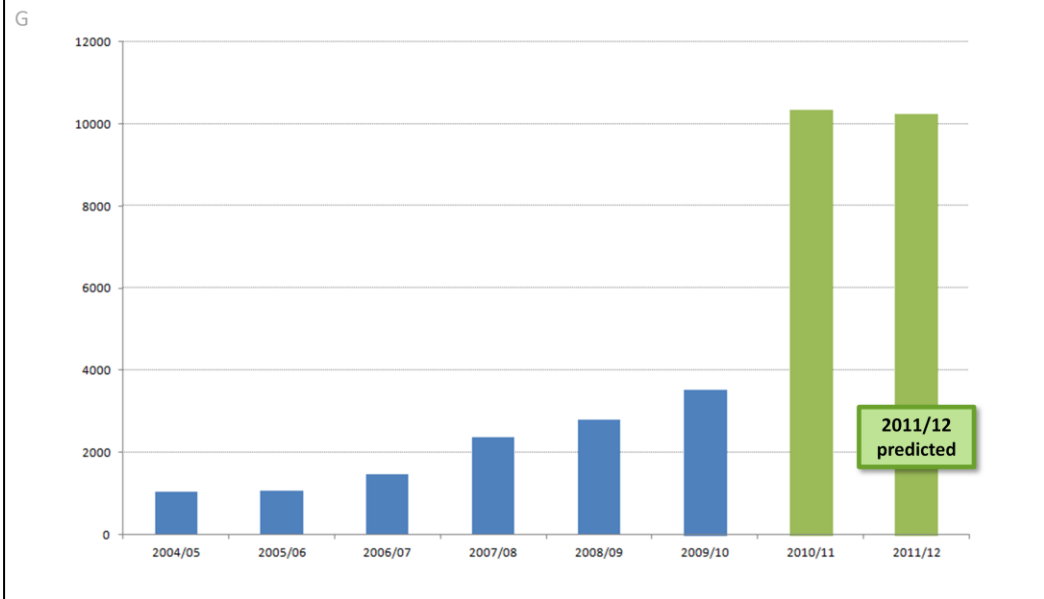
## *COUNTER full text downloads*



Journal publisher platform

# Impact of a Discovery Service

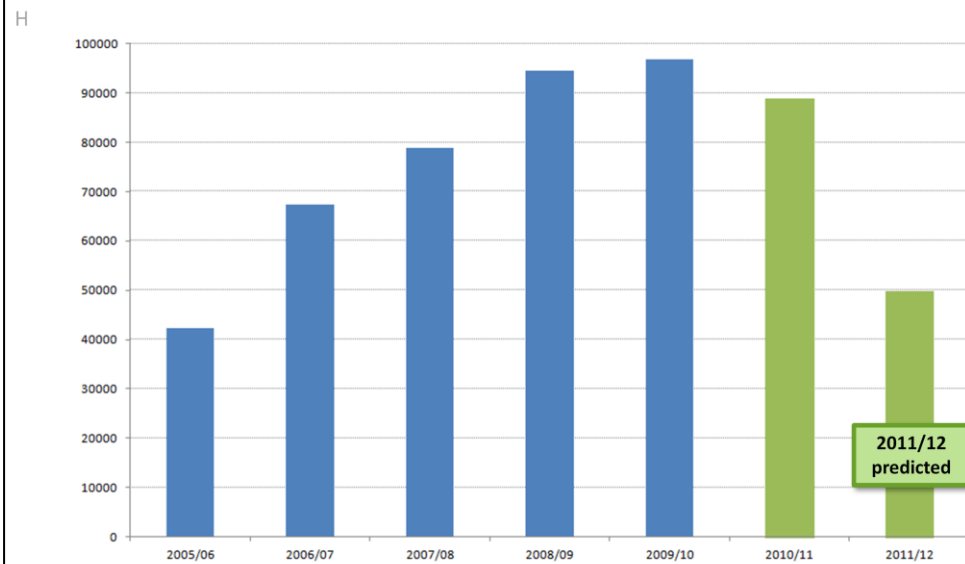
## *COUNTER full text downloads*



Journal publisher platform

# Impact of a Discovery Service

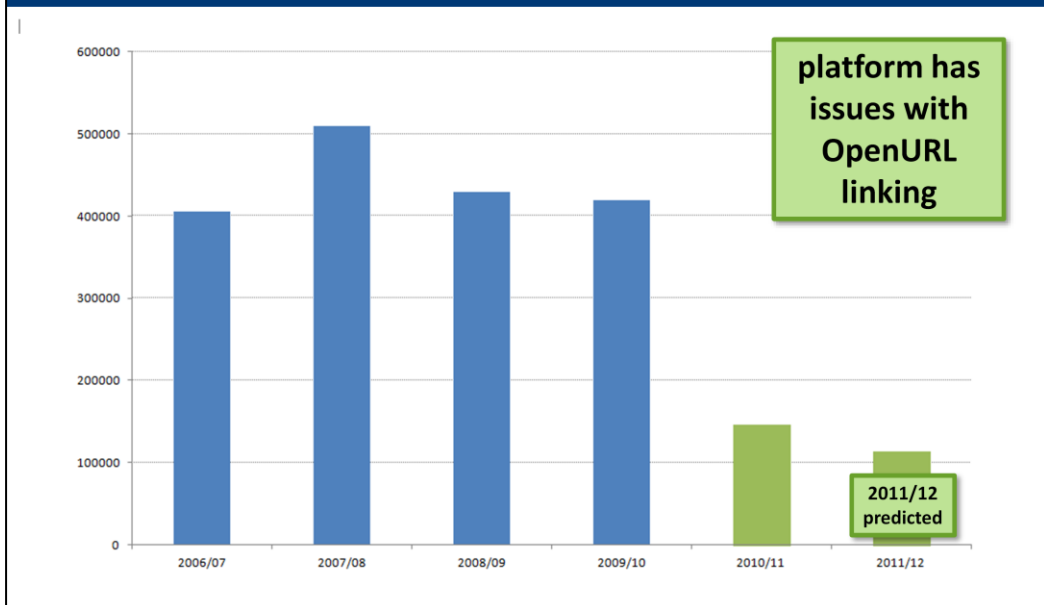
## *COUNTER full text downloads*



Journal publisher platform. In this case, it's a resource that students were told was the only one they needed (hence the high usage). Since we got Summon, those students are now finding content elsewhere.

