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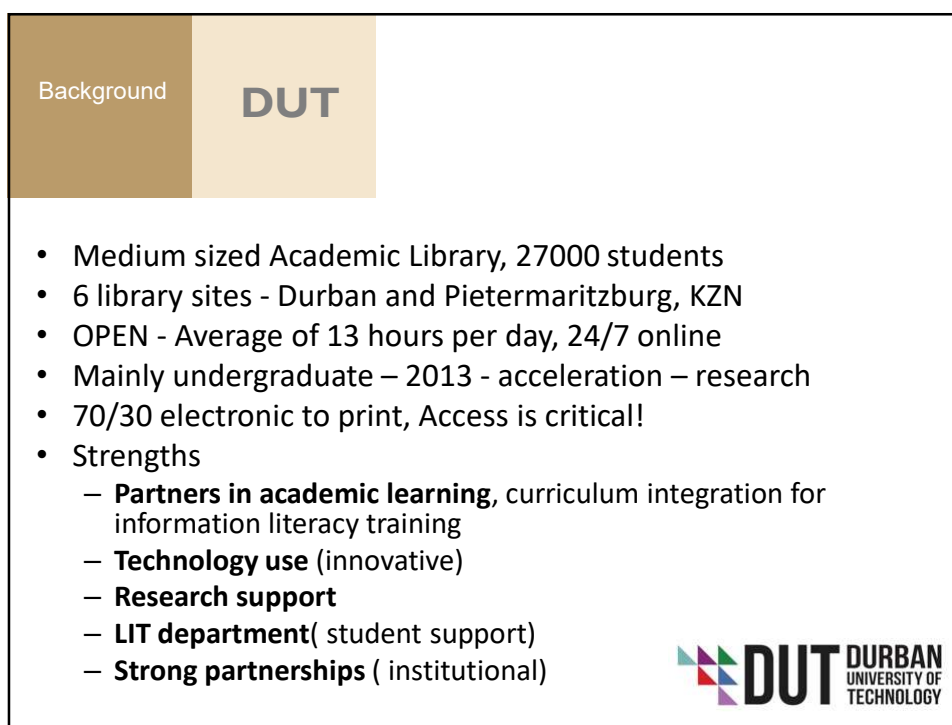
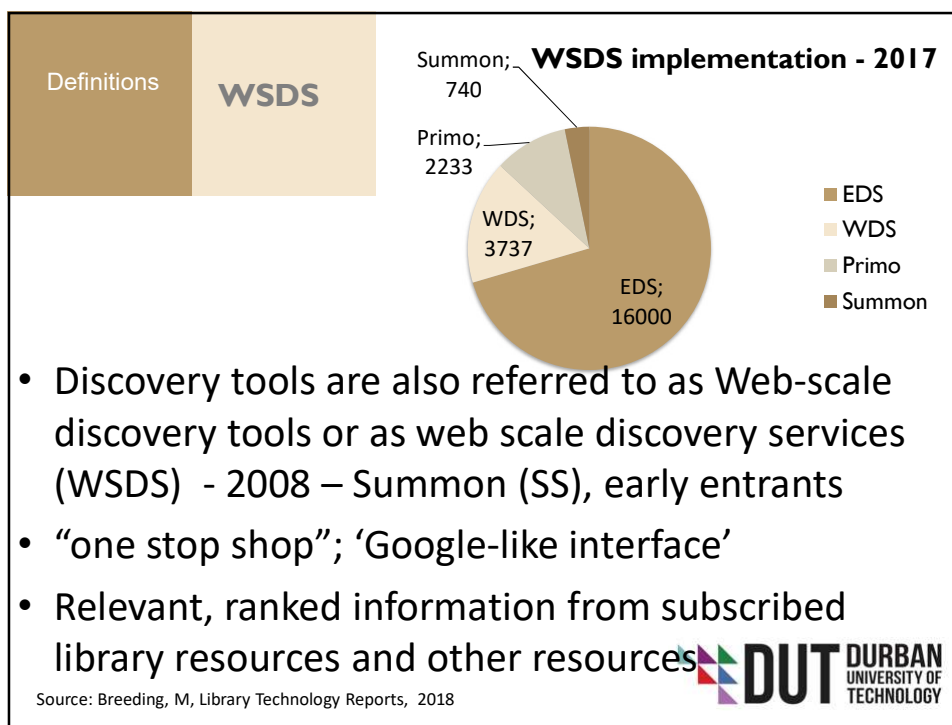
**The use of Summon
at the
Durban University of Technology**


