

# Research Guides at SMU Li Ka Shing Library: Built with LibGuides

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## **Abstract**

The Li Ka Shing Library at the Singapore Management University (SMU) used a new platform, LibGuides to create their research guides. The research guides are traditionally subject pathfinders, but at the LKS Library, the guides are also used as a teaching tool and to support a course. The implementation process for LibGuides and the usage of the guides was explored. Statistics on usage of the guides on the LibGuides platform were provided. The course specific guides at the Library contribute 59% of the usage from the top 20 guides.

Keywords: Research guides, Subject guides, Course specific guides, Web 2.0, LibGuides, Singapore Management University, User education, Usage statistics

## Introduction

The Li Ka Shing Library puts a strong emphasis on creating research guides for the SMU community and the wider community. This is in line with its mission to be “a key connector to the information resources” as stated in the Li Ka Shing Library Strategic Plan (2009). We use the Reitz (2010) definition of research guides: “A printed or online resource that provides detailed information, instructions, and advice concerning the best strategies, techniques, and resources for research in a subject or field of study”.

The first guides at the Library were created using HTML and they were static web pages hosted on the Library website. To update guides, the librarians who knew HTML made the changes on a soft copy and then sent them to the library webmaster to upload. The librarians who did not know HTML, made the changes on a Word version of the guide and sent it to the library webmaster to transfer the changes to the HTML version and upload to the website. There were often many rounds of corrections before the guide was updated to the satisfaction of all parties. Hence the process of creating guides and maintaining them was a lengthy process.

Figure 1: Example of a Research Guide in HTML Format

[http://library.smu.edu.sg/subjects/research\\_an\\_industry.asp](http://library.smu.edu.sg/subjects/research_an_industry.asp)



Our librarians wanted to be able to control the creation and editing of their guides without needing the intervention of the webmaster. The main requirements for a new platform for creating research guides were: ease of use, ease of maintenance and Web 2.0 functionality. The Information Services team has always worked collaboratively in providing services especially reference services. However, each guide was produced individually by a librarian. It would be ideal if the new platform could also allow the librarians to collaborate when developing their guides. Hence we started to look for a new platform for creating and maintaining our research guides.

## Using WordPress

The WordPress platform was considered a possible platform to create research guides. WordPress allowed the inclusion of Web 2.0 features like RSS feeds, tagging of posts, and cloud tags. WordPress was also free of charge. The owner of the blog can update the content at any time, add categories and tags and also control the look and feel of the guide. It only took man-hours to experiment and to build content.

Figure 2: Psychology Research Guide on WordPress

URL: <http://smupsychology.wordpress.com/>

The screenshot shows a WordPress blog page for 'RESEARCHING PSYCHOLOGY @ SMU LI KA SHING LIBRARY'. The page has a navigation menu at the top with links for Home, About, Find Articles, Journals, and Keeping Updated. Below the navigation is a large banner image with the text 'RESEARCHING PSYCHOLOGY @ SMU LI KA SHING LIBRARY'. Underneath the banner are links for 'Entries RSS' and 'Comments RSS', and a search bar. The main content area is divided into three columns. The left column is titled 'PsycINFO articles' and contains a list of links to various articles. The middle column is titled 'Guide has moved' and contains a notice that the guide has moved to a new platform, with the new URL being <http://researchguides.smu.edu.sg/psychology>. Below this notice is a section titled 'Handbooks in Psychology' with a list of references. The right sidebar contains two sections: 'Categories' with links for Citation (1), Dictionary (1), Encyclopedia (1), Handbook (1), Text (1), and Uncategorized (1); and 'Blogroll' with links for Country Rankings @ LKS Lib, Li Ka Shing Library, and Researching Korean culture @ LKS Lib.

However, WordPress did not allow the saving of templates for use across different blogs. Every time a new guide or blog was started on WordPress, it had to be set up from scratch. All the links had to be created again, for example in the Blogroll box to link to the Library website and other guides. The content from a previous guide could not be copied over to the new guide. It was apparent that as the number of guides increased, maintaining existing guides and building new ones would take more time using this platform.

