



**Almost Heaven ... Exploring New Vistas: MAC 2008, Morgantown, WV  
Contributed Papers  
Session I**

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***Improved Vistas: Using Link Resolvers to Simplify Finding Full Text***

**David A. Nolfi, Carmel Yurochko**

**Purpose:** This presentation examines integrating link resolvers and the ILLiad interlibrary loan system with PubMed in order to provide simplified access to full text journal articles in varied systems.

**Setting/Participants/Resources:** Duquesne University's Gumberg Library used existing tools and services to provide enhanced PubMed access for its students and faculty.

**Brief Description:** This project used the PubMed Outside tool in conjunction with Ex Libris' SFX and OCLC's ILLiad to create an interface that enables PubMed searchers to easily connect to subscription-based electronic full text and a facilitated ILL request process. The initial set-up was completed at no additional cost and with minimal additional effort by library staff. This project supported the library's move from a subscription-based Medline environment to PubMed. The presentation compares PubMed Outside Tool to LinkOut and explains why libraries might choose to use one over the other (or choose to use both). The presentation will also discuss project planning and implementation including marketing and education efforts used to introduce this new service. Discussion also covers other factors including using different link resolvers and providing similar access and services in other free databases such as Google Scholar.

**Results/Outcome:** This project enables PubMed searchers to easily locate full text and utilize ILL services while keeping library staff workload to a minimum.

**Evaluation Method:** The authors used SFX, ScholarlyStats, and vendor sources to track changes in usage statistics. Preliminary analysis shows an increase in total PubMed/Medline searching with total PubMed sessions ranking higher than all subscription-based databases. The authors are also conducting online surveys for students and discussion groups with faculty to assess satisfaction with the PubMed Outside Tool.

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## *Navigating the Peaks and Valleys of the Virtual Classroom*

**Kristine M. Hughes, Alan T. Williams, Virginia L. Stone, Irene M. Lubker, Catharine S. Canevari**

**Objective:** This poster will describe the Tompkins-McCaw Library for the Health Sciences experience offering live instruction to remote users and plans for future development.

**Methods:** Over the last two years, the Tompkins-McCaw Library has offered a class entitled Health Sciences Resources using the Blackboard course management system to distance education and on-campus students at Virginia Commonwealth University. This class includes topic-based modules and has expanded to include workshops taught using the Live Classroom part of the Wimba Collaboration Bundle. In the Live Classroom, one librarian delivers the lecture and pushes Web content such as live screenshots of database search techniques. Another librarian serves as a virtual floater, monitoring the chat log and troubleshooting technical issues. Live training is supplemented with tutorials, handouts, and quizzes that have been developed for other modules of the class. Online workshops are promoted through announcements posted in the virtual classroom. Announcements are also posted in the university events and training calendars, and through flyers posted on campus bulletin boards.

**Results:** Blackboard's Wimba Live Classroom tool allows the library to offer interactive instruction including audio lectures, push content, synchronous chat, and individual communication tools. The class archives provide an asynchronous training option and make the class available to a wider audience. A survey was created to gather feedback from the participants. When asked about the overall quality of the session, 83.4% of the participants rated the experience as either good or excellent while 94.1% said that they would take additional Wimba Live Classroom sessions.

**Conclusions:** The Wimba Live Classroom has been a successful tool for distance learning. The Blackboard Announcements feature has been a great promotion tool for the online classes. Plans are underway to expand the services offered using this tool to include research consults and theme-based training sessions.

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## *Engaging Faculty and Students: Expanding Horizons with New Multimedia Technologies*

**Barbara Rothen Renner, Robert Ladd**

**Objective:** To explore innovative uses of new multimedia technologies to support learning, research, and communication.

**Setting:** Large academic health sciences library serving 5 schools and a 700-bed teaching hospital.

**Method:** We sought opportunities to demonstrate to Allied Health faculty the feasibility and desirability of having students use multimedia tools to communicate about their learning experiences. We started with one class and a familiar delivery method--poster presentations--with the intent of attracting additional faculty and encouraging experimentation with a range of technologies.

**Results:** Student poster presentations in a public forum persuaded key decision-makers--the Associate Dean and division heads--that this was an effective learning activity to extend across divisions and into new audio and video technologies for online delivery using such methods as YouTube and iTunes. Although many students are excited and ready to embrace new technologies, some faculty are uncertain about their utility in academic settings. Helping faculty envision new possibilities and providing expertise in a collaborative manner, we have been able to facilitate adoption of additional, newer technologies for active learning and scholarly communication. While students and the social environment push toward newer technologies and delivery methods, traditional scholarly venues such as conferences and many teaching contexts, tend to retain the familiar, making it necessary to support them. Additionally, some users are concerned about the learning curve and long-term viability.

**Conclusion:** New multimedia tools offer great potential for learning, research, and communication and are becoming more powerful, easier to use, less expensive, and more available. Although some in the academic community are eager to embrace them, many don't know where to start or have difficulty envisioning how they could be put to practical use. Our job is to help them imagine the possibilities and to provide the tools and expertise to make this a reality.

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## *Do You Know Who is Really Using Your System?*

**Stephan Spitzer**

**Purpose:** When dealing with electronic resources, it is important to have good control over who is accessing this material. This paper will discuss how, using Open Source software and custom scripting, we are better able to keep track of who, when, and where our users access data through our Electronic Resource Portal. Setting/Participants/Resources: The James A. Zimble Learning Resource Center of the Uniformed Services University of the Health Sciences (USUHS) Applied Medical Informatics staff.

**Brief Description:** We maintain a portal for our electronic resources in support of a large, geographically dispersed population. In order to comply with our vendor and affiliate contracts, we wanted to get a better handle on our user access. We began by adding Google Analytics to our portal main page, which allowed us to get a broad idea of geographical usage. Questions raised from this led us to add user IP addresses to our resource usage logging information. What we were missing was the ability to match geographic location with a specific user. By means of incorporating GeoLite City, an Open Source API and database from MaxMind, into scripts that read our application audit logs, we were able to identify suspicious patterns of usage and take corrective action.

**Results/Outcome:** We have been able to identify and correct numerous instances of account sharing and unauthorized system usage.

**Evaluation Method:** We will continue to monitor logs of user activity.