# Impact of a Discovery Service

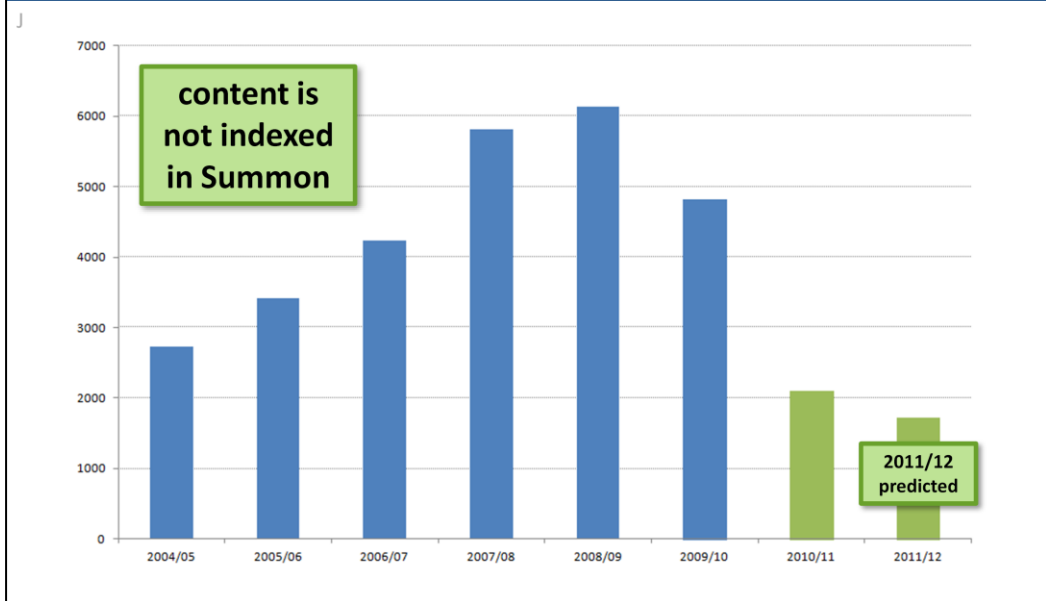
## *COUNTER full text downloads*



Aggregated journal platform. We know this platform has issues with OpenURL linking from Summon, and this is reflected in the sudden drop in downloads.

# Impact of a Discovery Service

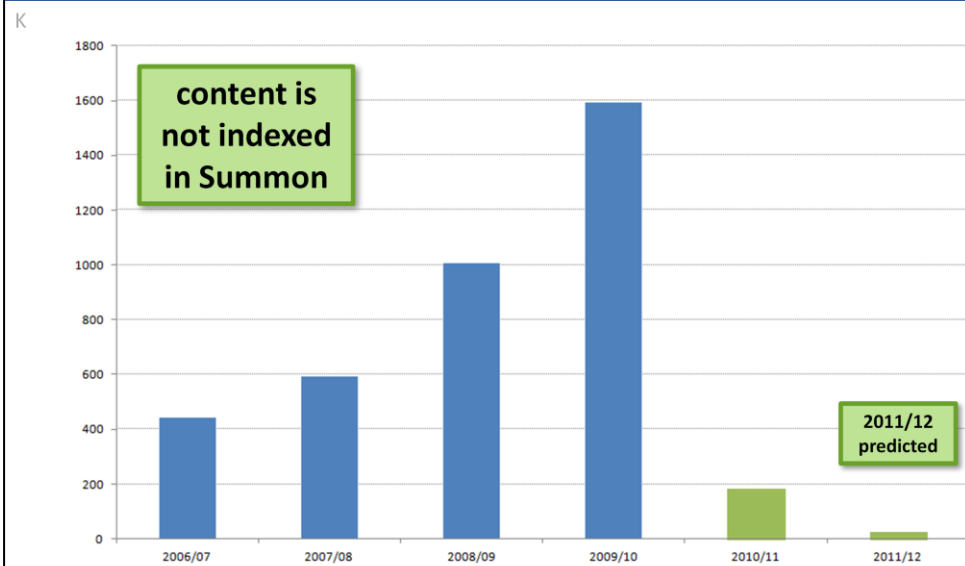
## *COUNTER full text downloads*



If the publisher's content isn't in Summon, students need to go directly to the database to find it ...and, in general, they're not.