## **LibGuides Buzz**

The software platform, LibGuides, was mentioned many times at the Association of College and Research Libraries (ACRL) 14<sup>th</sup> National Conference held in Seattle, March 2009. LibGuides was in numerous posters, round table discussions, short presentations, and conference papers. The main ones were:

- Frigo, E., Harris, L., Liss, K. & Seale, M. Reinventing research guides: LibGuides at two academic libraries
- Horne, A. K., Adams, S. M., Cook, M., Heidig, L., & Miller, C. Do the outcomes justify the buzz?: An assessment of LibGuides at Cornell University and Princeton University
- Klink, S., Schrecker, D. & Venditti, K. Guides to Go: Using LibGuides to Deliver Information

The feedback from the librarians using LibGuides was very positive. It was interesting to see how LibGuides was used and evaluated in the American libraries, especially how it was used to create more course specific guides.

## **From the User Perspective**

From the Library's point of view, we want to make our resources more accessible to the students. We want to find ways to make it clear that we have

the resources for various topics and to make these resources more visible to the students. As librarians, we know that students prefer to use Google for finding materials for their assignment. Reeb and Gibbons (2004, p. 125) found that:

Usability test results on information retrieval revealed that students, when confronted with a much more open-ended task than a directive to find books or articles, typically exit the library Web site and use Google or another search engine. Many do not explore the library site for content other than books or articles.

From the students' point of view, what do they look for and what do they use? Frigo, Harris, Liss, and Seale (2009) surveyed both users and non-users of their LibGuides. They asked the following questions in their survey:

- If you knew there was a library guide focused on a general subject you were studying (i.e. psychology, history), how likely would you be to use it?
- If you knew there was a library guide focused on a specific subject you were studying (i.e. educational leadership, international business/country research), how likely would you be to use it?
- If you knew there was a library guide focused on a specific course you were taking (i.e. WRT 150, BMS 495), how likely would you be to use it?

As shown in Table 1, the survey respondents from Boston College preferred subject specific guides closely followed by course specific guides. The situation was reversed at Grand Valley State University where course specific guides came first before subject specific guides. The most noticeable difference between the two groups was that the Boston College students were more unlikely to use general guides.

Frigo et al. (2009) reported that non-users of LibGuides from both institutions preferred course specific guides first, followed by specific subject guides, then general subject guides.

Table 1: Student Preferences for Types of Guides

Responses for How likely would you use ... guide?	Type of Guide (%)		
	General Subject	Subject Specific	Course Specific
<b>Boston College</b>			
Very likely + Likely	74.4	<b>93.5</b>	90.8
Very likely	20.4	58.7	60.5
Likely	54.0	34.8	30.3
Unlikely	21.3	4.8	7.8
Very unlikely	4.5	1.8	1.5
Sample size = 843			
<b>Grand Valley State University</b>			
Very likely + Likely	89.6	92.5	<b>94.0</b>
Very likely	34.6	47.5	68.8
Likely	55.0	45.0	25.2
Unlikely	8.4	5.5	4.4
Very unlikely	2.0	2.0	1.5
Sample size = 1487			

They also asked the users “How did you hear about these pages/guides?”. As shown in Table 2, the three main avenues were: from a librarian, from a professor and the library website.

Table 2: Modes that Students Hear about Guides

How did you hear about these guides?	% Responses	
	Boston College	Grand Valley State University
From a professor	51.1	<b>68.5</b>
From a librarian	<b>63.0</b>	44.0
Saw them on the library website	34.1	34.7
From a classmate	7.4	9.7
Saw them on Blackboard	5.9	7.6

Horne, Adams, Cook, Heidig, and Miller (2009) surveyed the faculty, students and librarians at Cornell University and Princeton University. From the student responses, they found that:

- 94% found the guide valuable for class
- 95% agreed that it increased their awareness of class resources
- 90% perceived that it helped with their assignments
- 90% would like more LibGuides course guides
- 83% liked the Web 2.0 features

In the Li Ka Shing Library's own Web usability study, the feedback from our users was that they would like to see a category for Research on the library website with a second level of navigation by subject (Xia, Lee & Tan, 2010).

