

ENGAGING USERS THROUGH ACCESSIBLE AND PEDAGOGICAL GUIDES

A webinar for Emporia SLIM, April 29, 2020

Proposal for Cancelled OLA Conference, sponsored by ACRL-Oregon

Bronwen K. Maxson bmaxson@uoregon.edu

Undergraduate Engagement Librarian; Subject Specialist for Spanish, Portuguese, and Latin American Studies

Mandi García, Library Design and Exhibits Coordinator

Link to slides:



UNIVERSITY OF
OREGON

Libraries



Collaboration and Thanks!



Thanks also to:

- Karen Matson, Veronica Vold, James Whisenhunt, and Meg Spivey (UO Online)
- Sheen Hua (UO Accessible Education Center)
- Ray Henry and Student Employees (UO Libraries); Alex Mueller (former UO Libraries' Thomas Intern)
- Sara Lowe & Gary Maixner III (IUPUI)
- Yoo Young Lee (U. of Ottawa)

Outcomes for Participants



Articulate difference between pathfinder and pedagogical guide design



Apply knowledge of text accessibility to LibGuides, specifically for graphics

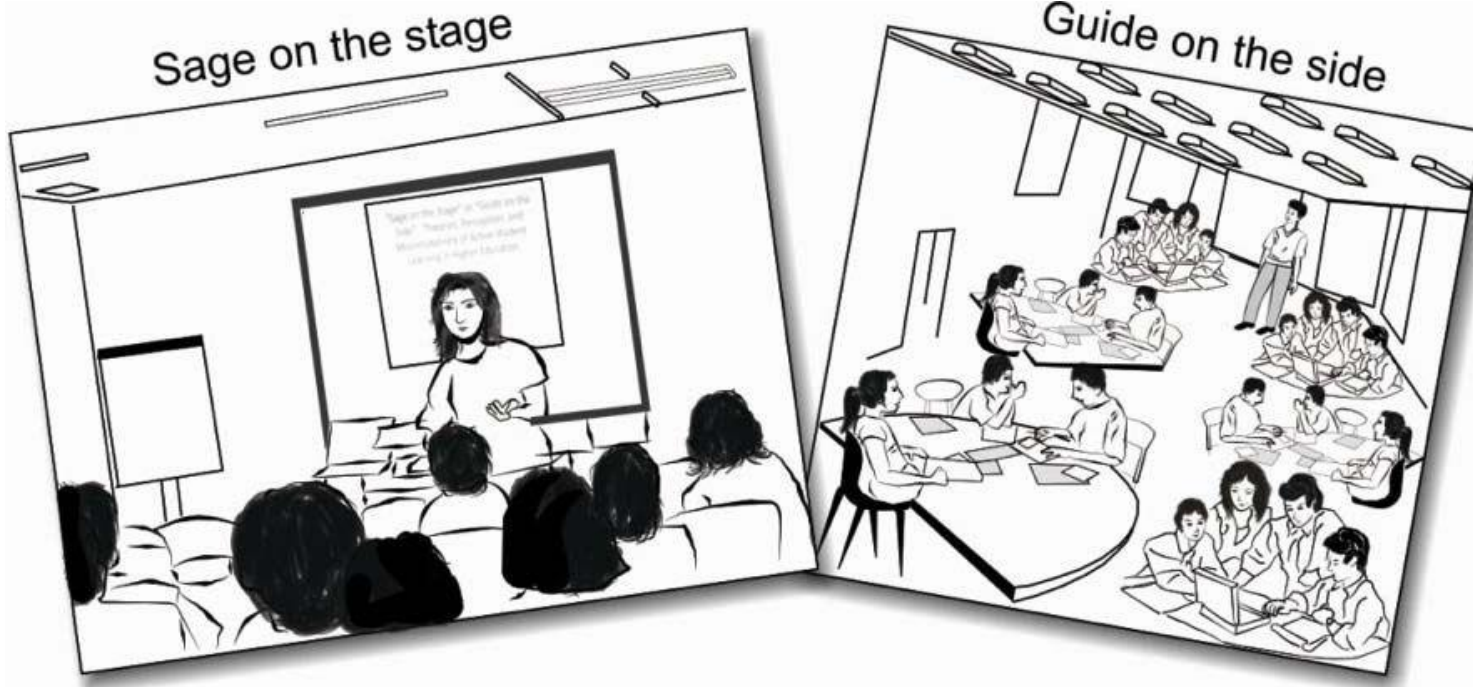


Draw or sketch out an aspect of the research process (fun for you and your students/users!)



@Soccerbrarian

What is the purpose of a Guide?

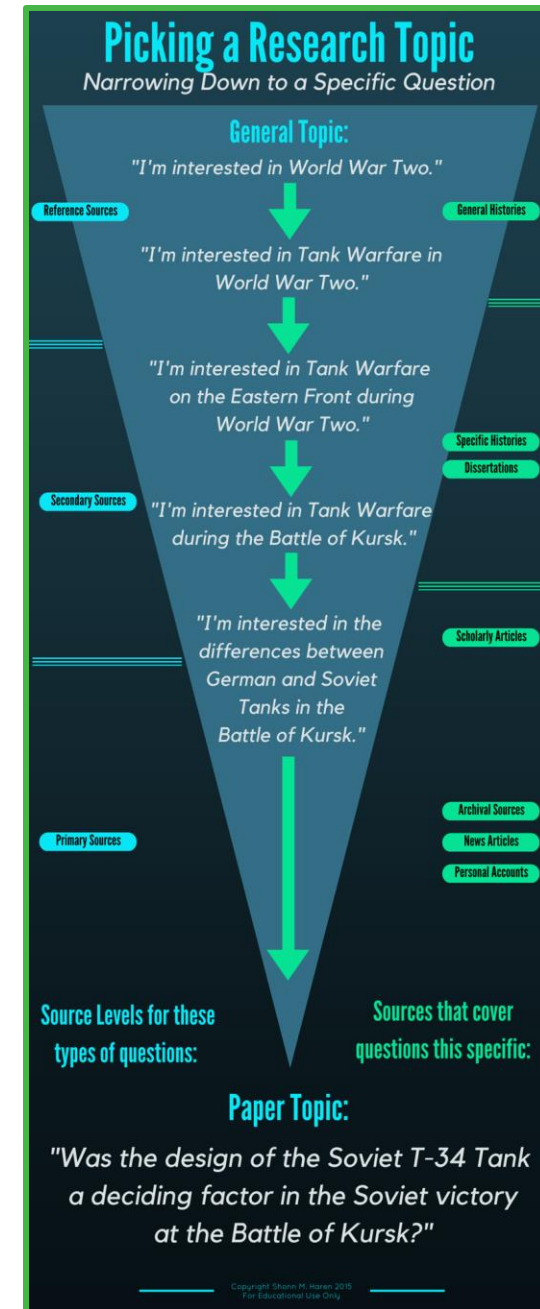


A curated list of "best bet" sources

Guidance and support that reflects the "Nature of Inquiry"

The Origin Story

The graphic that caught my eye...



Picking a Research Topic

Narrowing Down to a Specific Question

General Topic:

"I'm interested in World War Two."

Reference Sources

General Histories



"I'm interested in Tank Warfare in World War Two."



"I'm interested in Tank Warfare on the Eastern Front during World War Two."



Specific Histories

Dissertations

Secondary Sources

"I'm interested in Tank Warfare during the Battle of Kursk."



"I'm interested in the differences between German and Soviet Tanks in the Battle of Kursk."

Scholarly Articles

Archival Sources

News Articles

Personal Accounts

Primary Sources



Source Levels for these types of questions:

Sources that cover questions this specific:

Paper Topic:

"Was the design of the Soviet T-34 Tank a deciding factor in the Soviet victory at the Battle of Kursk?"