# Impact of a Discovery Service

## *COUNTER full text downloads*



...can you really see us renewing the subscription for this database?



# Serendipity in a Virtual World



<http://www.flickr.com/photos/thegaffneys/4296340696/>

# Serendipity

## *Huddersfield Public Library (2005)*



Serendipity in the Huddersfield Public Library Reading Area

<http://www.flickr.com/photos/organised/98972109/in/photostream/>

# Serendipity in the OPAC

*"people who borrowed this..."*

Search:   Refine Search

You're searching: University of Huddersfield Library

## Men, women and chain saws : gender in the modern horror film /

by Clover, Carol J.

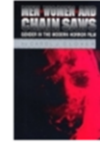
Subjects: [Horror films -- History and criticism](#)  
[Sex role in motion pictures](#)  
[Women in motion pictures](#)

Publisher: London : British Film Institute, 1993.

Notes: Includes index.  
Bibliography: p.243-253.  
Originally published: 1992.

ISBN: 0851706169

User rating:   with no comments (add your rating or your comments)



### People who borrowed this item, also borrowed (show more or everything):

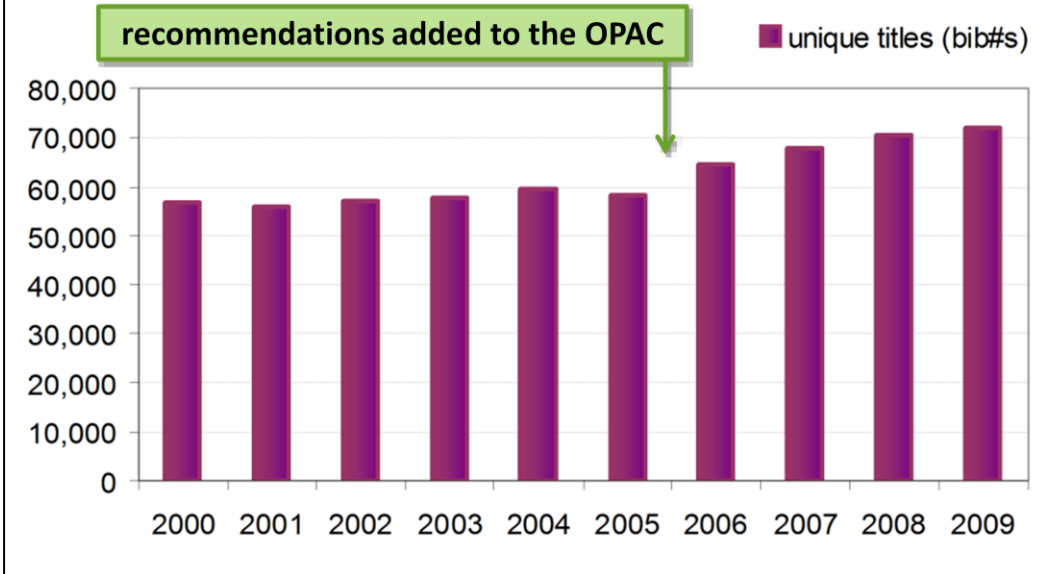
- [Horror international](#) (2005) / Schneider, Steven Jay
- [Dark romance : sex and death in the horror film](#) (1988) / Hogan, David J.
- [The naked and the undead : evil and the appeal of horror](#) (2000) / Freeland, Cynthia A.



<http://www.daveyp.com/blog/archives/1453>

# The Impact of Serendipity

*range of titles circulating per year*



We think adding serendipity to the OPAC has helped to increase the range of stock that circulates every year

## Copac Activity Data Project

Piloting a service for sharing and reusing HE library circulation activity data

Search

[About SALT](#)

[Recommender API](#)

[Recipe: Data Extraction from Talis](#)

[Technical Processes](#)

[Copac Homepage](#)

### Announcing the Copac Activity Data Project (otherwise known as SALT 2)

5



Posted on [February 2, 2012](#) by [joypalmer](#)

We're extremely pleased to announce that thanks to funding from JISC, we are about to commence work that builds on the success of SALT, and provides further understanding of the potential of aggregating and sharing library circulation data to support recommender functionality and the local and national levels. From now until July 31st 2012, we want to strengthen the existing business case for openly sharing circulation data to support recommendations, and will produce a scoping and feasibility report for a shared national service to support circulation data aggregation, normalisation, and distribution for reuse via an open API.



To achieve this we plan to aggregate and normalise data from libraries in addition to JRUL and to make this available along with the [John Rylands Library](#), [University of Manchester](#) dataset through a shared API; our new partner in this include: [Cambridge University library](#), [Lincoln University Library](#), [Sussex University Library](#), and [University of Huddersfield Library](#).