**Sagren Moodley
Durban University of Technology**


University of Pretoria and Carnegie Corporation of New York
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- Background (definitions, context, Summon)
- Research focus
- Relevant aspects from the Literature
- Brief methodology
- Key findings
- Proposed model
- Progress
- Conclusion



Background	Summon
<ul style="list-style-type: none">• DUT Strategy 2010 -2012 – ‘seamless access to resources’• Research (Team leader), implementation, marketing 2011 – Summon, advantages over other newer systems• Summon implementation end of 2011 (Training for library staff)• Training rollout in 2012, across faculties (students and staff)• Known - Traditional metrics - Summon usage and collections usage statistics• Unknown - How Summon is being used? <p data-bbox="379 987 912 1021">SUMMON information, anytime, anywhere</p> 	

Research Focus	
<p data-bbox="387 1429 1171 1491">How can the use of Summon be improved at the Durban University of Technology (DUT)</p> <ul style="list-style-type: none">• What measures are used to evaluate electronic information services (such as WSDS) in academic libraries?• How is Summon used by staff and students at DUT?• What are the views of Subject Librarians on the use of Summon?• What are existing and new ways of using Summon at DUT? 	

Review of literature	
<ul style="list-style-type: none"> • Detailed review (reflection) • Key themes (relevant research, tools, approaches) <ul style="list-style-type: none"> – Evaluation (Theories, models, approaches) * – Research on discovery tools * – Technology usage models/tools – TAM, DOI, HCI – Information Behavior, ROI 	
	

Review of literature	Evaluation Model relevant to the study
<ul style="list-style-type: none"> • eVALUED toolkit - is an acronym for “an evaluation model for electronic library developments” – underutilised, case studies reported on the website • step-by-step guide to planning and conducting an evaluation, with tools such as questionnaires and interview questions, and also allow the evaluator to create customised tools for specific purposes 	
User experience	issues of access to the system from the library, on campus and elsewhere; how effective is the support provided for users of the system; how effectively the system is promoted to staff and students, and the perceptions of staff and students and expectations of the system.
Management	amount of use and number of users of the system; the effectiveness of the staffing arrangements for the system; the quality, quantity and range of resources available through the system, and the system performance, interoperability and access management of the system
Planning	used to check if the system outcomes are aligned to institutional outcomes and strategies, and also to evaluate the success of the collaboration between the library and academic departments and other external bodies.
Impact	The impact of the system on learning and teaching within subject areas, the impact of the system on information skills and other graduate skills, and the impact of EIS on research and the production of scholarly works are high impact areas for further research.

Review of
literature

WSDS

- In 2012 – discovery tools was still new to the marketplace.
DUT first - Summon in SA.
- **Abundance of research** – UK & US
- Lack of **standard measures** available
- Limited studies - **impact on teaching and learning**
- **Barriers to use** - access to technology, ICT skills and information literacy skills



Review of
literature


Research relevant to study

- **Why and how** students are using Summon
- How **easily Summon is meeting the needs** of the users especially in relation to other sophisticated library databases.
- The relationship between **students' approach to search tasks** and the library information literacy training they receive
- Research into **specific groups of users**
- Research that includes a **larger cohort of students** from different disciplines
- **Perceptions of librarians** on the impact of Summon on information literacy
- **Holistic measures** such as the eVALUED toolkit – as many factors contribute to use of Summon





Methodology

- **Case Study method** - offers a “multi-perspective analysis” taking into account the ‘voices’ and views of relevant groups, and the interaction between them.
- **Site of Study** – Durban University of Technology Health Sciences Faculty
- **Target groups** - **staff, students and librarians**
- **Sampling** – purposive - select those who “hold data”
 - **Students** who had attended training on Summon in the given period
 - **Faculty** that had the most Summon training completed in the given period;
 - **Department** that recorded the highest number of students that attended Summon training;
 - **Academics** for these departments (Coordinators)
 - **Subject Librarians** for these departments