The Research Process Graphic

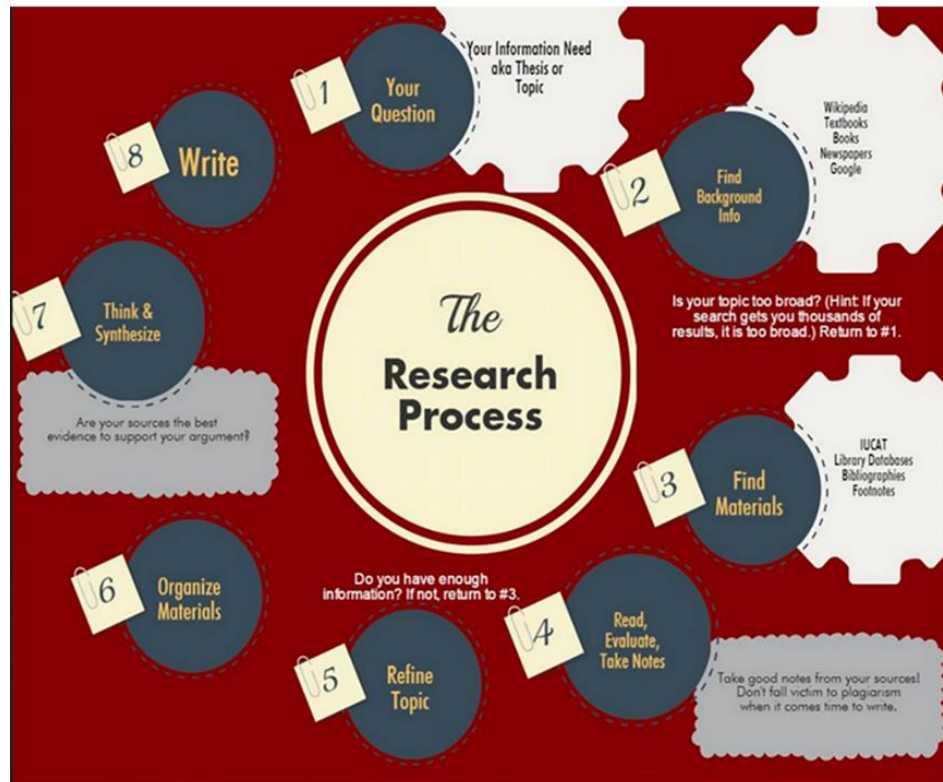
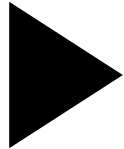


Figure 2. Infographic of the research process in the pedagogical guide (Stone et al., 2018).



- Home
 - Welcome
 - The Research Process
 - Top Resources
- 1: Your Question
- 2: Background Information & Books
- 3: Find Materials
- 4: Evaluate
- 5: Refine Topic
- 6: Organize & Cite
- 7: Think & Synthesize
- 8: Write

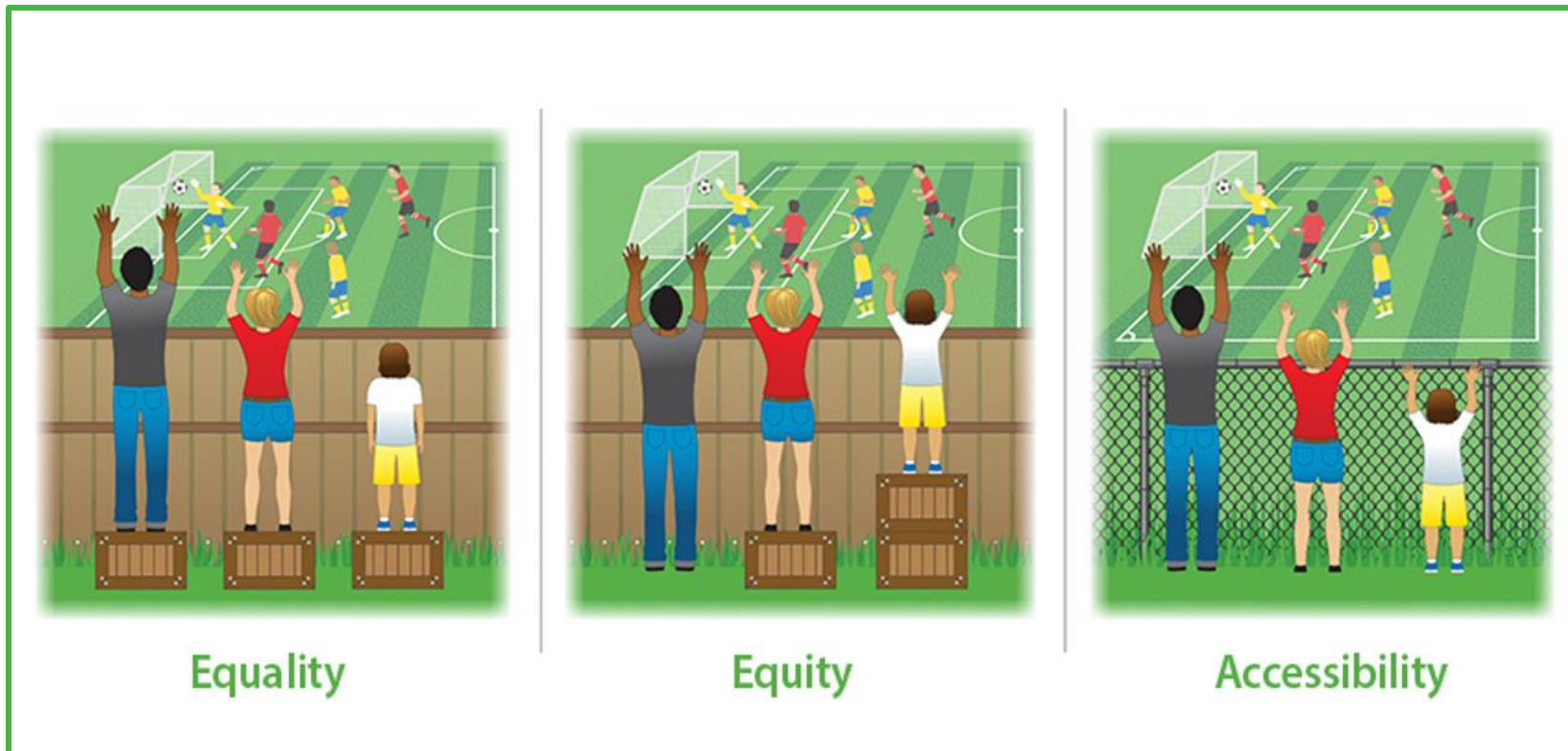
Watch and Learn...



The screenshot displays a grid of 15 video thumbnails from a YouTube search. Each thumbnail includes a video preview, a title, view count, upload date, and a Creative Commons license icon. The videos are organized into three rows of five. The first row includes 'Study Room Reservation in 6 Steps', 'W131 Tutorial 6 - Organize, Write & Cite', 'W131 Tutorial 5 - Read & Evaluate', 'W131 Tutorial 4 - Find Materials', and 'W131 Tutorial 3 - Find Background Information'. The second row includes 'W131 Tutorial 2 - Your Research Question', 'W131 Tutorial 1 - The Research Process', 'IUPUI University Library Resources For Faculty', 'ENG W270 - Databases', and 'ENG W231 - Databases'. The third row includes 'ENG W270 - Keywords', 'ENG W231 - Keywords', 'ENG W130 EAP - Authoritative Information', 'ENG W130 EAP - Information Packages', and 'ENG W130 EAP - Words and Keywords'.

Video Title	Views	Upload Date	License
Study Room Reservation in 6 Steps	675	2 years ago	CC
W131 Tutorial 6 - Organize, Write & Cite	38	2 years ago	CC
W131 Tutorial 5 - Read & Evaluate	28	2 years ago	CC
W131 Tutorial 4 - Find Materials	48	2 years ago	CC
W131 Tutorial 3 - Find Background Information	137	2 years ago	CC
W131 Tutorial 2 - Your Research Question	210	2 years ago	CC
W131 Tutorial 1 - The Research Process	83	2 years ago	CC
IUPUI University Library Resources For Faculty	50	2 years ago	
ENG W270 - Databases	261	2 years ago	
ENG W231 - Databases	836	2 years ago	
ENG W270 - Keywords	51	2 years ago	
ENG W231 - Keywords	975	2 years ago	
ENG W130 EAP - Authoritative Information	242	2 years ago	
ENG W130 EAP - Information Packages	395	2 years ago	
ENG W130 EAP - Words and Keywords	721	2 years ago	

Classroom Experience: Accessibility as Inclusion



Two Approaches

Traditional Pathfinder vs. Pedagogical Process-Driven styles

Comparing two approaches: Navigation

Pathfinder guide traits

Library Special Collections
Newspapers
Maps
Government Information
Social Statistics & Data
Reference Sources in the Social Sciences and Humanities
Film & Video Collections
Image Resources

Pedagogical guide traits

Home
Welcome!
The Research Process
1: Your Question
2: Background Information
3: Find Materials
4: Read & Evaluate
5: Organize, Write, & Cite

Pathfinder-style guide

Basic Research Tips

These are a few tips for conducting historical research. Please check out the UO Libraries' "Getting Started with Research" guide for more detailed information.