<http://copac.ac.uk/innovations/activity-data/>

The screenshot shows the ExLibris bx website interface. At the top left is the ExLibris bx logo. To the right is a search bar with the text "Search at www.exlibrisgroup.com" and a "Quick Links" button. A yellow box highlights the URL "exlibrisgroup.com". Below the search bar is a navigation menu with links: Home, About Us, Solutions, Products, Collaboration, Publisher Program, Careers, Blogs, News, and Events. The main content area is titled "bX hotArticles - Mozilla Firefox" and shows a list of articles under the category "Library & Information Science" for "February 2012". The articles listed are:

- Huberman, Bernardo A **Social networks that matter : Twitter under the microscope**  
First Monday, 2009, vol 14, iss 1
- Weiler, Angela **Information-seeking behavior in Generation Y students: Motivation, critical thinking, and learning theory**  
Journal of academic librarianship, 2005, vol 31, iss 1
- Eppler, Martin J **The concept of information overload: A review of literature from organization science, accounting, marketing, MIS, and related disciplines**  
The information society, 2004, vol 20, iss 5
- Rowlands, Hamid **The Google generation: the information behaviour of the researcher of the future.**  
Aslib Proceedings, 2008, vol 60, iss 4
- Lloret, Nuria ROI **Measuring the social media return on investment in a library**  
The Bottom line : Managing Library Finances, 2011, vol 24, iss 2
- Ernst, Olaf **The Future of eBooks? Will Print disappear? An End-User Perspective**  
Library hi tech, 2009, vol 27, iss 4
- Van Zyl, Anria S **The impact of Social Networking 2.0 on organisations**  
The Electronic Library, 2009, vol 27, iss 6
- Chadwell, Faye A **What's Next for Collection Management and Managers?**  
Collection management, 2008, vol 33, iss 3
- Foasberg, Nancy **Adoption of E-Book Readers among College Students: A Survey**  
Information Technology & Libraries, 2011, vol 30, iss 3
- Layne, Karen **Developing fully functional E-government: A four stage model**  
Government information quarterly, 2001, vol 18, iss 2

The ExLibris bx logo is visible at the bottom right of the article list. The browser's address bar shows the URL: "bx.ha.service.exlibrisgroup.com/service/hotarticles?topic=Library&format=html&token=sfsdemo&full=true".

<http://www.exlibrisgroup.com/category/bXUsageBasedServices>

EDINA Help & Support | About | Feedback | Contact | Site Map | Search Site:  Go

## Our Projects & Middleware

You are here: EDINA > Projects > Open Access Repository Junction

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### Using OpenURL Activity Data

**Title**  
Using OpenURL Activity Data

**Duration**  
Phase 1: November 2010 – January 2011  
Phase 2: February – July 2011

**Summary**  
This project will take forward the recommendations of the Shared OpenURL Data Infrastructure Investigation to further explore the value and viability of releasing OpenURL activity data for use by third parties as a means of supporting development of innovative functionality that serves the UK HE community.

**Project Deliverables**

Phase 1:

- [Project Plan](#) (PDF, 83.8 Kb)
- Project website or blog
- [Investigation of data disclosure and risk management if IP addresses are to be collected](#) (PDF, 221.5 Kb)
- Checkpoint to determine Phase 2 viability.

Phase 2:

- [A data aggregation](#)
- [Prototype application based on the data aggregation](#)
- [Using OpenURL Activity Data Project Final Report](#) (PDF, 216 Kb)
  - [Appendix A What is an OpenURL resolver and what is the UK OpenURL Router](#) (PDF, 170 Kb)
  - [Appendix B Initial Investigation Questionnaire](#) (PDF, 4.9 Mb)
  - [Appendix C Initial Investigation Questionnaire Responses](#) (PDF, 19.5 Kb)
  - [Appendix D How to inform your users about data processing](#) (PDF, 30 Kb)
  - [Appendix E Data Analysis for Development](#) (PDF, 368Kb)
  - [Appendix F Recommendations Database Schema](#) (PDF, 68 Kb)

edina.ac.uk/projects/

[http://edina.ac.uk/projects/Using\\_OpenURL\\_Activity\\_data\\_summary.html](http://edina.ac.uk/projects/Using_OpenURL_Activity_data_summary.html)

### ALT-J : Association for Learning Technology journal

journal: <http://rc4ht3qs8p.search.serialssolutions.com/?issn=0968-7769>

People who looked at this journal, also looked at these items...

journals	journals	web sites
<ul style="list-style-type: none"><li>Computers and education</li><li>British journal of educational technology</li><li>Times educational supplement</li><li>Innovations in education and teaching international</li><li>Education &amp; training (London)</li><li>Teaching in higher education</li><li>Journal of computer assisted learning</li><li>THE journal : technological horizons in education</li><li>Distance education</li><li>Campus-wide information systems</li><li>Journal of workplace learning</li><li>Technology &amp; learning</li><li>Development and learning in organizations</li><li>Internet and higher education</li><li>Learning, media and technology</li></ul>	<ul style="list-style-type: none"><li>Research in learning technology</li><li>International review of research in open and distance learning</li><li>E-learning (Duluth, Minn.)</li><li>Interactive learning environments</li><li>Internet and higher education</li><li>Language learning &amp; technology</li><li>Open learning</li><li>Learning, media and technology</li><li>EDUCAUSE review</li><li>Distance education</li><li>Technology, pedagogy and education</li><li>Turkish online journal of distance education TOJDE</li><li>International journal of training and development</li><li>Computers and education</li><li>Educational technology &amp; society</li></ul>	<ul style="list-style-type: none"><li>ComputerSource</li><li>ACM Digital Library</li></ul>