Research Instruments		
Questionnaire (Students) N = 86	Semi – structured interview (Academics) n = 4	Semi structured interview (Subject Librarians) n = 2
<ul style="list-style-type: none"> • Gender • course • level of study • perceived level of computer literacy • use of library resources for assignments 	<ul style="list-style-type: none"> • course • information seeking behaviour • perceived literacy levels of students 	<ul style="list-style-type: none"> • course • perceived literacy levels of students
<ul style="list-style-type: none"> • Summon training attendance • what Summon is being used for • problems when using Summon 	<ul style="list-style-type: none"> • awareness and use of Summon • integration of the use of resources into assignments • requests for information literacy and Summon training • barriers to use of Summon 	<ul style="list-style-type: none"> • level of integration • extent of training • problems identified when training on Summon for information services
<ul style="list-style-type: none"> • ideas on how Summon can be improved 	<ul style="list-style-type: none"> • suggestions for improvement to Summon - students and academics 	<ul style="list-style-type: none"> • suggestions for improvement to Summon - students and academics and librarians

Results	Students
<ul style="list-style-type: none"> Summon is not the first search tool of choice for students when finding information, Google and Google Scholar are rated highly amongst students Use improved after the Summon training Used Summon to find information for assignments and projects Factors that influence the use of Summon - ease of access, information needs are met, time saving and lecturer influence Factors that negatively affect the use of Summon - technical issues accessing Summon; difficulty to use Summon; lack of skills needed to use Summon Overall, from those students who used Summon, the experience was positive with the majority of students satisfied with Summon as a searching tool, and willing to re-use and share 	

Results	Academics
<ul style="list-style-type: none"> The majority of the academics used Summon as the starting point for research or lecture preparation. As users of Summon, the academics played a major role in encouraging the use of Summon by students. The liaising with the Subject Librarian to set up integrated assignments and projects that involve the use of Summon The academic is able to attribute the improvement of appropriate use of library resources in assignments and projects to the Summon training. Formal assessment of assignments, tests and examinations (for referencing and use of library resources) is done by either the academic or Subject Librarian 	

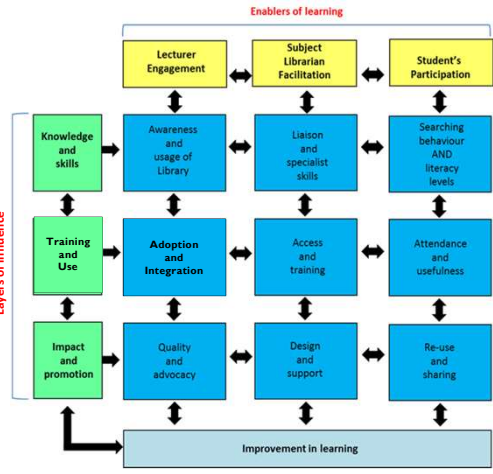
Results	Subject Librarians
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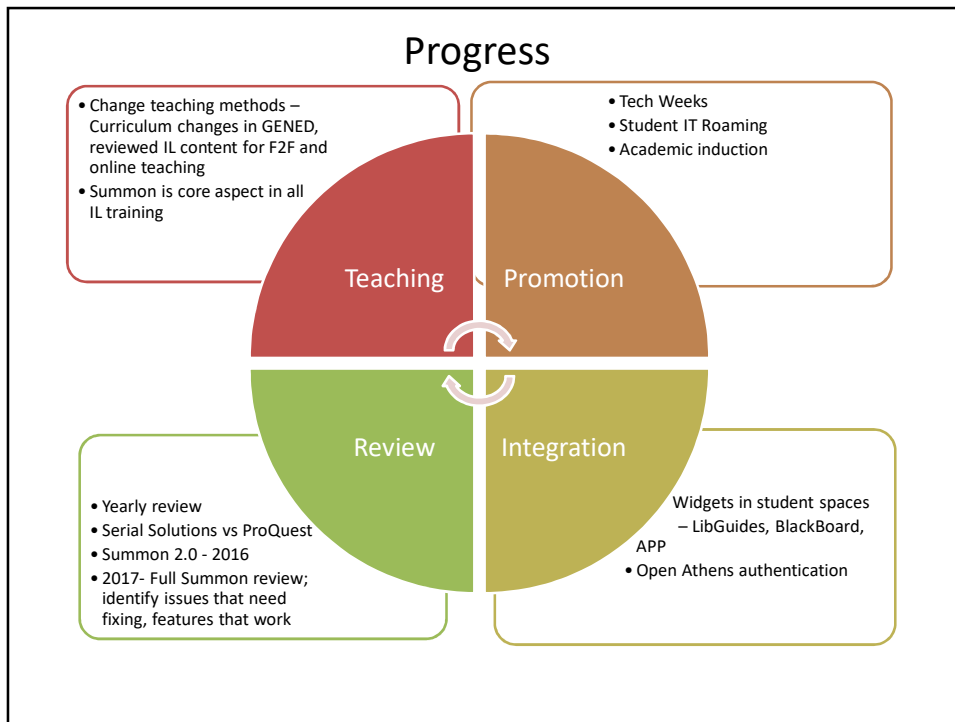
- Crucial role in **facilitating access to information** through information literacy training, and general promotion of library resources.
- The extent to which Summon is covered in information literacy training for a **course depends on the level of integration into the assignment, and the number of lessons that are assigned.**
- In the integrated assignment - librarians **direct students to quality library resources using the assignment topic** as the starting point.
- **Concern over the computer literacy levels of students**, low computer literacy skills impacted on the training outcomes of the course.
- Formal assessment of assignments and projects - **appropriate library resources** used
- Shift in the **types of queries** they handle
- Spending **less time training students searching strategies**, and **more time on evaluating results and citing** resources.
- The **integration of IL into the course should be encouraged**, and attendance of **training should be compulsory**



