LIBRARY RESOURCES

PURPOSE
This tool helps faculty members better understand the resources and services available to them through the David O. McKay Library and around campus. These services are beneficial in faculty and student preparation for deep Learning Model experiences.

DESCRIPTION
Brigham Young University Idaho offers many resources to help students and faculty find information on a wide variety of topics. Several of these resources are familiar to all, while others are relatively new to most students and faculty.

Resources

• **Books.** There are over 160,000 items physically in the library. The majority of these are available to circulate to the campus community. Materials not available to circulate can be used in the library.

• **Periodicals.** The McKay library subscribes to nearly 600 periodical publications in print format. These are all housed in the periodicals room on the 1st floor. These publications are restricted to use in the library, but can be freely read and photocopied.

• **Databases.** The McKay library subscribes to over 250 different databases. Many cover a wide range of topics, while others are focused on a particular discipline. Large databases can index over 4,000 periodical publications, while smaller databases index only a few hundred publications. Using these databases can result in information from articles, book chapters, pamphlets, and other publications.

• **Electronic Books.** Currently the McKay library has access to over 550,000 electronic books. Many electronic books have the same restrictions as a print book, i.e. only one user at a time, but a great number of electronic books add extra features that greatly enhance the user experience. Students are able to highlight and make notes in the e-books. These markings can be re-accessed each successive time the student uses the book. Further, many of the electronic books do not have restrictions on the number of simultaneous users, meaning that an entire class could use a book simultaneously.

• **Electronic Periodicals.** There are over 48,000 full text electronic periodicals available either via databases or directly from the publisher. This provides students and faculty access to literally millions of articles. For a few of these publications, the McKay library only has access to a year or two of back issues. For most, however, there are decades of back issues available. An overwhelming majority of these publications can be accessed by students from campus computers or from off campus.

Services Description
Also available are several services to help create course materials. These services range from help creating new content for courses, to assistance in teaching students basic research strategies.

• **Faculty Technology Center.** Located in MCK 355 the Faculty Technology Center (FTC) assists faculty as they develop materials for their courses. The FTC has several trained employees available to teach faculty members the ins and outs of I-Learn. The FTC also provides a computer lab for exclusive faculty use. Here faculty can work on projects or receive training in specific software applications. Video and audio editing software, Photoshop, Camtasia and many more programs and services are available for use.

• As instructors identify large-scale technology projects that will help improve instruction, the FTC can help turn these ideas into reality. Examples of this type of project include web development, Flash animations, graphic designs, and more.

• **Copyright Assistance.** As instructors find material they would like to use in their course, they may be required to obtain copyright clearance. Library staff can help determine whether the material is in need of clearance and help in obtaining permission. Shane Cole is also available to help with clearance needs.

• **Subject Librarians.** For every subject discipline on campus there is a librarian assigned to help faculty and students meet their research needs. These
Brad wanted to transfer some of his former classroom materials to preparation assignments. Much of this material was on PowerPoint, however. Brad found that he could add his voice to the presentations and post them as videos in I-learn for students to watch before class. He made an appointment to do so and made the mental note to ask a few questions about the grade book, embedded links, and peer-evaluation during that same appointment.

Thinking of PowerPoint made Brad remember that he wanted to use a remote control this semester so he wasn’t tied to the technology console to move from slide to slide. He was told he could pick one up on his way downstairs.

He next showed the librarian a small reader he had put together and asked what the steps were to obtain copyright permissions so that he could print copies for the students. It ended up being easier than he had imagined.

On his way out of the library, Brad made note of student training sessions on RefWorks and thought about adding that to one of his assignments.

EXAMPLE
Brad knew that his course would be better for incorporating resources beyond the text, but time had been short to review the syllabus. Realizing that he didn’t have to do the work alone, however, helped. His first action was to look up and then call the librarian who specialized in resources for his field. They met later that week to discuss Brad’s ideas.

A first glance over the syllabus revealed that Brad could save his students money by using an electronic book rather than having each student purchase a hardcopy.

They also decided that the library would create a LibGuide specific to his capstone project. Brad brought a list of relevant websites to include in the guide and together they sketched out what the guide would look like.

TIPS
- **Make Connections.** Get to know your library representative. It’s their full-time job to stay on top of publications and resources that can help you but that you don’t have time to pursue.

- **Sharpen the Saw.** Take a few minutes to get trained in the use of I-learn or other software packages. It can save hours of frustration later on.

PITFALLS
- **Time.** The library staff is anxious and happy to be a partner in your instructional excellence. To do so, however, they need fair warning. Give them fair notice so that they can do their best for you.