<http://library.hud.ac.uk/australia/perl/test/rec3.pl?item=1612>

<http://www.daveyp.com/blog/archives/1694>

<http://www.daveyp.com/blog/archives/1703>



**WARNING**  
This next section  
contains charts

**IM IN BED**



**BEAN  
PIE CHART**

## Library Impact Data Project

<http://library.hud.ac.uk/lidp>



- JISC funded Activity Data project
- Phase 1 (2011)
  - *broad analysis of library usage data from 8 UK HE academic libraries*
- Phase 2 (2012)
  - *deep analysis of library usage by 2010/11 graduates at Huddersfield*

Inspiring tomorrow's professionals

<http://library.hud.ac.uk/lidp>

<http://www.jisc.ac.uk/whatwedo/programmes/inf11/activitydata.aspx>

<http://www.jisc.ac.uk/whatwedo/programmes/inf11/activitydata/libraryimpact.aspx>

[http://www.jisc.ac.uk/whatwedo/programmes/di\\_informationandlibraries/emergingopportunities/lidpphase2.aspx](http://www.jisc.ac.uk/whatwedo/programmes/di_informationandlibraries/emergingopportunities/lidpphase2.aspx)

- Phase 1 findings...
  - *statistically significant link between graduate grades and item loans, and with e-resource login count*
  - *in general, library visits and library PC usage not linked to achievement*

<http://library.hud.ac.uk/lidp>

<http://www.jisc.ac.uk/whatwedo/programmes/inf11/activitydata.aspx>

<http://www.jisc.ac.uk/whatwedo/programmes/inf11/activitydata/libraryimpact.aspx>

[http://www.jisc.ac.uk/whatwedo/programmes/di\\_informationandlibraries/emergingopportunities/lidpphase2.aspx](http://www.jisc.ac.uk/whatwedo/programmes/di_informationandlibraries/emergingopportunities/lidpphase2.aspx)

## Library Impact Data Project

<http://library.hud.ac.uk/lidp>



- Phase 2...

- *using final grade % to prove correlation*
- *attempt to prove causation (e.g. value add)*
- *attempt to find indicators of academic success or failure*
- *examine information seeking behaviour of high achievers*

Inspiring tomorrow's professionals

<http://library.hud.ac.uk/lidp>

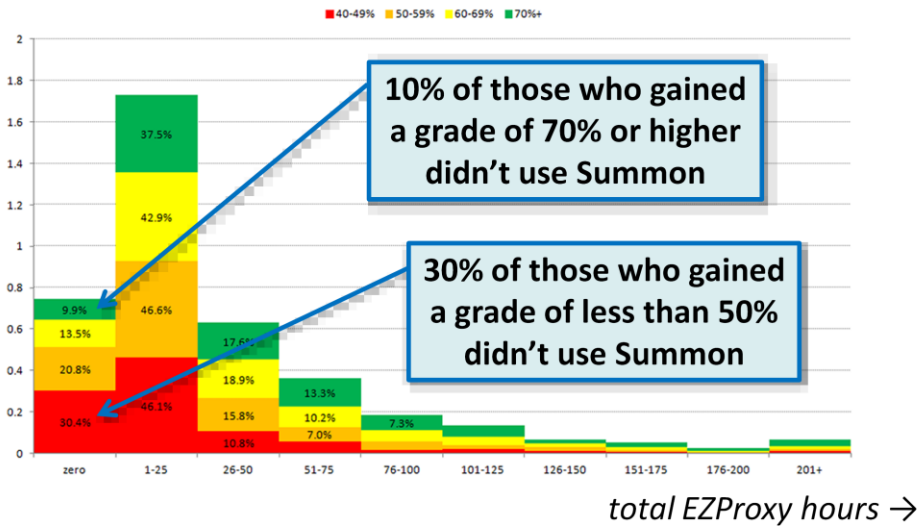
<http://www.jisc.ac.uk/whatwedo/programmes/inf11/activitydata.aspx>

<http://www.jisc.ac.uk/whatwedo/programmes/inf11/activitydata/libraryimpact.aspx>

[http://www.jisc.ac.uk/whatwedo/programmes/di\\_informationandlibraries/emergingopportunities/lidpphase2.aspx](http://www.jisc.ac.uk/whatwedo/programmes/di_informationandlibraries/emergingopportunities/lidpphase2.aspx)

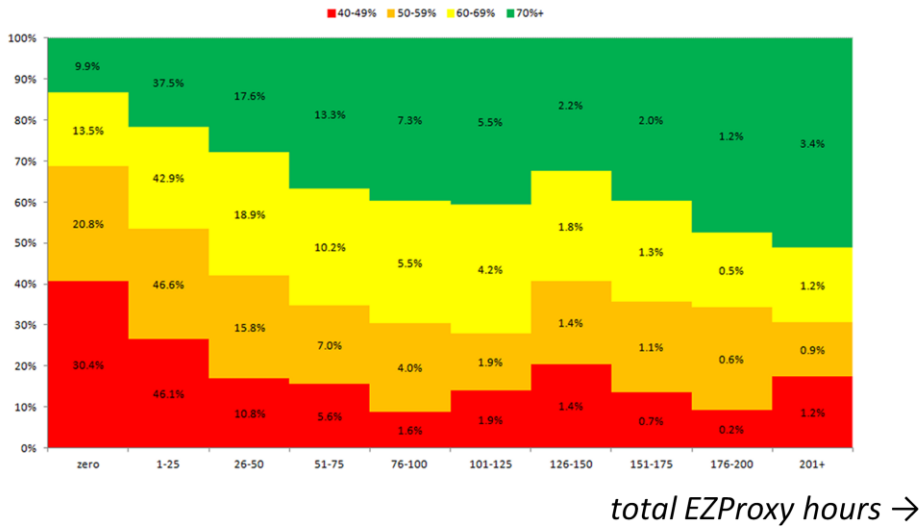
# E-Resource Non Usage (2010/11)

*measured via Summon & EZProxy*



In general, most users are still either not accessing e-resources (1<sup>st</sup> column) or are accessing them infrequently (1 to 25 hours in the entire year).