- Model is a **representation** of the interactions in four courses
- **Interdependent relationships** among the students, academics and Subject Librarians that **influence the student's information literacy skills, and use of appropriate resources for learning**, and are referred to as **enablers of student learning**.
- There are also three **layers of influence**, namely: **knowledge and skills; training and use; and impact and promotion** that can affect the use of Summon. These **three levels** work **together** in improving the use of Summon, and ultimately, to bring about an **improvement in learning**.


Model for improved use of Summon at DUT

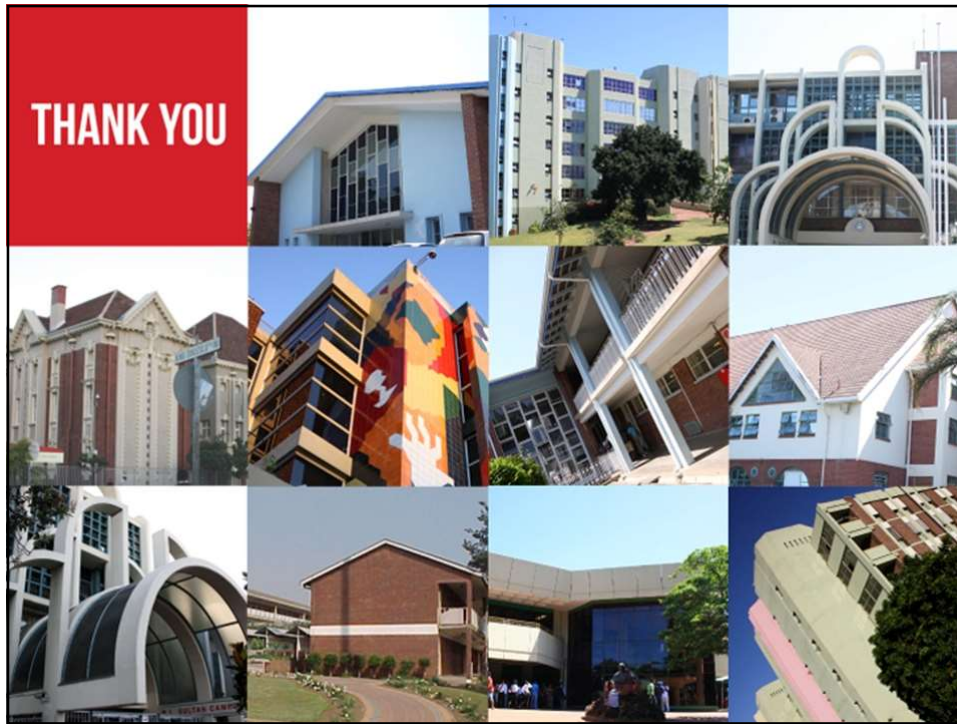




Conclusion

- **2015 – 2019**, changes to Summon, Summon training, and Summon Marketing, Summon use
- **Measures** (current and new) to demonstrate impact of use of technologies
- **Move to another discovery tool?**
- **Lost opportunities**
 - areas for further research – impact model, across Faculties, adoption of technologies
 - formal implementation of recommendations