We were keen to try out LibGuides as a platform to build more content for research and to subdivide the guides by subject. Based on the findings of Frigo et al. (2009) and Horne et al. (2009), together with informal feedback from our own students, course specific guides were another type of guide for our librarians to build. This would help us make our resources apparent to our students by course and by specific subject. The results of the survey by Frigo et al. (2009) confirmed that it is important for the librarians to promote the guides, involve the faculty and have faculty mention the guides to their students. The survey also reinforced the importance of featuring the guides on the library website.

## Using LibGuides

We arranged a trial for LibGuides and evaluated the platform. As documented by other users of LibGuides (Bushhousen, 2009; Judd & Montgomery, 2009), the strengths of the product included:

- Ease of use
- Customizable
- Web 2.0 features

Based on the positive evaluation, we started the subscription to LibGuides in October 2009. We wanted to brand the site as our own and paid for the option to have a custom domain. We brainstormed and came up with possible names for the site. The domain name was finalized as <http://researchguides.smu.edu.sg>. We needed the assistance of our Integrated Information Technology Services office to set up the Domain Name System before the custom domain could be created. Once the custom domain was set up, LibGuides staff created the administrative account and sent it to the librarian designated as the administrator. The administrator then created accounts for the Information Services team members.

At the Library, we are building guides for different purposes. The examples below illustrate how we use the guides; not just as subject “pathfinders”, but also as teaching tools and in support of specific courses.

## **As a Subject Pathfinder**

The administrator created the first guide on the LibGuides platform for Sociology. It followed the traditional pathfinder format to pull together the databases, reference materials, journals and websites for Sociology (see Figure 3). To make the content more meaningful to the students, the tab name for the list of databases for Sociology is “Find Articles” and the tab name for reference materials is “Topic Overviews”.

With the confidence built from doing this guide, she conducted a training session for the rest of the Information Services team members. The research librarians enthusiastically participated and very quickly the next guides were created. They were for Information Systems (see Figure 4) and Economic Statistics.