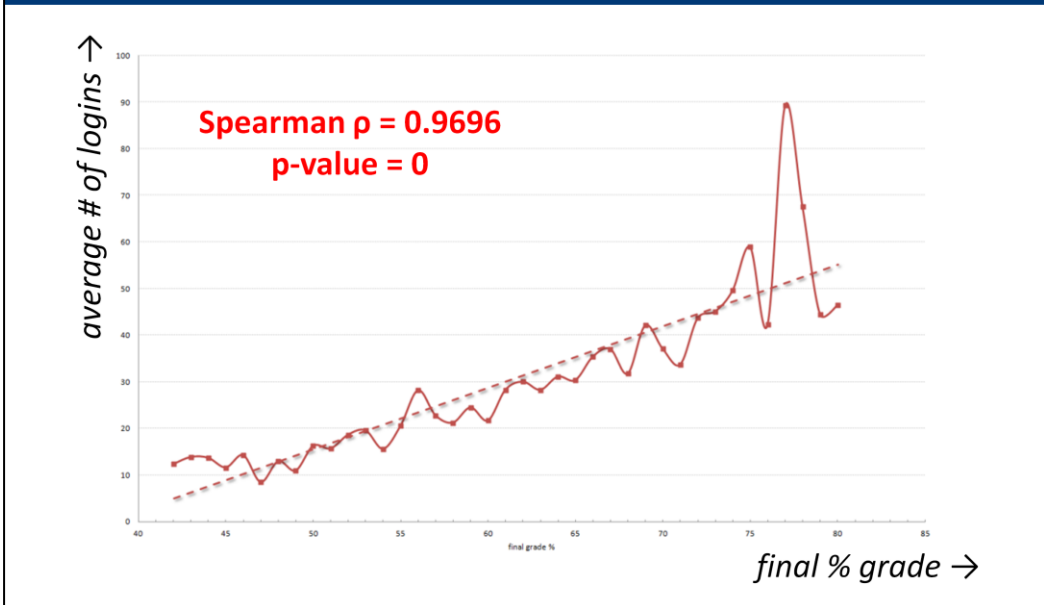
# E-Resource Non Usage (2010/11) measured via Summon & EZProxy



...if we restack the previous graph, you can see that lower usage is more closely linked to lower grades, and higher usage is more closely linked to higher grades

# Athens logins

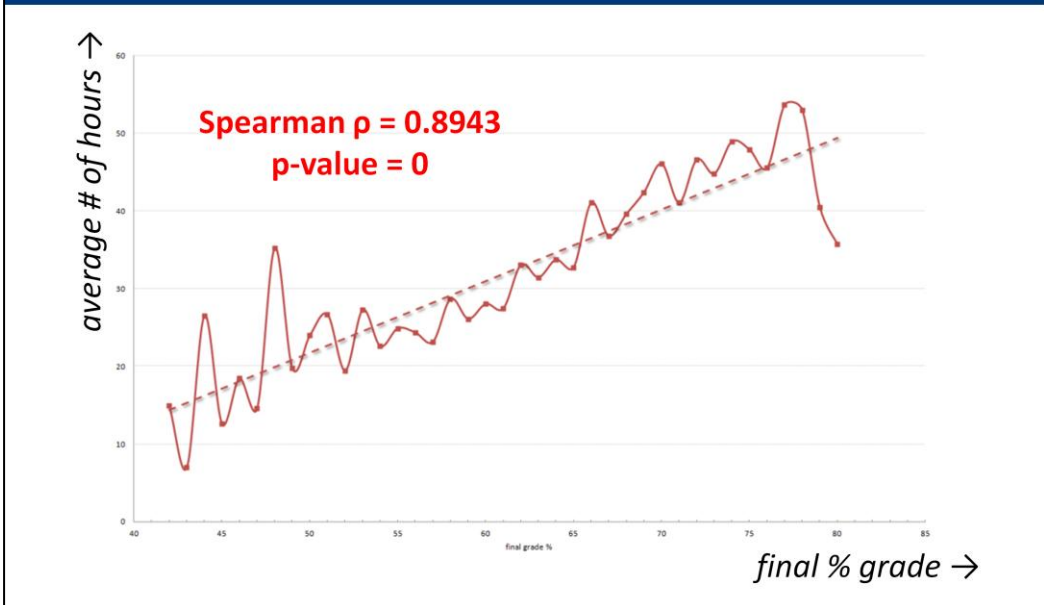
## 2010/11 graduates (over 3 years)



For the 2<sup>nd</sup> phase of the project, we generate some quick grade v average usage figures and checked how strong the correlation was using Spearman [http://en.wikipedia.org/wiki/Spearman's\\_rank\\_correlation\\_coefficient](http://en.wikipedia.org/wiki/Spearman's_rank_correlation_coefficient)

