Making SMU Faculty Publications discoverable
What is a Library?
Quick Facts

- Over 375,000 books (Over 325,000 e-books)
- Over 80,000 e-journals
- 160 electronic databases
- 2,000 audio-visual resources
- 1,800 seats and 8,000 sqm
- Physical and virtual learning environment
- 38 staff – 24 professional librarians
- Lifestyle Books
- Alma – Library Management System – hosted
Established in January 2000
First publicly-funded autonomous university in Singapore
7,791 full-time undergraduates
1,489 full-time and part-time postgraduates
353 full-time faculty
What to do with faculty pub?
Our faculty publications are mostly digital
SMU had an in-house system RPS to collect data about faculty publications
Library could tap on RPS
Looked for a system to host the faculty publications
Tried out Innovative Interfaces repository option (2008)
Called tender (2009)
InK on Digital Commons

Institutional Knowledge (InK) at Singapore Management University manages and showcases the research and scholarly work of the SMU community. InK provides stable, long-term storage of SMU research output and provides open access to the full text of selected works. InK also hosts the University Heritage Collection comprising oral history interviews, photographs and university publications.

More about InK.

The contents of InK are searchable in Digital Commons Network, Google Scholar, OAIster, OpenDOAR, ROAR and other search engines that uses OAI-PMH.

Browse Research and Scholarship

- Schools, Institutes, Centres, Labs & Initiatives
- Faculty Gallery
- Case Collection
- Dissertations and Theses
- University Heritage Collection
- Research Data Collection

For more information about contributing to InK, please email libIR@smu.edu.sg
Institutional Knowledge InK

- Faculty publications
- Theses and dissertations
- Increase full text available in InK
- New collections e.g. SMU cases, Perspectives@SMU
- New features by Digital Commons e.g. Altmetrics, downloads
- Hosted solution SaaS
- Library focus on content
Open Access

- Open Access means making peer reviewed scholarly manuscripts freely available via the Internet

- Permitting any user to read, download, copy, distribute, print, search, or link to the full text of these articles, crawl them for indexing, pass them as data to software, or use them for any lawful purpose, without financial, legal or technical barriers

- SMU Open Access Policy

- Promote the policy, raise awareness of copyright & IP
AEI20125

Using Digital Storytelling to Engage Student Learning

THIMIN SEWARDY, GARY PAN and POH-SUN SEOW

Singapore Management University, Singapore

Received: March 2012
Accepted: November 2012
Published online: December 2012

Abstract

No one really knows what was the first story ever told in human history, but storytelling is one of the earliest means of communication and is employed in a variety of cultural traditions. In fact, storytelling has been recognized as an effective teaching methodology for engaged student learning. A digital story can engage students' visual and auditory senses in a way that the written work alone cannot. This article describes such an effort.

The Mentor-Door 2 Door show is a digital story spanning 12 episodes. The story revolves around three young business graduates who started their own business and discovered along the way the role of financial information in managing a business. An independent survey by the University’s teaching staff showed that the use of such digital stories can be an appropriate pedagogy to help student understand accounting and its role in helping management make decisions.

The first four episodes of the AEI20125 digital story are available for viewing at www.ourresearch.smu.edu.sg/au/aei20125

Using Technology in Accounting Education

The relevance of developing effective teaching pedagogy in accounting education is increasing in tandem with the growth and development of the profession (Kerem and Kadir, 2010). While several accounting educators have recognized the importance of incorporating effective teaching methods into accounting curricula (On Lasn, Stewardy and Mantady, 2007), others will lament that accounting can be a dull and boring subject.

Increasingly, educational institutions have leveraged on technology through the incorporation of computer-based materials in their teaching pedagogy (Salas, 2009). This is aided by the increased awareness of the importance of audience in the design, delivery and evaluation of an educational course. These new technologies include computers, software, internet and other systems to create multiple and innovative teaching and learning options for students (Salas, 2009). Furthermore, the impact generation of today's student is more technologically advanced and comfortable with the use of technology.

In line with these observations, the current generation of students is more comfortable with the use of technology. Their expectation from their education is not only to gain knowledge but also to learn how to apply that knowledge. The AEI20125 digital story is an attempt to achieve these goals.
Milestone 1 m download

Launched Jan 2010, 1 million downloads April 2016 from 5000 full text
InK Cumulative Full Text Downloads

- 2012: 167,253
- 2013: 331,441
- 2014: 625,030
- 2015: 912,254
- 2016: 1,157,642
InK Records and Full Text

- Total Number of Items
- Number of Items with Full Text

Increased % of full text from 15% to 30%
Twitterrank: Finding Topic-Sensitive Influential Twitterers

Jianshu WENG, Singapore Management University
Ee Peng LIM, Singapore Management University
Jing JIANG, Singapore Management University
Qi HE, Pennsylvania State University - Main Campus