Figure 3: Sociology Research Guide on LibGuides

http://researchguides.smu.edu.sg/sociology

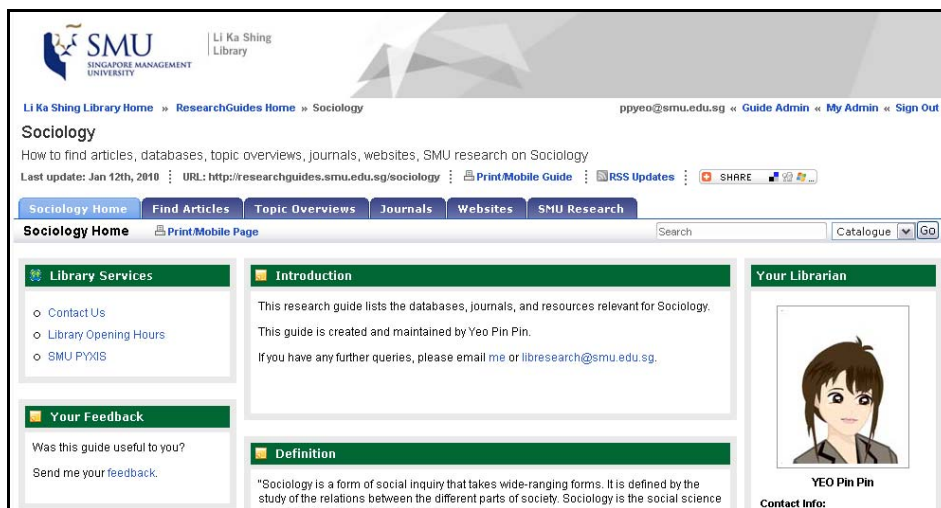
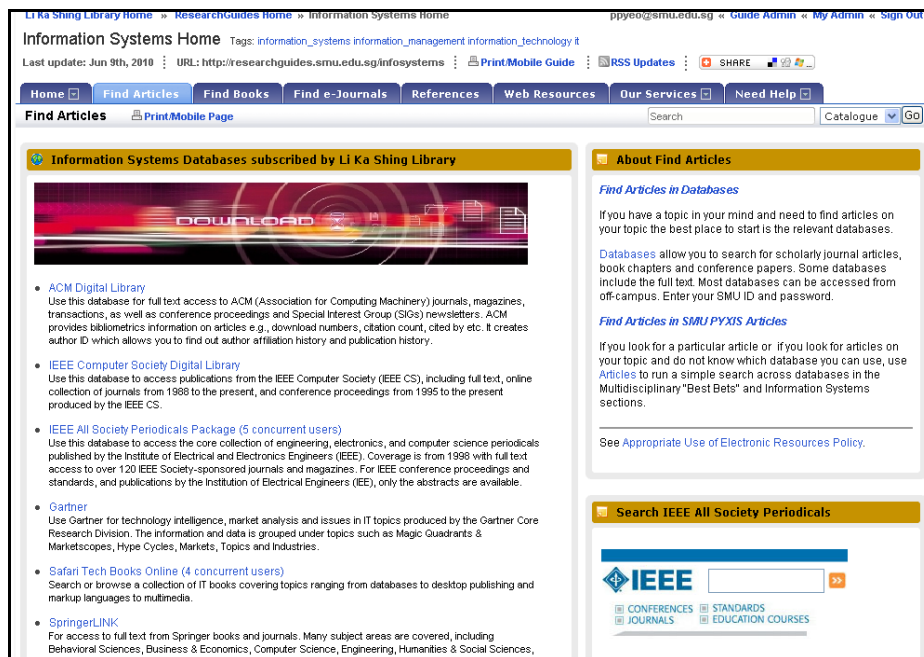


Figure 4: Information Systems Research Guide on LibGuides

http://researchguides.smu.edu.sg/infosystems



Note: Web 2.0 features of tags and search widget used in the guide

## As a Teaching Tool

Brazzeal (2006) discussed the use of research guides as a library instruction tool and provided examples of guides that had accomplished it. He found that research guides have great potential as an approach to educating library users. He recommended using the guide to make a connection with the user by introducing the librarian and providing contact information which would help the user to view the librarians as warm and friendly people. He also recommended providing an outline with meaningful categories and expanded phrases that would help users understand the practical use of the information. For example, instead of the label “Catalogue” which the user would not find as relevant and clear as the label, use the term, “Finding books”.

Brazzeal (2006) suggested that Standard One and Two of the ACRL (2000) Information Literacy Competency Standards for Higher Education could be covered by research guides and identified the outcomes that research guides could address.

Standard One outcomes:

- 1.c. Explores general information sources to increase familiarity with the topic.
- 2.c. Identifies the value and differences of potential resources in a variety of formats.
- 3.a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources.

Standard Two outcomes:

- 1.c. Investigates the scope, content, and organization of information retrieval systems.
- 2.d. Constructs a search strategy using appropriate commands for the information retrieval system selected.
- 2.e. Implements the search strategy in various information retrieval systems ...

The Library also focuses on user education to promote information, knowledge and research literacy skills for the SMU community. The use of research guides as a teaching tool fitted in with our strategic plan.

As part of the on-going library training sessions, we offered a one-hour class on **Finding Social Statistics** and created a research guide on **Social Statistics** to firstly use it to teach the class and secondly to serve as a pathfinder.