Background Reference Research

- Get started by familiarizing yourself with basic concepts and facts about your subject. The reference resources listed on the various specific guides above will provide much of this information.
- Take note of important information: basic timelines, names of major individuals, locations, relevant institutions and/or government agencies, and so on to use as keywords for your further research.
- If there are particular theoretical or interpretative frameworks or concepts used by scholars of your subject, take note of those as well.

Search Strategies

- Research is a process: You will not find everything you need in the first search. Research requires iterating on your subject. Retry searches if you initially come up with too little material, or too much. Note new keywords and topics you discover as you search and read your works. Pay attention to what is being cited in the works you are reading, and track down the sources they cite for your own work. Give yourself time to search out sources, read those sources, and potentially do further, new searches as you learn more.
- Keywords: Before any search, select key terms that describe your subject. Proper nouns (people's names, geographical locations, etc.) are strong, but consider other terms that when associated together are likely to describe your topic.
- Synonyms: Do not stop with your initial keywords. Frequently the terms that initially come to mind are not those used by scholars to describe the event.

Consider synonyms for terms ("conflict" for "war," for example) and add those to your list of potential keywords.

- Subject Headings: Library catalogs and article databases often include specific, formally defined tags to items to link items about similar topics to each other.
 - In the LibrarySearch catalog the full descriptions of titles include a section for "Subjects," which follow the Library of Congress's rules for assigning subjects to books. For example, the Subject for World War II is "World War, 1939-1945." Subjects also combine terms according to formal rules to differentiate specific sub-areas of a subject, to denote a title about a specific location or time period, etc. So, for example, "World War, 1939-1945 -- Canada" is assigned to books about Canada's involvement in World War II. Note the specific subject headings applied to titles you are using for your work.
 - Other resources, like the America: History and Life and Historical Abstracts databases, will also include Subjects, Topics, or similar headings in their item descriptions that are different from Library of Congress Subject Headings, but have a similar function, linking related titles using formal descriptive language. Note the Subjects/Topics/etc. applied in each resource you use.
- [Advanced Search](#): The "Advanced Search" in LibrarySearch allows you to perform more sophisticated searches as you go. You can combine a Subject Heading with keywords, for example, or an author with keywords (excellent for searching for specific sources produced by a prolific scholar). Get creative and dial in your research focus as you go.

Evaluating Sources

There is a lot of information out there, much of it of questionable value. There is much historical information out there marked by strong ideological or other biases, which can lead to misinterpretation or even falsification of events. When evaluating sources make the following considerations to account for these biases.

- Is the research backed up? Citations exist, in part, to ensure honesty and transparency in our scholarship, allowing us to see where an author found their information, and how they came to their conclusions. For serious research, secondary sources lacking a clear citation system are therefore suspect. This also can apply to works aimed at popular audiences, which may not include formal citations but should clearly identify sources for quotes, statistics, and so on, frequently with links to the original sources. Works that rely excessively on assertion of "facts" without citation or anonymous and/or unidentified quotes are suspect.
- Who is the author? What organization(s) (a university, a government agency, a think tank, etc.) is the author affiliated with, or sponsored the research? Author blurbs and book prefaces or acknowledgments will often explain much of this information, and can help you to situate the work in the larger conversation.
 - Some authors, publishers, research sponsors, etc. use neutral sounding names to hide deep biases or advance palpably false historical narratives. For example, the Institute for Historical Review uses a neutral-sounding name and professional presentation style to distribute works downplaying or denying the Holocaust. A little time searching for the organization on open internet resources (Google, Wikipedia, etc.) can expose bad actors behind seemingly "objective" works.
- "Peer Review": The foundation of academic publication is a process called peer review, where publications are sent to other scholars in their field to evaluate whether or not a title meets basic standards. Peer review can be difficult to identify for books, but when searching in article databases like America: History and Life and Historical Abstracts you can see whether or not a journal that published an article follows a peer review standard or not, and can even narrow search results to only those from peer reviewed journals. Peer review is not flawless, and by no means guarantees that a work is 100% accurate, but it does give you some assurance that the title has met basic standards.

Pedagogical-style guide

Getting Started with Research

A guide through the library research process. Contact a librarian for more!

Overview of Research Process

- Research is a Process (Infographic)
- Understanding Assignments (Video Tutorial)
- Connect to the UO Network from Off Campus

1. Your Question

2. Find Background Information

3. Find Materials

4. Read & Evaluate

5. Organize, Write & Cite

Help & Technology

Advanced Skills

Need Help?

Research is a Process (Infographic)

Research is an iterative process, meaning it's repetitive but you learn as you move forward and make changes. It's more cyclical than straightforward or linear. Use the side navigation to learn about each of the steps of the process, and don't be afraid to jump around between steps.

Research is an iterative process. Instead of straightforward and linear, it is repetitive and cyclical. As you move through the steps to learn, you should modify and refine your strategies. Don't be afraid to return to an earlier step to reset your process!

RESEARCH IS A PROCESS

1 Your Question
Your information need: thesis or topic

2 Find Background Info
Wikipedia, Textbooks, Books, Newspapers, Google

3 Find Materials
UO LibrarySearch, Library Databases, Bibliographies, Google Scholar
TIP: Are you finding enough relevant sources? If not, you may need to return to step 1 and refine your topic.

4 Read & Evaluate
TIP: Are your sources the best evidence to support your argument? If not, return to step 3.

5 Organize, Write, & Cite
TIP: Synthesize and take good notes! Don't fall victim to plagiarism when you write.

USE THE SIDE NAVIGATION TO LEARN MORE ABOUT EACH STEP.

Long description of "Research is a process" infographic for web accessibility

Thanks to SPSU University Library for allowing reuse of this graphic under a Creative Commons license

Getting Started with Research

A guide through the library research process. Contact a librarian for more!

Overview of Research Process

1. Choosing a Topic / Research Question

2. Find Background Information

3. Find Information

4. Read & Evaluate

5. Organize, Write & Cite

Help & Technology

Advanced Skills

Need Help?

Knight Library Reference Collection

Knight Library has a Reference Collection on Level 1 near the Research Help Desk.

Primary, Secondary & Tertiary Sources (Video Tutorial)

Check out this video from Suffolk County Community College Library to understand how primary, secondary, and tertiary sources vary by discipline.

Using Wikipedia for Research (Infographic)

Using Wikipedia for research

Do

Do Not

First Background Information

Generic Search Terms

Look at the Bibliography

Thanks to RUPUI University Library for allowing reuse of this graphic under a Creative Commons license.

Background Information Databases - General Subjects

Before you start any research on your topic, you must develop some background knowledge including facts, dates, and names of important people, places, or theories. Books and websites can provide you with that knowledge.

