

City University of New York (CUNY)

CUNY Academic Works

Publications and Research

Lehman College

2015

Mobile Apps in Collection Development: Supporting a Mobile Learning Environment

Stefanie Havelka
CUNY Lehman College

Rebecca Arzola
CUNY Lehman College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/le_pubs/75

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu



ADVISOR REPORTS FROM THE FIELD

Mobile Apps in Collection Development

Supporting a Mobile Learning Environment

doi:10.5260/chara.16.3.43

By Rebecca Arzola (*Lehman College, City University of New York*)

<rebecca.arzola@lehman.cuny.edu>

Stefanie Havelka (*Lehman College, City University of New York*)

<stefanie.havelka@lehman.cuny.edu>

Abstract

We will discuss our rationale and thoughts on why we believe mobile apps should be part of a library's collection development policy. An updated policy with apps encourages a mobile learning environment that is technologically diverse while being holistically supportive of its users and research.

The Mobile World and Libraries

Mobile devices (tablets, smartphones), mobile Web sites, and mobile applications (apps) have a significant impact on how we access, retrieve, disseminate, and apply information. Apps have become part of our daily life. In January 2014 for the first time ever "Americans used smartphone and tablet apps more than PCs to access the Internet" (O'Toole, 2014). This year's Educause Center for Analysis and Research (ECAR) Study of Undergraduate Students and Technology (Dahlstrom & Bichsel, 2014) confirms the importance of mobile technologies in higher education considering that "noticeably more students used their smartphones, tablets, and e-readers in academia in 2014 than in previous years."

Why is This Relevant for Us?

Although libraries and librarians are actively embracing this new mobile reality, there is still the need, according to Henning (2014), "to become 'app-literate.'" Our own library, the Leonard Lief Library, Lehman College, City University of New York (CUNY), has actively embraced mobile technologies. Since 2011 we have been loaning iPads with pre-installed apps <<http://libguides.lehman.edu/iPad>> and have loaned out Mini iPads since 2013. The iPads have been loaned 6,188 times and the iPad Minis 7,063. We currently offer a mobile Web site, mobile catalog, mobile library tour <<http://wp.lehman.edu/library/tour/>>, as well as mobile apps and mobile Web sites for research <<http://libguides.lehman.edu/apps>>. The iPads have been used to conduct roving references since 2013. Further, as part of our information literacy program, we have offered mobile information literacy classes, where students are encouraged to use their own devices or the Library's iPads in class.

How do our Library's mobile services relate to collection development policies and apps? A few years ago, we decided mobile apps would be a good addition to our collection. As a result, we resolved to include subscription-based vendor apps, such as the EBSCO app, and free apps on our LibGuide and iPads. In 2013, the mobile planning group received a modest allocation for purchasing apps. We now have 80 apps installed on our 45 iPads. To include students in our planning, a three-question survey was placed in each iPad case. The survey asked: "What apps did you appreciate most? What apps do you

feel we should add? Any other suggestions?" As a result of the survey, eight apps requested by students and evaluated by the mobile planning group were installed: Blackboard, Dictionary, Facebook, Kindle, Pinterest, Skype, Quickoffice, and Tumblr.

To help guide acquisition of apps, we first examined our institution's collection development policy objective "to build a balanced and comprehensive collection of quality, authoritative and current research, reflecting a multiplicity of viewpoints and perspectives" (Leonard Lief Library, 2010). Even though the collection development policy includes both print and electronic resources, the issue of apps was still ambiguous. Procurement of electronic resources is reviewed by a library committee, but they had little guidance on how to select apps and which guidelines to follow. Should apps be considered part of electronic resources? Should they be included in our collection development policy? Should we draft a separate policy for apps?

Embracing Apps

Is it important to develop a collection development framework for apps? This is a complex question involving the institution's target audience, responsibility to these stakeholders, budget, as well as the Library and librarians' evolving roles. Information in a mobile environment provides immediate access to scholarly material for students' information needs. It is part of a larger academic picture to attract and retain students. Disciplined faculty adopt mobile apps that contribute to their research. By adapting to this diverse technology environment, librarians can thereby create new roles to support students and faculty with research.

Fabbi, Bressler, and Earp (2007) present elements of a conceptual framework to form a well-rounded policy including library mission, objectives, institutional context, and supporting documents. A library's collection development policy should encompass the mission and technological vision of the organization in order to strategically align with the Library's objectives. An institution's current policy should be adapted to include emerging e-resources, or it can draft a new mobile policy. Association of Research Libraries (ARL) members such as Boston University, University of Connecticut, and Northwestern University have established specific collection development guidelines (policies) for electronic resources, which can be found in *SPEC Kit 316: Evaluating E-resources* (2010). Other supporting documents with policies on electronic resources that can be expanded to include apps are IFLA's "Guidelines for a Collection Development Policy Using the Conspectus Model" (2001) or Douglas' "Revising a Collection Development Policy in a Rapidly Changing Environment" (2011).