In line with Brazzeal's recommendations, the "Home" page of the research guide served as the introduction to the class. The librarian who conducted the class had a photograph with some details and contact information on the guide. The home page included the scope of the guide and a definition of the term *social statistics*.

The tab for "Find Data" listed the relevant databases for social statistics. Students who attended the class were given an activity sheet with questions that would require them to use the databases listed. Additional tabs on "Singapore Statistics" and "Statistics on Websites" were added to alert the students to relevant resources for locating social statistics on Singapore and free data provided by international organizations (see Figure 5). The content on the guide and the class addressed the ACRL information literacy outcomes listed earlier.

When using the traditional PowerPoint presentation alone, an instructor might feel in control of the pace and the order of the lesson. It was a concern that with the entire guide in front of them, the students could freely explore the guide and ignore the instructor.

In the specific case of the Social Statistics class, this concern did not materialize. The class was small (less than 10 students) and the students were following the lesson, they worked on the questions and did not wander off in different directions in the online guide. It helped to have activities to engage the students and through the activities get the students to explore the resources.

Figure 5: Social Statistics Research Guide on LibGuides

<http://researchguides.smu.edu.sg/socialstatistics>

The screenshot shows the 'Social Statistics' research guide page. At the top, there is the SMU logo and navigation links: 'Li Ka Shing Library Home', 'ResearchGuides Home', and 'Social Statistics'. Below this, there is a search bar and a 'Find Statistics' button. The main content area is divided into three columns:

- Databases Intro:** Explains that databases allow searching for scholarly journal articles, book chapters, and conference papers. It also mentions that specialized databases contain financial data, marketing data, or statistical data.
- Statistical Databases:** Lists three databases:
  - EU Market Indicators & Forecasts:** Contains macroeconomic indicators, demographics, income, consumer goods, and labor productivity.
  - Global Market Information Database:** Provides key business intelligence on countries, markets, and consumers.
  - World Competitiveness Yearbook:** Benchmarks the performance of 61 national and regional economies based on 312 criteria.
- Academic Search Premier:** Lists recent articles on statistics or surveys and social sciences, including topics like blinding assessment in clinical trials, religious status, and supplementary questionnaires.

Another example of a research guide as a teaching tool was **Company and Industry Research (for Law)**. The librarian teaching the class set up the guide and taught off the guide. The classes were held on 21 and 22 April 2010 for 24 students in total and the guide received 388 hits by the end of that month.

A team of our librarians teach the library orientation sessions for new students every term. They use a PowerPoint presentation and an activity sheet to present the same materials for each class. In January 2010, students were shown the research guide, **How Do I use SMU PYXIS?** near the end of class (see Figure 6). It presented the same information and examples taught during the library orientation class and served as a refresher of the content covered. It allowed students who found the pace of the class too fast to go over the materials at their own pace. This was in response to feedback from previous sessions conducted. We conducted library orientation training for 221 students in January 2010. The guide received 456 hits over the period January to April 2010. For users who were new to the library and who were not able to attend a training session, they could use it as an introduction to using our digital library, SMU PYXIS.

Figure 6: How Do I use SMU PYXIS? Guide

<http://researchguides.smu.edu.sg/usepyxis>

The screenshot shows the SMU PYXIS research guide page. At the top, there is the SMU logo and the text 'Li Ka Shing Library'. Below this, there are navigation links: 'Li Ka Shing Library Home', 'ResearchGuides Home', and 'How Do I Use SMU PYXIS?'. The page title is 'How Do I Use SMU PYXIS?'. There is a search bar and a 'Go' button. Below the search bar, there are several tabs: 'Catalogue', 'Articles', 'Databases', 'e-Journals', and 'SMU Repository'. The main content area is divided into two columns. The left column is titled 'How Do I Read and Understand a Catalogue Record?' and contains the text: 'Your Professor asked you to refer to the following material for your course. Search the Catalogue using SMU PYXIS. Use words in the title of the book or the author's name. Take note of: 1. Call Number 2. Location'. Below this, there is a book recommendation: '1. Ethics and the conduct of business - Boatright, John R. ISBN/ISSN: 0205667503'. The right column is titled 'Search SMU PYXIS' and contains the text: 'SMU PYXIS Helping you navigate our Sea of Learning'. Below this, there is a search bar and a 'Go' button. At the bottom of the page, there is a section titled 'What is the Catalogue?'