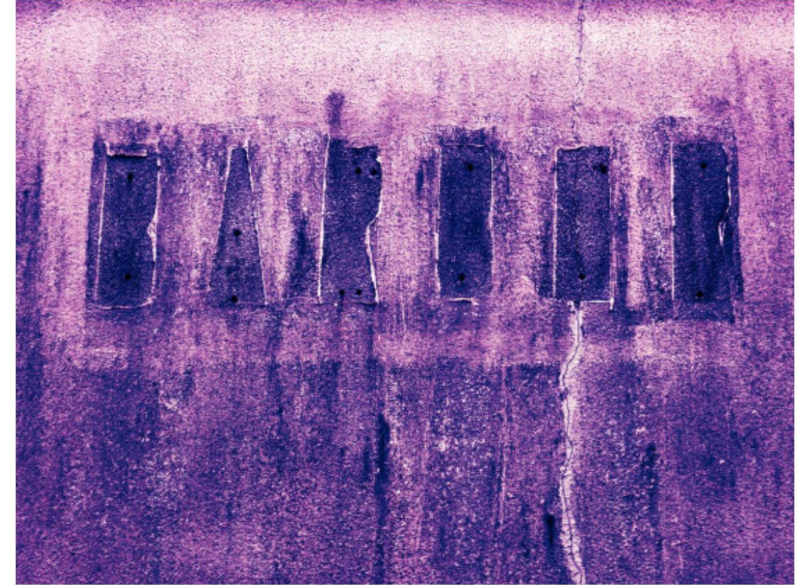
This is important because:

1. Background sources give you the language that people are using to discuss your topic. You will

Critiquing Traditional Approaches

"Ultimately, when we construct LibGuides around the resources that the librarian thinks the student should know about in order to ace their research paper, we attempt to simplify the processes of research. Yet, as Freire points out, this is problematic because it positions research as a transferral of information, **rather than as an act of exploratory and liberatory meaning-making.**"

Hicks, 2015



LibGuides: Pedagogy to Oppress?

APRIL 16, 2015 / [ALISON HICKS](#)

Universal Design for Learning

Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Multiple Means of Action/Expression

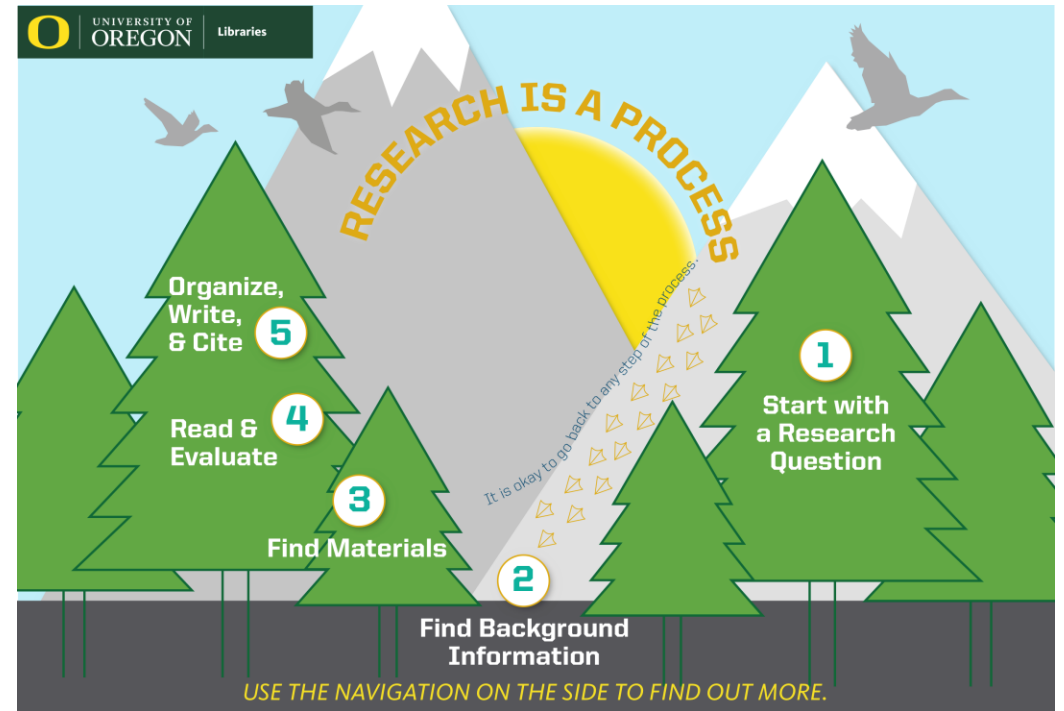
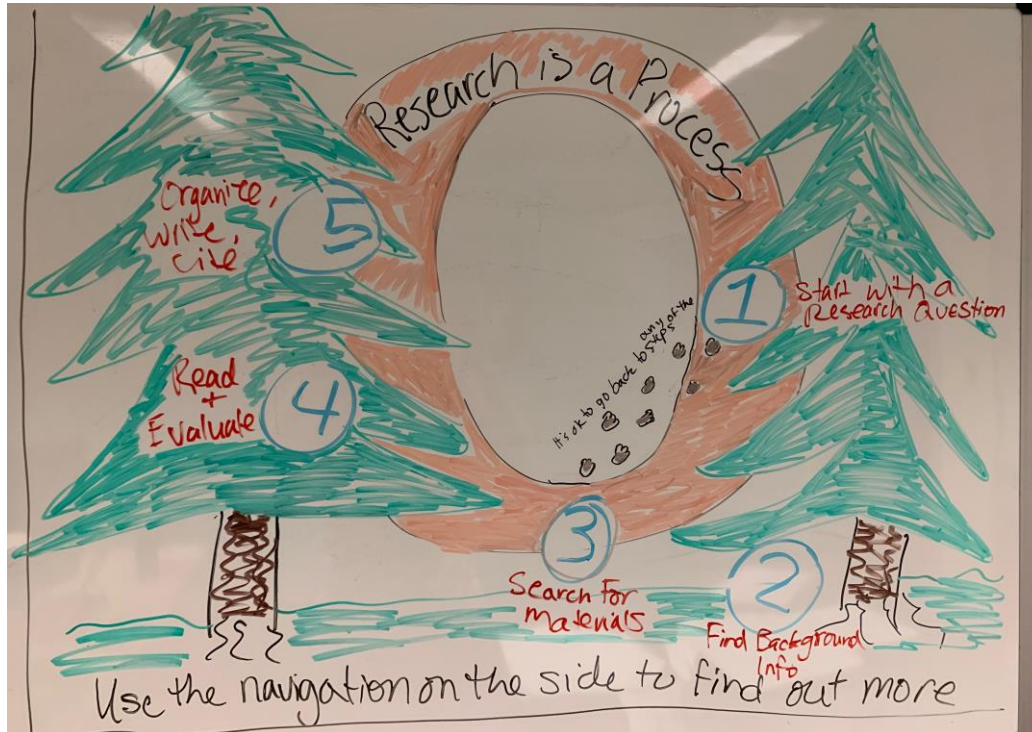
Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



Graphic Design

A luxury...

Importance of Drafts



Importance of a Graphic Designer on your Team


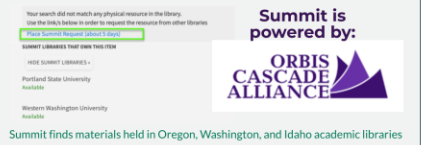

cc BY-NC-SA

Graphic prepared by Bronwen K. Maxson for educational purposes only

UNIVERSITY OF OREGON

Finding books & more at UO Libraries

Search each resource in this order to locate items quickly:

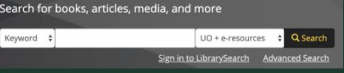


- 1** Takes 0-1+ Days
Start with LibrarySearch (library.uoregon.edu) to locate resources we own or subscribe to

Use "Available at UO" and "UO eResources" filters to locate or request UO items
- 2** Takes 3-5+ Days
If the University of Oregon doesn't have what you're looking for, request the item from a Summit (OrbisCascade) Library through LibrarySearch:

Summit finds materials held in Oregon, Washington, and Idaho academic libraries
Still not finding what you need? Use WorldCat to search libraries worldwide, then borrow them via Interlibrary Loan (ILL):
- 3** Takes 7-10+ Days

Request item through Interlibrary Loan (about 10 days)
WorldCat (<https://uolibraries.on.worldcat.org/discovery>) searches participating library catalogs from across the globe. Submit your requests through InterLibrary Loan (<https://illiad.uoregon.edu>)
Still not finding what you need? Contact your Subject Librarian or suggest a purchase (<https://library.uoregon.edu/collection-development/order-form>)

powered by PIKTOCHART



UNIVERSITY OF OREGON Libraries

Finding Books + More At UO Libraries

- 1 Library Search**
Library.uoregon.edu

Filter searches with "Available at UO" or "UO eResources" to locate/request items.
- 2 Summit Library**
Place a Summit Request

Summit finds materials held in Oregon, Washington, and Idaho academic libraries.
- 3 WorldCat**
Request an Interlibrary Loan

WorldCat searches participating library catalogs from across the globe.