According to Johnson, "Nearly all aspects of collection development and management in all types of libraries are being reshaped

by technology and the ubiquity of the Internet” (2014, ix). Torres, et al. (2013) implies that many libraries include electronic resources in their overall collection development policy. Including policies for electronic resource selection in collection development is one way to address this, but specific collection development policies for apps are not yet prevalent in the literature. LibGuides may reveal that some institutions are already developing collection development policies for apps, such as the Memorial-Sloan Kettering Cancer Center Library, which has a Mobile Resources Collection Development Policy Lib-Guide <<http://libguides.mskcc.org/policymobile>>.

Team Approach

Collection development efforts for apps cannot occur in a vacuum. Responsibility for mobile apps in collection development involves library faculty from various units (electronic resources, collection development, acquisitions, access services, and instructional technologies), information technology, and discipline faculty. Stakeholders should contribute to providing the academic institution with an innovative, comprehensive collection of authoritative, current mobile resources. Take the example from our music department: only after a faculty member from music approached the liaison librarian and asked about the possibility of purchasing some music apps, did we actually become aware of these apps. As a result we acquired several music apps to support her student’s learning.

Apps in Academics

Mobile Apps are part of the evolution of instructional technology in education. Blackhurst (2002) recaps the resolution of the 1970 Congressional Commission on Instructional Technology that “in addition to the use of devices and equipment, instructional technology also involves a systematic way of designing and delivering instruction” (2002). As an educational productivity tool, mobile apps help deliver information that is part of the current information literacy landscape design. Mobile apps can assist with educational technology/e-learning, assistive technology (which includes technology services and devices that help people with disabilities), medical technology (which assists patients in the healthcare system as well as medical personnel), and information technology (databases, government information, educational Web sites). Mobile devices with accessibility features and apps also improve and enable learning experiences for all users including those with special needs. Mobile devices and apps also help break down digital barriers due to expense of computers. Hennig (2014) states, “Compared to the cost of desktop and laptop computers, mobile devices are generally less expensive.”

The popularity of apps and their use is also seen in various forums. The Chronicle of Higher Education has 1,100 search results with “apps” as of December 10, 2014. MIT Technology Review editors chose ‘Mobile Collaboration’ as one of the Top Ten 2014 Breakthrough Technologies, which included the collaboration apps Box, CloudOn, Dropbox, Google Drive, Microsoft’s OneDrive, and Quip. TED was The Webby Award’s Mobile Sites and Apps winner in the category of Education and Reference. As Ally (2014) states, “In the future, mobile devices will look completely different from today’s; hence, higher education must plan to deliver education to meet the demands of new generations of students.”

Conclusions

As new technologies, applications, and software are introduced for student use, our collection development policies should remain flexible to respond to changing e-information needs of Lehman College faculty and students. In the face of flat or declining budgets, it is necessary to develop guidelines to justify purchase of mobile resources. James, et al. (2012) advocates transforming traditional collection policies to innovative collection philosophies that holistically respond to the changing nature of research practices and users. This will lead to constructive and productive educational experiences in higher education.

More to Come

In our next two columns, we will examine collection evaluation and criteria for apps and mobile strategies. If you have questions about what your library needs to improve support for mobile users, please contact us: <rebecca.arzola@lehman.cuny.edu>, <stefanie.havelka@lehman.cuny.edu>.