# EZProxy hours

## 2010/11 graduates (1 year of data)

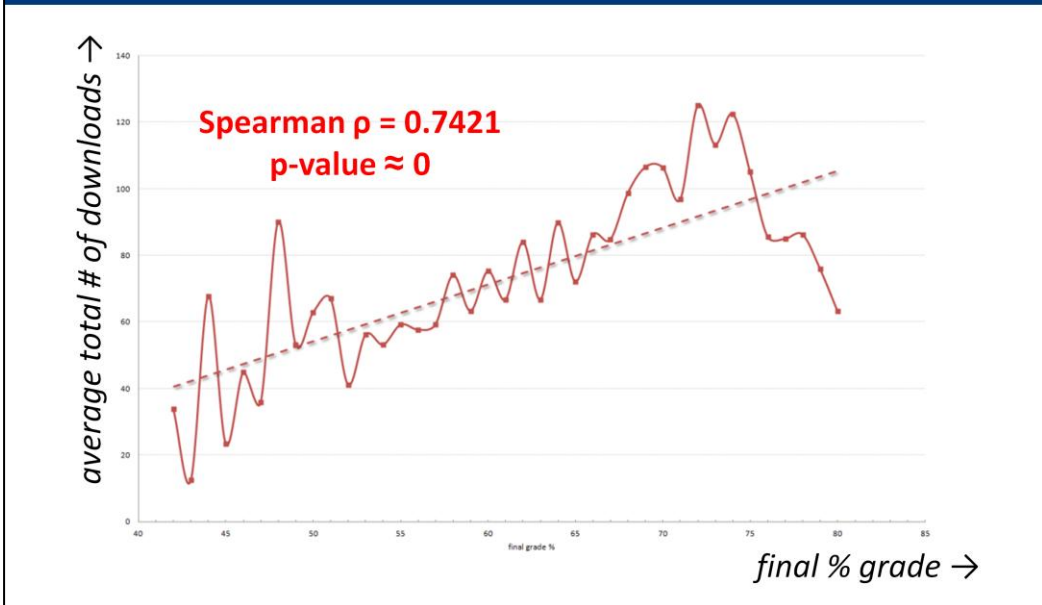


For the 2<sup>nd</sup> phase of the project, we generate some quick grade v average usage figures and checked how strong the correlation was using Spearman [http://en.wikipedia.org/wiki/Spearman's\\_rank\\_correlation\\_coefficient](http://en.wikipedia.org/wiki/Spearman's_rank_correlation_coefficient)



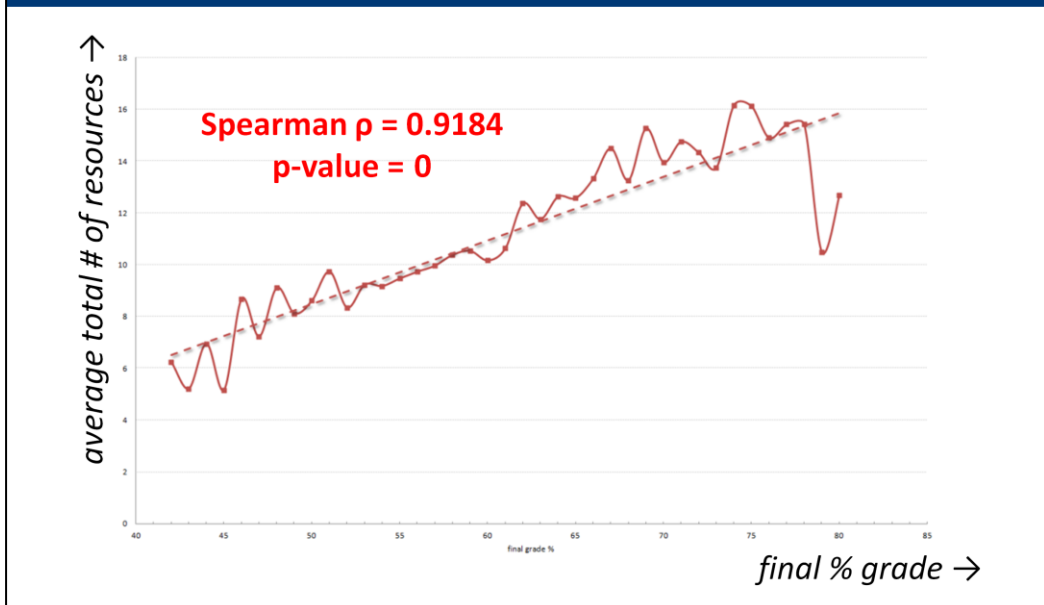
# EZProxy PDF downloads

## 2010/11 graduates (1 year of data)



For the 2<sup>nd</sup> phase of the project, we generate some quick grade v average usage figures and checked how strong the correlation was using Spearman [http://en.wikipedia.org/wiki/Spearman's\\_rank\\_correlation\\_coefficient](http://en.wikipedia.org/wiki/Spearman's_rank_correlation_coefficient)