From a Table to a Graphic

Overview of Research Process

1. Your Question
2. Find Background Information
3. Find Information
 - Finding Articles
 - Finding Books and Physical Materials
 - Finding Other Items
4. Read & Evaluate
5. Organize, Write & Cite
 - Organizing Your Research - Avoiding Plagiarism
 - Help with writing & editing your paper
 - Locating a Permalink for your Citations





Help & Technology

Organizing Your Research - Avoiding Plagiarism

Avoiding plagiarism means ensuring you give proper credit to those whose ideas you are borrowing in your own work through citation. One great way to track where you get your ideas is to take good notes during your research process.

The best way to organize your research is to find a way that works for you! Here are some suggestions:

A table showing several options for organizing research

Notecards 	Spreadsheet 
Research Journal 	Reference/Citation Manager  Zotero , Mendeley , EndNote , etc.

Whatever approach you choose, consider highlighting useful search words, subject headings, and keeping track of where you found your information sources in case you or another researcher needs to go back to verify the information you cite.



UNIVERSITY OF OREGON Libraries

Organizing Your Research

Here is **How to Avoid Plagiarism**

- Give proper credit to those whose ideas you are borrowing in your own work through **citation**.
- One great way to track where you get your ideas is to **take good notes** during your research process.

These are Some **Ways to Take Notes** During the Research Process

- Notecards
- Spreadsheet
- Research Journal
- Citation Manager

Highlight useful search words, subject headings, and **keep track of where you found your information sources** in case you or another researcher needs to go back to verify the information you cite.

Some popular ones are **Zotero, Mendeley, and EndNote**.

Making Complex Graphics Accessible



Accessibility Tips

Headings

- Use the built-in heading options in the document or webpage style

Bullet Points

- Use the built-in bullet point option in your word processor or on the web
- Do not use the hyphen (-) or asterisk (*) for this purpose because it will not make sense to screen reader software

Text and Fonts

- Use a sans serif font (without the little "tails") like Arial, Calibri, or Helvetica
- Make embedded PDFs readable using Adobe or a similar tool to recognize text (using OCR technology)

Links

- Use descriptive links rather than "click here."
E.g.: [information about descriptive links from UO Communications](#)

Use Alt Text for images

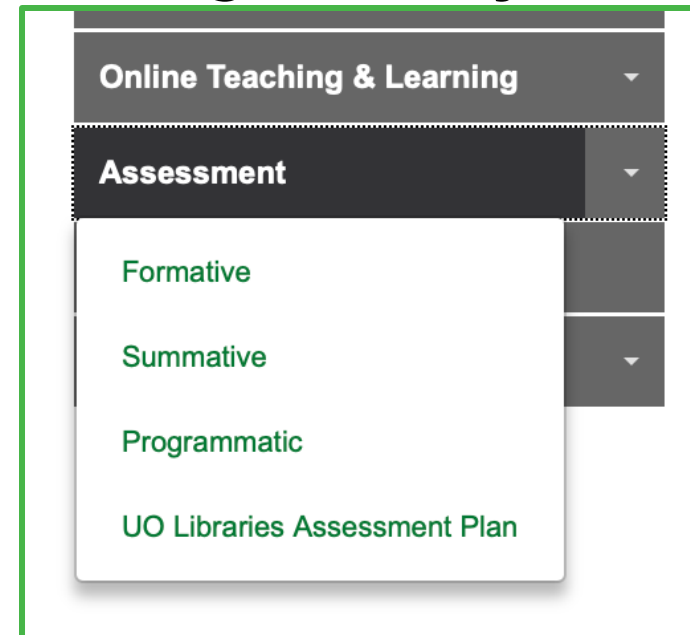
- Describe images in PDFs and webpages by using the Alt Text field
- Use your judgment when describing an image; explain how the image fits the document's context. For decorative elements, you can simply state that it is decorative (alt text: "decorative element")
- For more information, see [guidance from WebAIM for Alt Text](#) (or [Axess Lab Alt-texts: The Ultimate Guide](#))
- For longer graphics, consider creating a text description and linking it to the graphic.... (see next slides)

Accessibility and Springshare™

Box Type: Tabbed



Guide Navigation Layout



Alt Text Isn't Enough

It would be ideal to create the graphic in html as accessible from the get-go, but if you are using [another tool like Canva or Piktochart](#), these are the steps to follow...

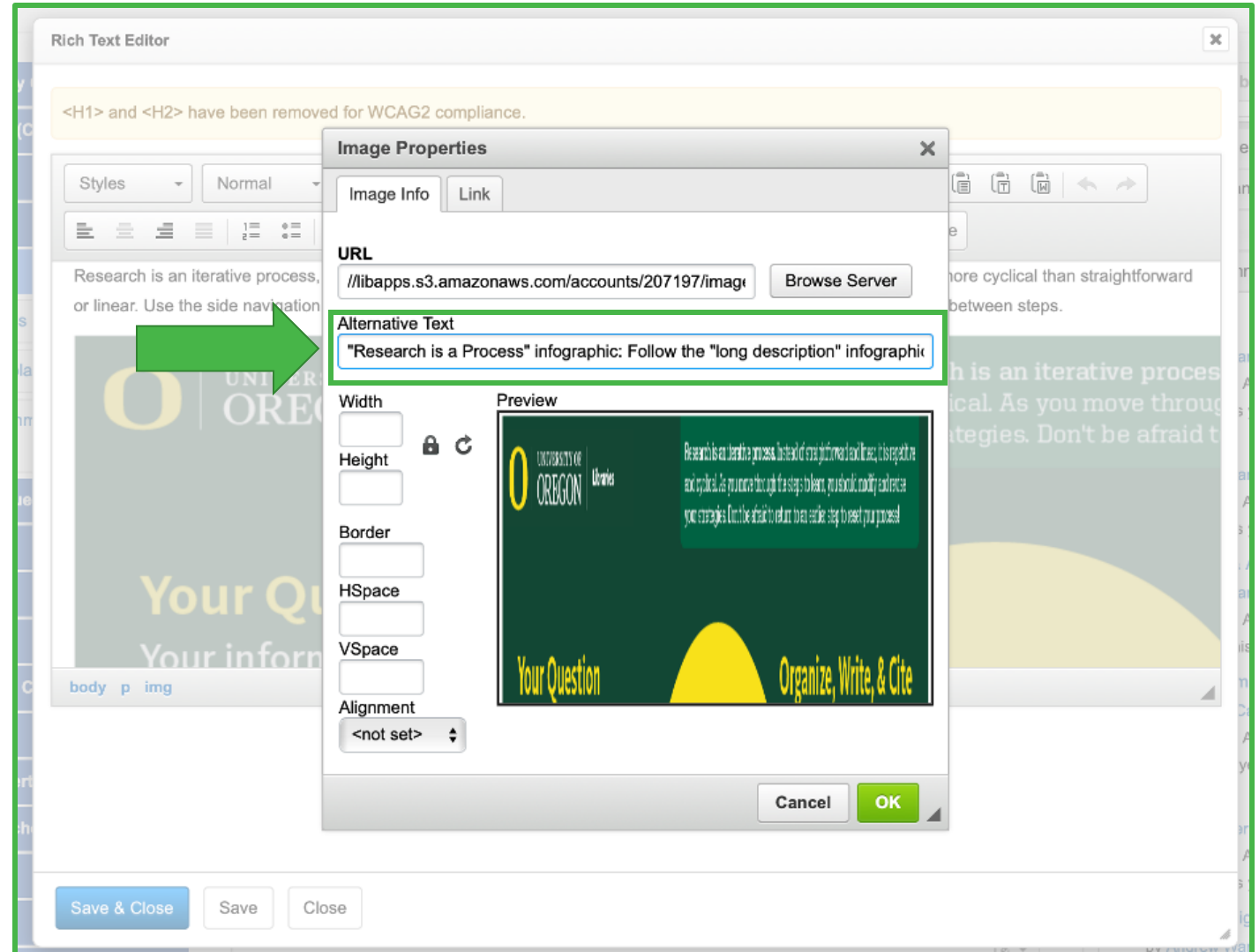
Research is a Process graphic appears in the [Getting Started with Research](#) guide



Alt Text for Navigability & Continuity

Example of Alt Text for Infographic:

"Research is a Process" infographic: Follow the "long description" infographic link for a web accessible description.