## As a Course Specific Guide

Judd and Montgomery (2009) used LibGuides for academic courses and some even had assignment-specific content. They reported that “based on the assignment and conversation with the faculty member, the librarian can then add content and links to databases, print and electronic books, and web resources to help students conduct research for their specific assignment” (Judd & Montgomery, 2009, p. 15). Since October 2009, we have converted the existing WordPress guides built for a course to the LibGuides platform, created new course specific guides for use by students and even created a course specific guide that also has information targeted to the outside community.

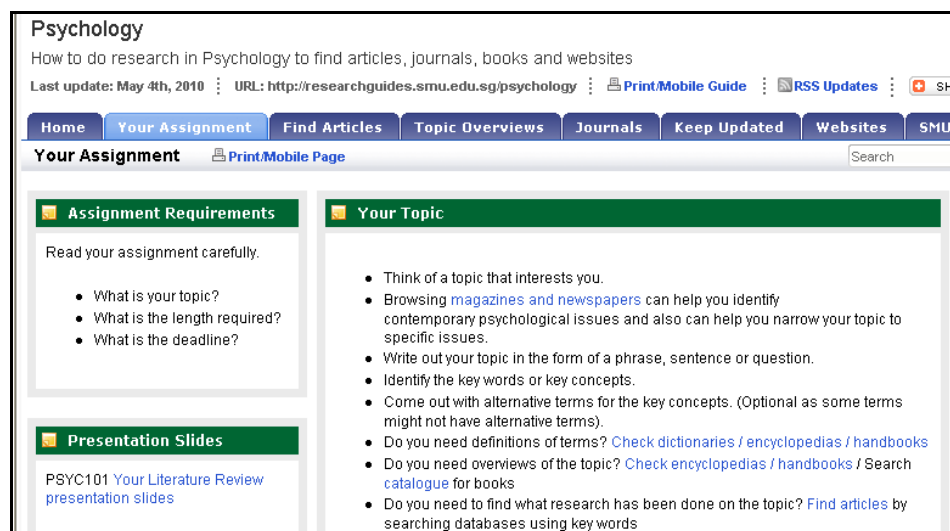
In Term 1 August 2009 of the academic year 2009/2010, we asked a faculty member teaching PSYC 101 for some in-class time to show the students the sources available for his class. During the class, we used a PowerPoint presentation due to the limited time allocated to the librarian and introduced

the Psychology research guide on the existing WordPress platform as part of the presentation.

In Term 2 January 2010, we did the same presentation for the class, and converted the existing guide created on the WordPress platform to the LibGuides platform (see Figure 7).

Figure 7: Psychology Research Guide on LibGuides

<http://researchguides.smu.edu.sg/psychology>



The revised guide includes a page for “Your Assignment” that is specially tailored for the course and based on the faculty’s requirements. From the usage statistics generated by LibGuides, as shown in Table 3, the total number of hits reached almost 500 for the period January to April 2010. This was a 58% increase in traffic as compared to the previous term even though the class size decreased by 78% from the 70 students in Term 1 to 15 in Term 2. The difference in the total number of hits could be due to the change in platform. The usage should be monitored and compared again in the next term when the platform remains the same.