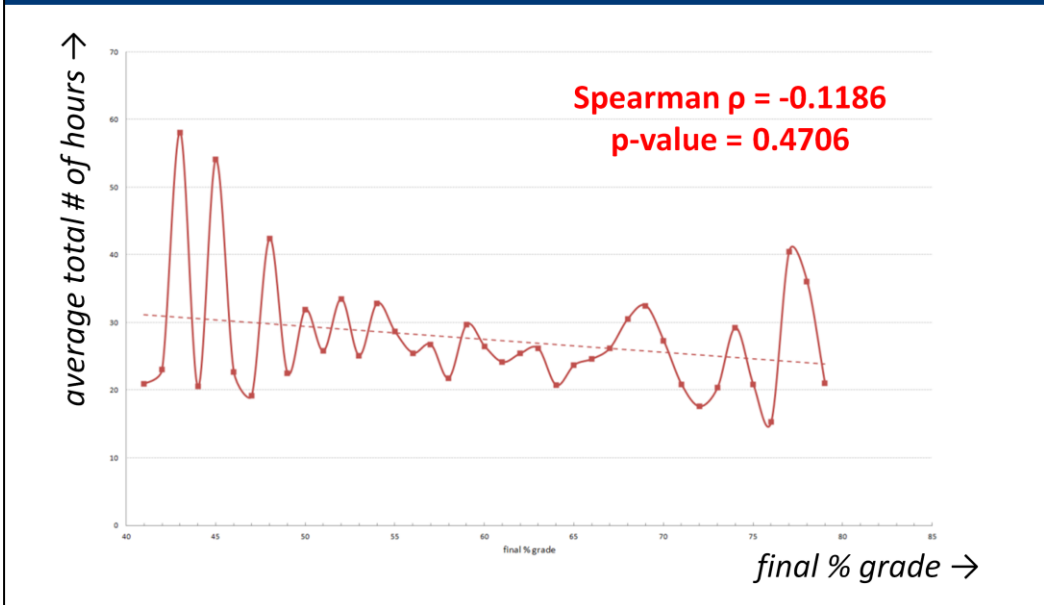
# EZProxy # of resources used 2010/11 graduates (1 year of data)



For the 2<sup>nd</sup> phase of the project, we generate some quick grade v average usage figures and checked how strong the correlation was using Spearman [http://en.wikipedia.org/wiki/Spearman's\\_rank\\_correlation\\_coefficient](http://en.wikipedia.org/wiki/Spearman's_rank_correlation_coefficient)

# Hours spent on Library PCs

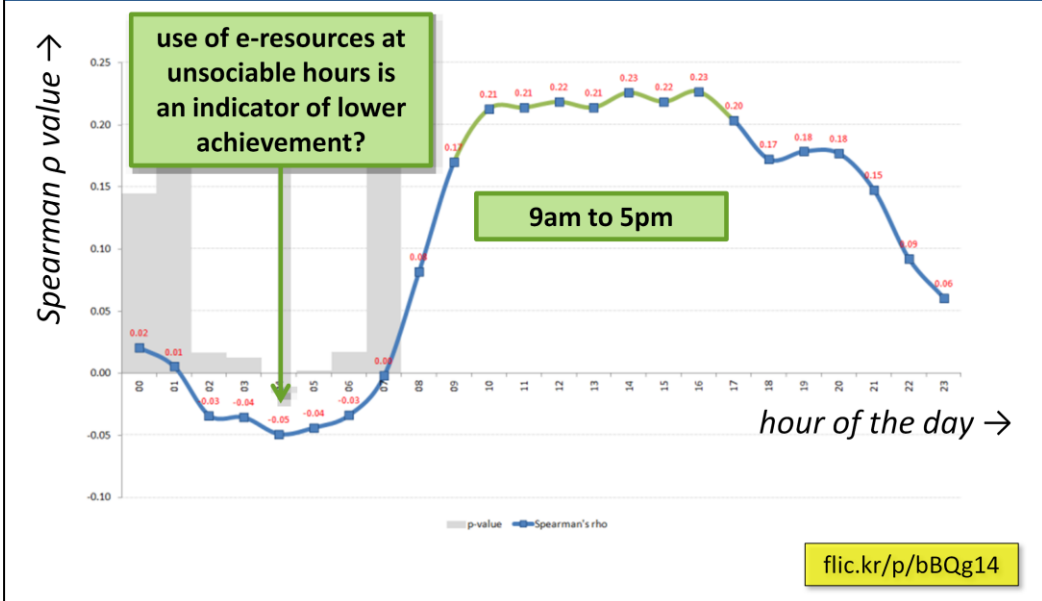
2010/11 graduates (2 years of data)



However, we see no evidence that students are using the library PCs to access those e-resources ;-P

# EZProxy hours (by hour)

## 2010/11 graduates (1 year of data)



We know that there's a correlation between e-resource usage and grade, but the strength of the correlation varies by hour of the day. During the early hours, it dips below zero, which indicates a possible negative correlation.

<http://www.flickr.com/photos/davepattern/6969060879/in/set-72157629087302688>

# Is it time for Dave to stop talking?



[flic.kr/p/4SbB8Y](https://flic.kr/p/4SbB8Y)

## In Summary...

- We need to do whatever we can to make accessing e-resources as painless and as straightforward as searching Google and finding a Wikipedia article
- Information Literacy is important, but it goes against the principle of least effort, so will always be an uphill struggle

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## In Summary...

- E-resources are linked to attainment
- Publishers need to make their content available to discovery services. This is non-negotiable!!!
- We need to build serendipity into the e-resource experience