Alt Text Workaround: Show & Tell

Steps for creating an accessible infographic description

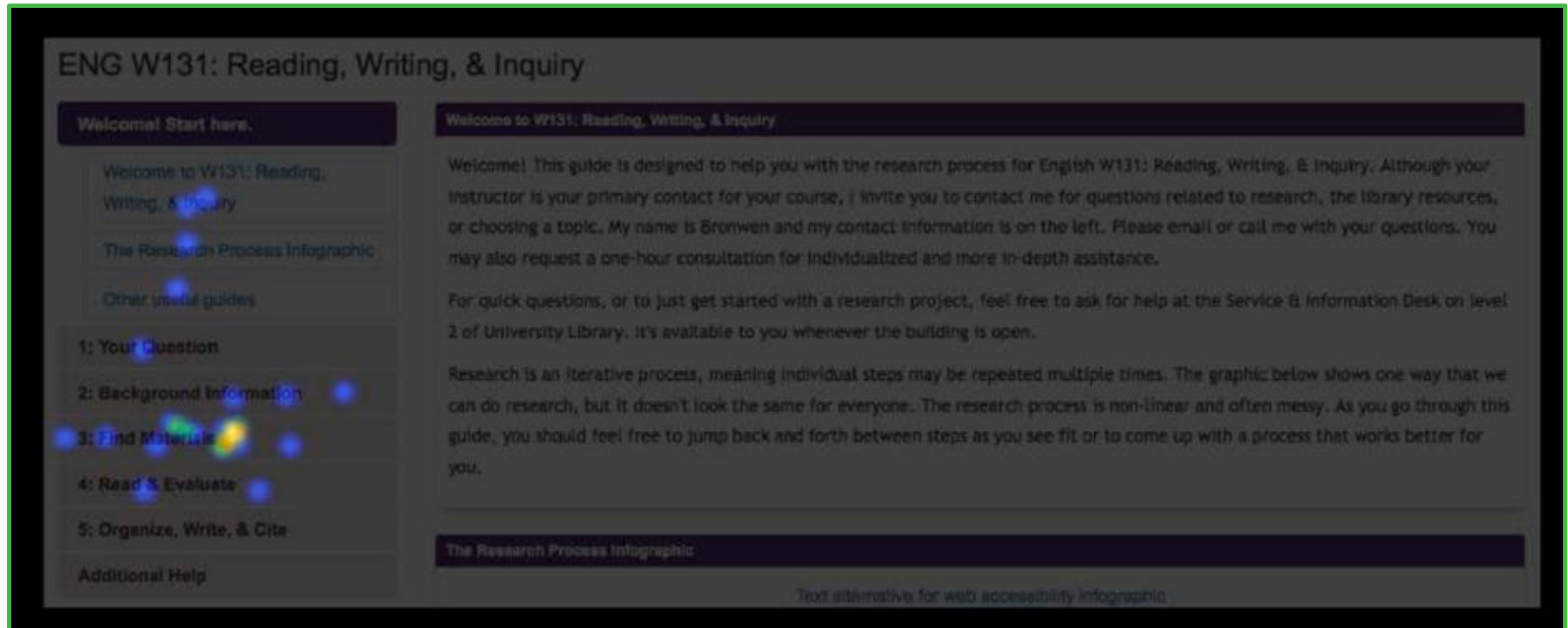
1. Create your graphic and upload it through the LibGuides Image Manager - add some alt text , e.g.: **"Research as a Process" infographic.** **Follow the "long description" infographic link for a web accessible description.**
2. Type a phrase below (or above) the graphic that uses the title of the graphic and explains there is a long text description for accessibility, e.g.: [Long Description of "Research is a Process" for Web Accessibility](#)
3. Go to the [Text Descriptions of Images in Guides](#) guide (all instruction librarians can edit this guide) and create a **new page** (not just a new box), and write/type out the text version of the graphic.
4. Once your page with a text box is completed, you'll need to copy the box's link. To get the link to the box with the long/text description of the graphic, click the **Edit option** on the desired box (pencil logo in LibGuides) to open the **Edit Box** menu.
5. Click on the second tab, 'Box Link & Widget Code,' and copy the link.
6. Next, go to your graphic and paste the link over the phrase that uses the title of the graphic and explains there is a web accessible option.

>> Demo with the [Getting Started with Research](#) guide.

What About Assessment?

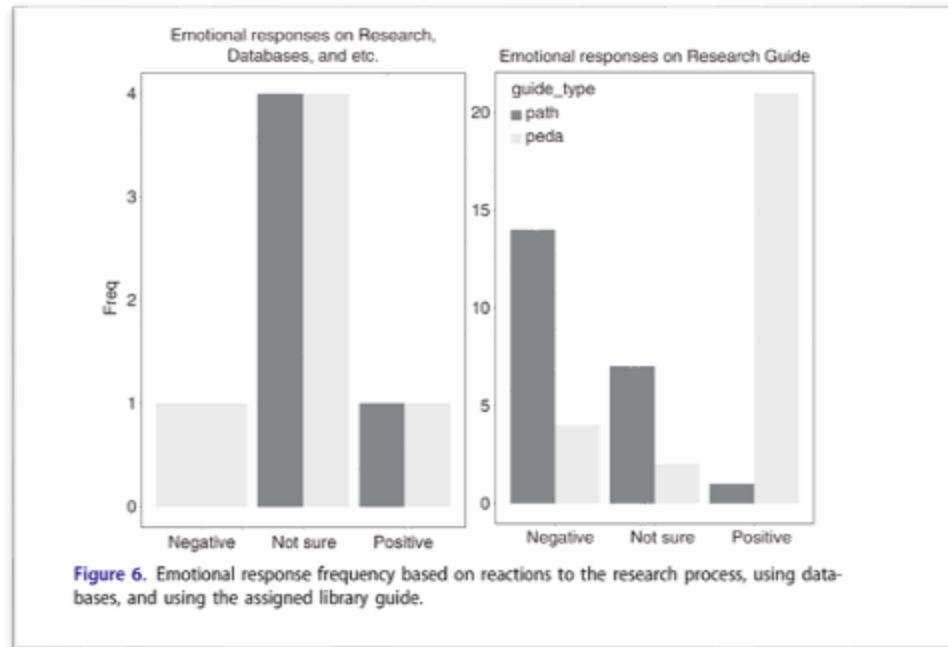
How do we know if this approach to guide design is better?

