Presenters: Kailey Brisbin and Melanie Parlette-Stewart, University of Guelph

Reported by Dejah Rubel, Ferris State University

Kailey Brisbin described how a collaborative process was developed to review the University of Guelph’s A-Z resource list. This process included: writing database names on hard copy subject lists at a group meeting, creating a resource submission template with a pre-defined list of resource types and prompts for better descriptions, and engaging in description peer review to decrease ownership and ensure constructive feedback. Brisbin also recommended using subject tags from the course catalog, (e.g. ISI 203, ENG 111), and Googling the name of the resource + “library” to see other libraries’ descriptions.

During the course of this project, Brisbin discovered that students were skipping the “Best Bets” on the A-Z list because the yellow color surrounding them implied that they were some form of advertising or sponsored content. However, the same user testing also revealed that students were reading the resource descriptions even if they did not always understand what they meant. During the discussion, someone asked if it was common to add “full-text” as a tag in case students do not read the description (the exercise featured an index database), and many libraries do. Another audience member suggested using the number of guides mapped to a particular resource as a criterion for adding it to the A-Z list.