Authors’ References

- Ally, Dr. Mohamed, and Dr. Josep Prieto-Blázquez. “What Is the Future of Mobile Learning in Education? Mobile Learning Applications in Higher Education [Special Section].” *Revista De Universidad y Sociedad del Conocimiento (RUSC)*. January 2014. Accessed December 10, 2014. doi:<http://dx.doi.org/10.7238/rusc.v11i1.2033>.
- Biblarz, Dora, Marie-Joelle Tarinn, Jim Vickery, and Trix Bakker. “Guidelines for a Collection Development Policy Using the Conspectus Model.” International Federation of Library Associations and Institutions Section on Acquisition and Collection Development. March 2001. Accessed December 6, 2014. <<http://www.ifla.org/files/assets/acquisition-collectiondevelopment/publications/gcdp-en.pdf>>.
- Blackhurst, A. E. “Types of Technology.” *Technology and Media Division*. March 9, 2002. Accessed December 07, 2014. <<http://tam.uky.edu/basics/techtypes.html#prod>>.
- Bleiler, Richard, and Jill Livingston. “SPEC Kit 316: Evaluating Resources.” Washington, DC: ARL, Association of Research Libraries, 2010.
- Douglas, C. Steven. “Revising a Collection Development Policy in a Rapidly Changing Environment.” *Journal of Electronic Resources in Medical Libraries* 8, no. 1 (2011): 15-21.
- Eden, Dahlstrom, and Jacqueline Bichsel. *ECAR Study of Undergraduate Students and Information Technology*, 2014. Louisville, KY: ECAR, 2014. Accessed December 6, 2014. <<https://net.educause.edu/ir/library/pdf/ss14/ERS1406.pdf>>.
- “Education & Reference (Tablet & All Other Devices).” The Webby Awards. 2014. Accessed December 07, 2014. <<http://www.webbyawards.com/winners/2014/mobile-apps/tablet-and-all-other-devices/education-reference-tablet-all-other-devices/>>.
- Fabbi, Jennifer, Darla Bressler, and Vanessa Earp. “A Guide to Writing CMC Collection Development Policies.” Association of College and Research Libraries. 2007. Accessed October 1, 2014. <<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/book-sanddigitalresources/digital/guidetowritingcmc.pdf>>.

Hennig, Nicole. *Apps for Librarians: Using the Best Mobile Technology to Educate, Create, and Engage*. Santa Barbara, CA: Libraries Unlimited, 2014. Kindle Edition.

James, Maureen, Donna K. Rose, Carol I. Macheak, John R. Warick, Audrey Powers, Matt Torrence, and Megan Sheffield. "Wasted Words? Current Trends in Collection Development Policies/Guidelines." *Proceedings of the Charleston Library Conference*. 2012. Accessed October 1, 2014. <<http://docs.lib.purdue.edu.memex.lehman.cuny.edu:2048/charleston>>.

Jewell, Sarah, and Antonio DeRosa. "Mobile Resources Collection Development Policy." *Memorial-Sloan Kettering Cancer Center Library LibGuides*. Accessed December 9, 2014. <<http://libguides.mskcc.org/policymobile>>.

Johnson, Peggy. *Fundamentals of Collection Development and Management*. 3rd, Rev. Ed. Chicago: American Library Association, 2014.

"Leonard Lief Library Collection Development/Donations Policy." Leonard Lief Library. March 2010. Accessed December 6, 2014. <http://www.lehman.edu/library/documents/CollectionDevelopment_000.pdf>.

MIT Technology Review Editors. "10 New Breakthrough Technologies 2014." MIT Technology Review. Accessed December 05, 2014. <<http://www.technologyreview.com/lists/technologies/2014/>>.

O'Toole, James. "Mobile Apps Overtake PC Web Usage in U.S." CNN Money. February 28, 2014. Accessed December 4, 2014. <<http://money.cnn.com/2014/02/28/technology/mobile/mobile-apps-internet/>>.

"Search Results For: 'apps'" The Chronicle of Higher Education. Accessed December 08, 2014. <<http://chronicle.com>>.

About the Authors

Rebecca Arzola, Assistant Professor, Government Documents-Collection Development Librarian at Leonard Lief Library, Lehman College, City University of New York, obtained her MSED in Special Education from Lehman in 2003. She received her MSLIS Advanced Certificate in Archives from Pratt Institute in 2009. She is a member of American Library Association, ALA's Government Documents Round Table (GODORT), and METRO's Government Documents Special Interest Group.

Stefanie Havelka, Assistant Professor, Electronic Resources-Web Service Librarian at Leonard Lief Library, Lehman College, City University of New York, obtained her MCIS from Rutgers University in 2002. In 2009 she earned her MSLIS from Syracuse University. Stefanie has been teaching Mobile Information Literacy classes since 2011. Her research interests include mobile learning and instruction, mobile privacy and security, and Web and mobile usability. ■



Subscribe TO *THE CHARLESTON ADVISOR* Today!

The Charleston Advisor: Critical Reviews of Web Products for Information Professionals

Over 750 Reviews Now Included

- Libraries pay less than \$.60 per review
- Publishers pay less than \$1.00 per review

How Much Are You Spending?

- Web Database and Quarterly Print are now available at the low price of **\$295.00** for libraries; **\$495.00** for all others.

ORDER YOUR SUBSCRIPTION TODAY.

Order on the Web: www.charlestonco.com

✓ YES! Enter my Subscription for One Year.

Name: _____

Title: _____

Organization: _____

Address: _____

City/State/Zip: _____

Phone:Fax: _____

E-Mail: _____

YES. I am interested in being a Reviewer. _____

6180 E. Warren Ave., Denver, CO 80222
Phone: (303) 282-9706 Fax: (303) 282-9743