Table 3: Psychology Research Guide Usage in 2010 and 2009

2010	Jan	Feb	Mar	Apr	Total Hits	No. of Students	Hits/Student
On LibGuides	208	78	129	81	496	15	33.1
2009	Aug	Sep	Oct	Nov	Total Hits		
On WordPress	3	180	78	53	314	70	4.5
% change in total hits for 2010 and 2009					58.0		

Other course specific guides that the team built include:

- International Economics (ECON 103)
- Legal Research & Writing (LAW 106)
- Management of People at Work (OBHR 101)
- Urban Economics and Real Estate (ECON 230)

A SMU faculty member approached us to build a guide to support his course on Islamic Commercial Law. After publishing the guide **Islamic Law, Finance and Commerce**, the librarian who created the guide received recommendations of sites to add to the guide from the external community interested in Islamic banking. Compliments for the research guides were also received from people outside the SMU community. One of the compliments said; “I love your guide, very comprehensive, clear and easy to follow.”

## Guidelines for Research Guides

As the team members started building their guides, they had many questions and requested for guidelines. The administrator created a guide on LibGuides

to address the issues and questions raised by the team and also to support agreed upon standardization. The items included in the guidelines are:

- Colour scheme used with the colour codes which followed the SMU corporate colours
- Naming convention for guides
- Recommended layout for guides
- Search box for our digital library, SMU PYXIS
- Search boxes for databases
- Your Feedback (as shown in Figure 8)

Figure 8: Library Feedback Box vs LibGuides Feedback Box

Library Feedback box

Default Feedback box

The team members contributed to the guidelines. One of the librarians created her own feedback box as she found the default feedback box (with four questions) in LibGuides too long. She shared what she had done at one of the monthly team meetings. The team members liked her version better and agreed to use it on all the guides.

We created master boxes with standard texts or search boxes to which the team members can link. Initially, we had included the SMU PYXIS search box

on our own guides by adding the Java script to each individual guide. However the lesson was soon learnt, when there were changes made to the script, and librarians had to change the script on their respective pages. It is better to create a link to a master box and hence forth, any changes are easily done once on the master version which then immediately updates each guide.

## Usage of Research Guides

As of the end of April 2010, we had a total of 40 guides on the LibGuides platform built by a team of nine librarians. The majority of the LibGuides guides cover new topics, with only five converted from the WordPress platform. This is a strong indication of the ease of use of the LibGuides platform.

For the period January to April 2010, the 40 guides had over 19,400 hits on the LibGuides platform. As shown in Table 4, the hits for our top 20 guides from both LibGuides and HTML format ranged from 343 to 17,398 where 10 were subject guides and 10 were course specific guides. The course specific guides accounted for 30% of the usage of the top 20 guides while the subject guides accounted for 70%.

The **Legal Resources** guide in HTML format has always been the most heavily used guide. It had 17,398 hits for the period January to April 2010. The guide is introduced to all new law students during library orientation and library training sessions and there is a link to the guide from the School of Law website. The **Legal Resources** guide will be converted to the LibGuides platform in the future. It will be interesting to compare the usage after the platform change. The second and third top subject guides, **APA Citation Style** and **Economic Statistics**, were promoted by the librarians during other training sessions and could explain the high usage.

The top business guide in the HTML format on the Library website, **Researching an Industry**, had 343 hits over the period January to April 2010. The top business guide on LibGuides, **Management of People at Work**, had 1,065 hits. We are in the process of converting the **Research an Industry** from the HTML format to the LibGuides platform.