Crazy Egg Heat Map

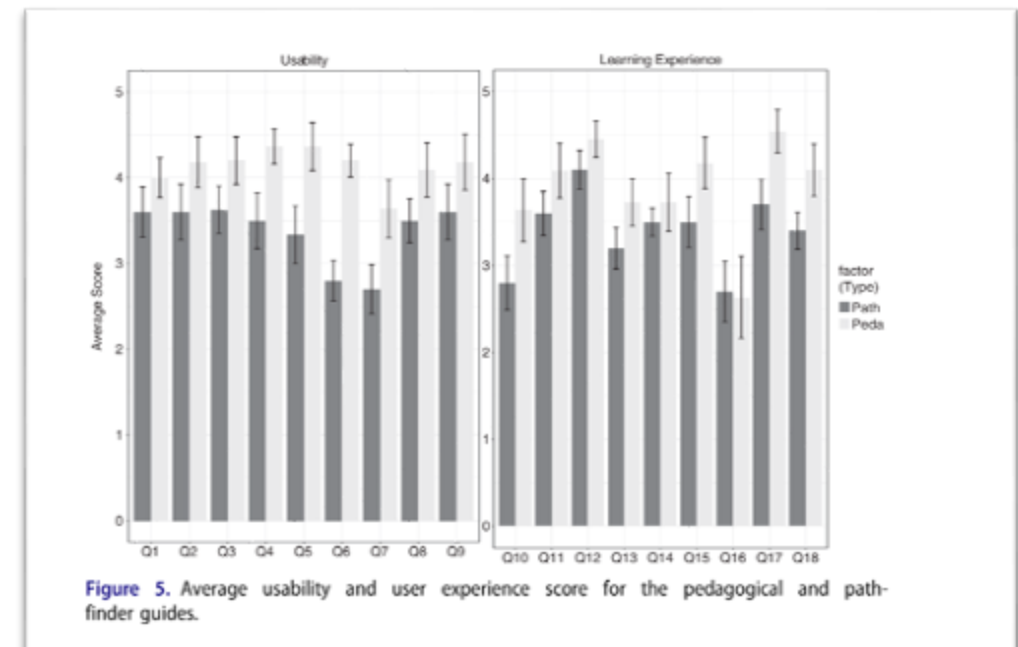


A Study from Lee & Lowe, 2018

Emotional Response Frequency



Usability and Learning Experience



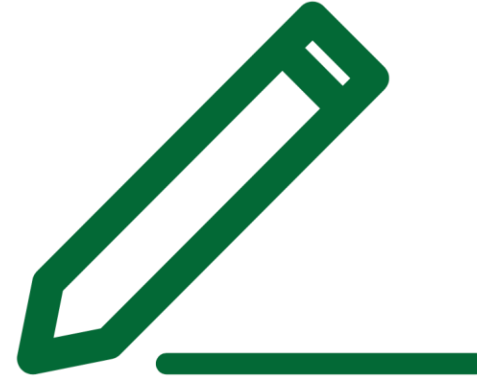


Get User Input

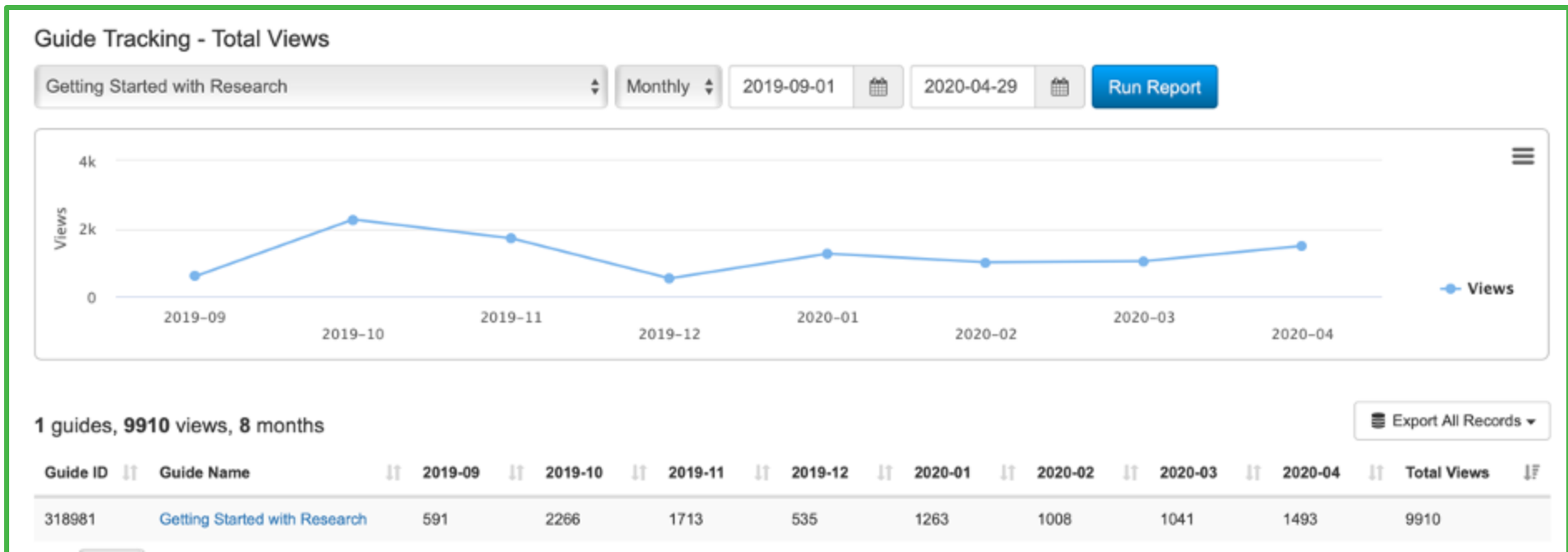
- Ask your students/users; ask your employees
- Work with a UX group in your library to design a study
- Put a comment or feedback box in your guide

Drawing as Assessment

"Drawing not only enables students to examine their assumptions and misconceptions, they also provide librarians with a means to assess what students have learned. **Before and after drawings exemplify this.**"
Brier & Lebbin, 2015



Guide views



Diversity, Equity, Inclusion

IDEAL

Inclusion: Cultivating a more welcoming and respectful environment for all.

Diversity: Developing and implementing equitable strategies for recruiting, retaining and advancing cadre of student, faculty and staff, with a wide variety of backgrounds, talents, perspectives and experiences.

Evaluation: Using assessment and measurement strategies to evaluate our process in meeting university's goal of equity and inclusion.

Achievement: Ensuring that our policies, processes and practices provide access for all to achieve their personal best.

Leadership: Develop, nurture and coach leadership to facilitate inclusive environments as well as the resources for success.



Critiques



Cognitive Overload?



The User Experience Perspective

"...in the UX field, in order to minimize user tension, progress trackers show users their progress along the way by presenting **information in chunks** as well as in **logical and numbered steps**. [...] users see a **clear path to completion**, thereby minimizing cognitive overload (Babich, 2016)."

Lee & Lowe, 2018



Too Long?

"A comparison of click performance shows that students using the Short Version of the guide took more mouse clicks to complete all five tasks than students using the Long Version."

Bowen, Ellis & Chaparro, 2018




Not Critical?

"In creating LibGuides that define research through its resources, we unconsciously reinforce academic power dynamics, limit dialog and marginalize the student voice from the very academic conversations that surround them."

Hicks, 2015

Invite your Users into the Freireian Dialogue

Welcome to the UO Libraries!



Torre de Espantaperros en Badajoz by Enrique Ferrer, shared under a CC BY-SA 2.0 license


Bienvenidos y bem-vindos! This guide will help researchers studying the literatures of the Spanish and Portuguese world at the UO Libraries. I am YOUR librarian y yo hablo español y portugués! Please contact me (my info is in the profile box in this guide) with any questions or suggestions!

Check out the "Research is a Process" graphic below to give you some guidance as you explore what UO Libraries has to offer!

Need Help?

Chat Email Phone Text

Undergraduate Engagement Librarian



Bronwen Maxson

Email Me

Schedule Research Consultation

Available

Type here to chat. Press ENTER to send.

Contact:

Pronouns: She/Ella/Ela

1299 University of Oregon
Eugene, OR 97403

bmaxson@uoregon.edu

541-346-3069

Welcome to My Class/Guide

Panopto | Span 228 > Hola Alumnos (SPAN 228)

Search this recording

Contenido

Captions

Notes

Bookmarks

Hola alumnos, Me llamo Bronwen Maxson. Soy la Undergraduate Engagement Librarian y la bibliotecaria temática del español, portugués y estudios latinoamericanos de la UO.

Conoci a muchos de uds. en el trimestre pasado en el curso de 218 con Kelly Leon Howarth.

Como saben, soy de Colorado y aprendí español en la escuela.

durante mis estudios en España, y también en mi trabajo en Colorado.

Queria informarlos un poquito sobre el origen del proyecto de traducir el mapa del campus al español.

Fue una idea que surgió de un comité del Dreamers Working Group.