Month	Facet filtering	Basic search
Jan 2017	2,719	6,223
Feb 2017	25,816	37,196
Mar 2017	36,059	51,213
Apr 2017	18,728	31,316
May 2017	22,292	37,962
Jun 2017	7,221	17,710
Jul 2017	6,214	13,892
Aug 2017	22,335	32,698
Sep 2017	17,154	27,067
Oct 2017	8,296	17,506
Nov 2017	5,646	8,923
Dec 2017	1,521	4,769

Stats – students are refining searches
Need for training in search strategy

Popular Searches since January 1st, 2016


Search String	Searches	Results
verbal communication	903	1,519,262
verbal communication nonverbal communication	903	122,969
hospitality management	754	578,030
google	620	2,591,942
research methodology	581	17,730,187
biodiversity	467	832,776
jstor	421	45,056
reference guide	418	3,002,684
mfecane war	388	679
summon	372	663,069
blackboard	362	218,943

Month	Click on recommended resource	Facet filtering	Basic search
Jan 2018		1,925	5,367
Feb 2018		3,556	7,313
Mar 2018		38,876	50,883
Apr 2018		37,942	50,611
May 2018		32,085	48,511
Jun 2018	6	16,355	29,015
Jul 2018	11	9,973	18,771
Aug 2018	25	30,349	39,035
Sep 2018	24	20,897	32,281
Oct 2018	16	11,038	22,457
Nov 2018	3	2,358	9,102
Dec 2018	2	941	3,378

Use	Frequency	Percentage
Summon	41	47.7
Other library resources	35	40.7
Did not use library resources	10	11.6
Total	86	100.0

Table 4.10: Aspects identified for further training

Aspect	Frequency
Evaluation of search results	10
Understanding the different formats of information	24
Limiting searches	11
Advanced searching	20
Full text linking options	14
Emailing results	12
Total	91



Thebridge (2004: 78) highlights two critical areas of the toolkit that have been developed to understand the impact of electronic services on learning and teaching

How EIS supports learning	Evidence to support outcomes	Data collection methods
Encourages the use of new types of learning resources	Information skills	Student questionnaire
Encourages experimentation with new resources and methods of learning	Skills sessions	References in course materials
Improves access to resources	Off campus	Number of new users
Help to improve learning skills	Information literacy skills	Training/ help documentation
	ICT Skills	Student questionnaire

How EIS supports teaching	Evidence to support outcomes	Data collection
Supports the planning of teaching	Development of new teaching resources	Questions for lecturers
	Identification of news teaching resources	Questions for library staff
	Information seeking tools which aid the finding of resources for courses	Questions for library staff
Supports the delivery of courses	Incorporated into new teaching materials	Statistics
	Embedding information skills sessions	Questions for library staff
	Joint assignments between library and academic departments	Questions for library staff
Supports assessment	Assignments encourage use of EIS	Statistics
Provides support for individual learners	Helping find resources	Q for lecturers
	Develop information skills	Q for library staff
	Design of tutorials	Q for library staff
	Enabling self help	Q for library staff

<p>41 of the 83 students who rated their computer literacy levels as good or excellent still required additional training on Summon</p>	<p>Majority of academics Summon is the starting point of research. Only 14% of students used Summon as the starting point for information searching, post training 48 % of students using Summon as a starting point</p>	<p>Summon, 38% of the students used other resources to find information, and 10% of students found Summon difficult to use.</p>
<p>Finding info for assignments 56% of students found that Summon led them to relevant information, and 41% found that Summon was faster, and 13% found that Summon provides accurate and relevant information.</p>	<p>Computer literacy levels and the impact of training on Summon Impact of Summon training on students The students, academics and librarians were asked about the impact of Summon training on assignments. 68% of the students used Summon for the assignments, and 56% found that Summon improved their ability to find relevant sources for assignments</p>	<p>Need for training 24 of the students cited understanding the different formats of information as needed, and 10 of the student's required additional training in evaluation of information</p>
<p>Quality of assignments Subject librarians who are responsible for marking the reference sections of assignments also found that students were making use of more appropriate resources in assignments. The Subject Librarians also provide feedback to the lecturers on the use of resources in assignments. Reference queries of Subject Librarians have also dropped after Summon training as students are finding resources easier via Summon .</p>	<p>Factors affecting use Subject Librarians had different experiences with regard to the usability issues. From a student perspective, of the 62 students who responded to factors that affected their use of Summon, 37% found Summon easy to use and indicated that they had saved time by using Summon. 42% of students experienced challenges in using Summon that</p>	