Table 4: Top 20 Research Guides

<b>Guide Title</b>	<b>Platform</b>	<b>Hits Jan-Apr 2010</b>	<b>Type</b>
Legal Resources	HTML	17,398	Subject
Urban Economics and Real Estate (ECON 230)	LibGuides	2,722	Course
International Economics A (ECON 103)	LibGuides	2,002	Course
APA Citation Style	LibGuides	1,869	Subject
Economic Statistics	LibGuides	1,780	Subject
Legal Research & Writing (LAW 106)	LibGuides	1,350	Course
Accounting	LibGuides	1,130	Subject
Political Science (POSC 003)	LibGuides	1,078	Course
Management of People at Work (OBHR 101)	LibGuides	1,065	Course
Careers	LibGuides	742	Subject
Marketing Research (MKTG 103)	LibGuides	660	Course
Psychology (PSYC 101)	LibGuides	496	Course
How Do I Use SMU PYXIS?	LibGuides	456	Subject
Social Statistics	LibGuides	443	Subject
Strategic Brand Management (MKTG 217)	LibGuides	443	Course
Company and Industry Research (for Law)	LibGuides	388	Subject
EndNote Web	LibGuides	372	Subject
Islamic Law, Finance and Commerce (LGST 219)	LibGuides	351	Course
Real Estate and Financial Cycles (ECON 643)	LibGuides	350	Course
Researching an Industry	HTML	343	Subject
Total hits from top 20 guides		35,438	
Hits from course specific guides		10,517	30%
Hits from subject guides		24,941	70%

## Learning Points

After implementing LibGuides at the Library, our learning points were:

It was helpful to have a champion start off the learning process which then reduces the learning curve for the other librarians. One librarian learnt how to use the platform first, creating a guide and showing it to her colleagues, and teaching them how to create their own LibGuides. Everyone in the team then tried it out.

Before rolling out the platform, it is important for the team to decide if it wants standardization. As the number of guides grows, different practices based on individual preferences will appear and the team needs to decide which key areas to standardize and what areas can be left to the individual. The standardization and guidelines have been set up for our team members and will need to be reviewed from time to time.

Reeb and Gibbons (2004) recommended using relevant labeling and easy access points to subject guides to ensure that students can find and use them. It would be good to ask students what they think of the headings used in the guides. We need to ensure that we use phrases that are meaningful to our users and to limit the amount of jargon used. The intention is to use the usage data of the guides and also the feedback from users to further align the guides to the needs of our users.

The promotion of the guides is important to increase awareness that there is such a resource available to the students. Librarians promote the guides when they interact with the students during library training classes, in the classroom and also when the students make enquiries at the desk or via email. In order to increase discoverability, the research guides are catalogued and can be found when users search our catalogue. The guides created on LibGuides are indexed by Google and can be discovered when doing a Google search. The library website is another important area that should not be overlooked. We are exploring how to better promote the guides on our Library website.

## Conclusion

The Li Ka Shing Library implemented LibGuides as a new platform for creating research guides. The implementation process was easy and 40 guides were created in nine months. Once we got over the initial hurdle of getting started on the first guide, the building of subsequent guides was much easier. When building a new guide, librarians can copy from one of their previous guides or a guide done by another team member, or even a guide done by another institution using LibGuides. The research librarians at the Library felt empowered to create and to maintain their guides with LibGuides. The librarians were actively engaged in creating content. The ability to leverage on previously created content when doing new guides is a great boon as it shortens the turnaround time for new guides. This meant that the platform met the requirements of ease of use and ease of maintenance.

With the new platform, our research guides can include Web 2.0 features like tags (Figure 4), RSS feeds (Figure 5), search widgets (Figure 4 & 6) and feedback box. The inclusion of these features was made easy by LibGuides. The requirement of Web 2.0 functionality was also met by the new platform.

Our librarians can also collaborate and share content easily. During our regular information services team meetings, the librarians share what they have done and what they have discovered while building their own guides. We also learn by looking at the content built by others in the team and other institutions using LibGuides. Two or more librarians can collaborate on building a guide and we have started to do this. Hence the platform also met the requirement of allowing our librarians to collaborate.

The aim is to shift most of our guides to the LibGuides platform by July 2010 and use the LibGuides homepage as the landing page for Research Guides from the library website. Once on the landing page, there will be a pane for navigation by subject and a pane for navigation by tags, with a search box for the guides. This will meet the needs of our students who had expressed a desire for research materials organized by subject.

At the Li Ka Shing Library, the librarians have extended our research guides beyond just subject pathfinders. We use our guides also as a teaching tool and to support specific courses in line with international trends.

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