El comité se llama Community Engagement Committee y

trabajamos con colegas de organizaciones de las comunidades de Eugeno y del condado Lane

con el propósito de facilitar oportunidades de intercambio entre el campus

y la comunidad latina local. Algunos miembros del grupo

notaron la falta de una mapa en español de desde allí.

empezamos a hablar con la oficina de GIS del campus.

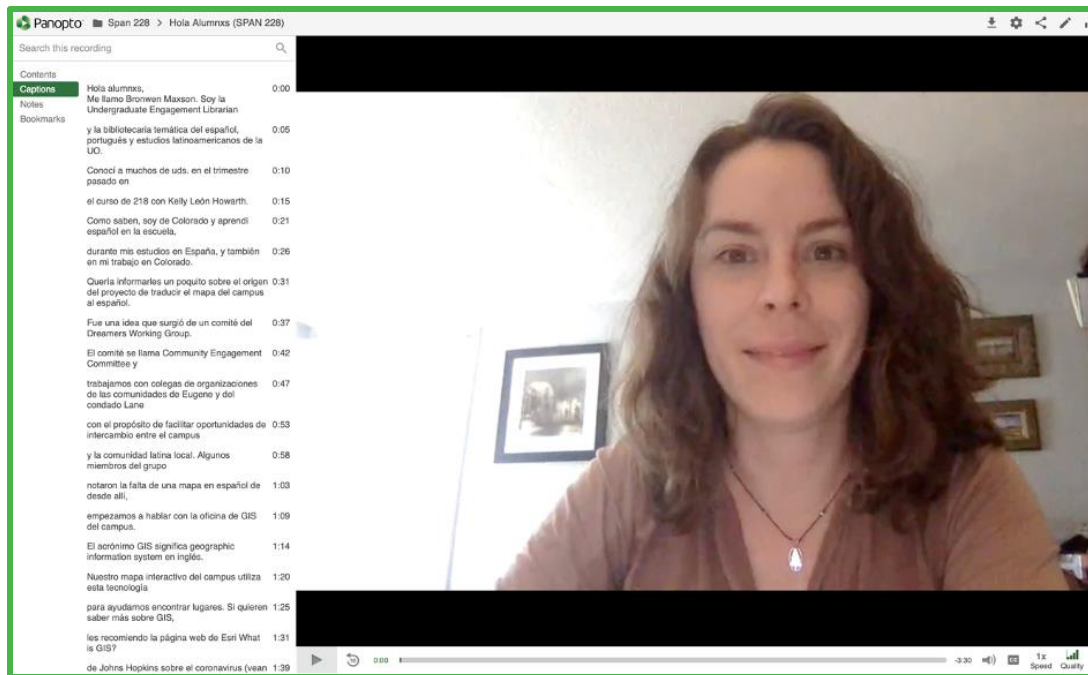
El acrónimo GIS significa geographic information system en inglés.

Nuestro mapa interactivo del campus utiliza esta tecnología

para ayudarnos encontrar lugares. Si quieren saber más sobre GIS,

les recomiendo la página web de Esri What is GIS?

de Johns Hopkins sobre el coronavirus (vean



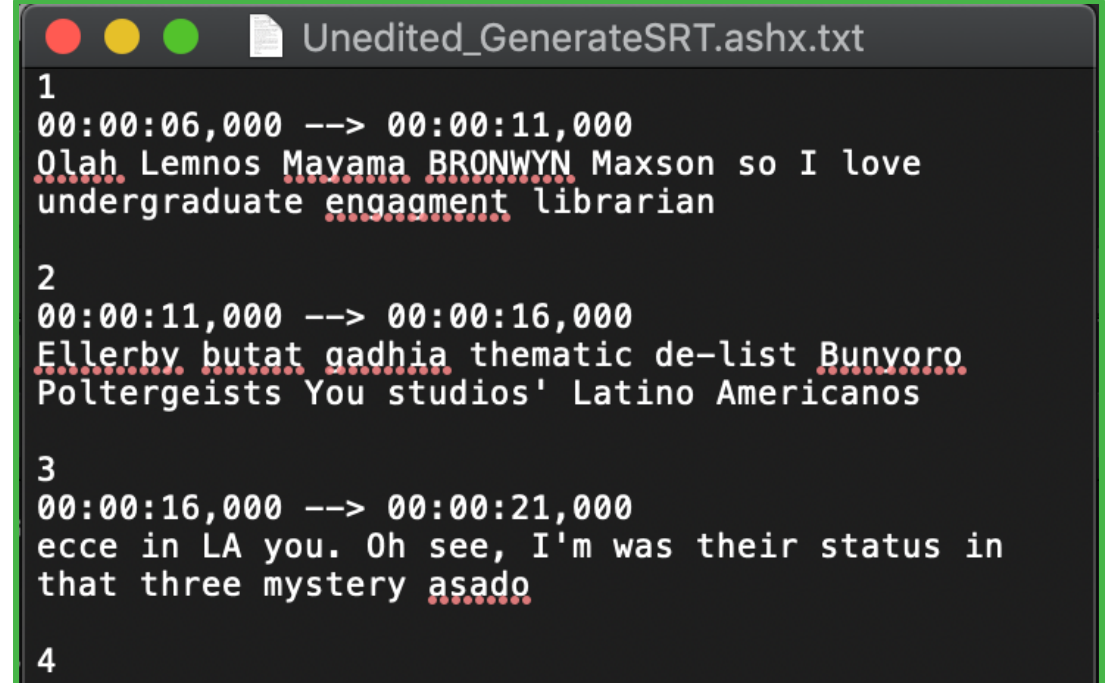
Unedited_GenerateSRT.ashx.txt

```
1
00:00:06,000 --> 00:00:11,000
Olah Lemnos Mayama BRONWYN Maxson so I love
undergraduate engagment librarian

2
00:00:11,000 --> 00:00:16,000
Ellerby butat gadhia thematic de-list Bunyoro
Poltergeists You studios' Latino Americanos

3
00:00:16,000 --> 00:00:21,000
ecce in LA you. Oh see, I'm was their status in
that three mystery asado

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Too Prescriptive?

What's the alternative? A pathfinder?



"It was not until I limited my search to wordpress.com and then traced a bunch of links and pingbacks that I could even start to gather a sense of the conversation round the topic. Yet, ironically, **it is exactly this twisting, infuriating and (occasionally) joyful process of research that is stifled by the way that most librarians structure and organize their LibGuides.**"

Hicks, 2015

Final Thoughts





Questions & Considerations

- How can librarians take a critical approach to guides?
 - Talk about info privilege;
 - Talk about “authority” of sources in new ways
- How can our guides better reflect the “nature of research” (Hicks)?
- Can we find balance between intellectual freedom while also complying with accessibility standards?
- CC licenses, open content are helpful both on graphics and whole LibGuides (make yours a 'community guide' in Springshare).
- More studies are needed retention of IL practices and guide usability



Tech Tools

Open or Freemium

- **Piktochart**, **Canva**, etc. for infographics
- **YouTube** for videos and captioning
- **CV Simulator (App)** simulates color vision deficiencies
- **WebAIM Contrast Checker**
- **ChromeLens extension** (for Chrome browser)
- **Text Inspector** and **Readable** for accessible writing for the web (English)

Subscription / Licensed

- **Adobe Illustrator** (graphic design)
- **Panopto** (video)

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Image Sources

1. Various screenshots from articles at the UO Libraries' website, UO Libraries' LibGuides, and from some of the cited references in this presentation.
2. [Sage on Stage](#) from EIT.edu
3. Haren, S. "Picking a Research Topic" graphic. Wichita State libguides (No longer available online).
4. Screenshot of IUPUI University Library's YouTube Channel
5. [Accessibility as Inclusion](#) from Wilson Language
6. UDL Brains from CAST http://www.cast.org/our-work/about-udl.html#.XmL_Ki2ZPNZ
7. Prototypes of student employee infographics for UO Libraries' website
8. Pencil icon from Noun Project
9. Cognitive Load <https://teachinghow2s.com/blog/cognitive-load>
10. Screenshot of UO's Panopto video with captions
11. Open Lock icon from Wikipedia
12. Profile outline with question mark icon from Noun Project



Questions?

- Please ask in the chat
- You're welcome to follow up with me at bmaxson@uoregon.edu