Publication Date
2-2010

Abstract
This paper focuses on the problem of identifying influential users of micro-blogging services. Twitter, one of the most notable micro-blogging services, employs a social-networking model called "following", in which each user can choose who she wants to "follow" to receive tweets from without requiring the latter to give permission first. In a dataset prepared for this study, it is observed that (1) 72.4% of the users in Twitter follow more than 80% of their followers, and (2) 80.5% of the users have 80% of users they are following follow them back. Our study reveals that the presence of "reciprocity" can be explained by phenomenon of homophily. Based on this finding, TwitterRank, an extension of PageRank algorithm, is proposed to measure the influence of users in Twitter. TwitterRank measures the influence taking both the topical similarity between users and the link structure into account. Experimental results show that TwitterRank

http://ink.library.smu.edu.sg/sis_research/504/
Other Collections Added

- **Image Gallery**
  - Li Ka Shing Library Opening Ceremony

- **Oral History**
  - [http://oralhistory.smu.edu.sg/](http://oralhistory.smu.edu.sg/)
  - 22 interviews in initial batch
  - New interviews in 2013-2016

**SMU Image Gallery Collections**:

- Buildings and Campuses
  - Bukit Timah Campus (2001 - 2005)
  - City Campus (2005 - Present)
  - Evans Road Building (2000 - 2001)
  - Goldbell Towers (1999 - 2001)
Exercise to compare the clients of Digital Commons by vendor
One of the few clients to do well for all three areas

<table>
<thead>
<tr>
<th>Benchmark Area</th>
<th>Year of 2014</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth (no. of full-text objects added during the year)</td>
<td>903</td>
<td>50th-79th</td>
</tr>
<tr>
<td>Breadth (no. of series/publications that have had 1 or more objects added in the year)</td>
<td>32</td>
<td>50th-79th</td>
</tr>
<tr>
<td>Demand (average number of downloads per object for the year)</td>
<td>79</td>
<td>50th-79th</td>
</tr>
</tbody>
</table>
IRIS Project

- New system for Integrated Research Information System
- Opportunity to improve work flows
- Opportunity for better integration with InK
IRIS Publications timeline

- Open tender called September 2013
- Awarded to CONVERIS from Avedas March 2014 (later acquired by Thomson Reuters)
- Project kick off April 2014
- IRIS Publications beta launch October 2015
- IRIS Publications live January 2016
- First installation in Asia
Implementation

- Map fields in InK to IRIS
- Trial load of data from InK into test version of IRIS
- Specification of fields to display for different publication types
- Specification of rights for different roles
- Specification of email notifications
- Specification of reports and analytics
- Build integration to InK & SMU website
Previous / Existing Systems

- Research Grants System
- IRB (Institutional Review Board) via email
- RPS (Research Publications System)
  - Faculty CV
  - Publications on SMU website
  - InK (institutional repository)
Issues with Previous Workflow

- Faculty or school administrator had to do manual entry for all records
- Records in RPS and InK start to diverge as changes to InK records not reflected in RPS
- New records spike when school / Office of Research / faculty review calls for updates
- RPS requires in-house manpower to maintain
- Users find RPS not so user-friendly
Advantages

- Update publications records in ONE place inside IRIS
- Import records from databases like Scopus, Web of Science
- Journals titles are controlled in IRIS to ensure consistency
- Workflows put in place
- Library validating records for published works
- Single sign on to IRIS with SMU ID
- IRIS Publications available to postgraduate students and staff
IRIS Publication Workflow

External databases → Faculty & School Admin → Faculty Publications IRIS → Library validates publications

Faculty CV → SMU Publications website → InK

Management dashboard
Add new publication
Enter details via:
1. Import from external database e.g. Scopus, WOS, PubMed
2. Import from external file e.g. Endnote/Bibtex
3. Manual entry

Is pub part of a journal?
Is journal in IRIS Pub?
Enter journal details
Submit journal for validation

Choose journal from drop-down list
View SherpaRomeo status
Add full text document; Author-final / Original manuscript / Published version
Choose publication status

Is pub work-in-progress / confidential?

Choose access level; Open, SMU only

Save and Submit publication record for validation

Add checks for records with status Published & Advance Online

Average time taken to enter one publication = 7 mins
Average time taken to import one publication = 3.5 mins
More Full Text uploaded

<table>
<thead>
<tr>
<th></th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of full text in RPS</td>
<td>3</td>
<td>52</td>
<td>15</td>
<td>11</td>
<td>81</td>
</tr>
<tr>
<td>No of full text in IRIS</td>
<td>73</td>
<td>95</td>
<td>21</td>
<td>18</td>
<td>207</td>
</tr>
</tbody>
</table>

- IRIS is a good opportunity to encourage faculty to upload full text
- Show which version can be uploaded
- Upload option more visible
- Full text increased by 150%
Issues

- Getting specifications right
- Getting documentation right
- Understanding what the system can deliver
- Understanding how the system works
- Getting experienced project manager (vendor) who knows CONVERIS system well
- Working with vendor in different time zone with only a short overlap of working hours
- Getting enough resources from vendor focused on the project
- Time spent on integrations with SMU HR system, website, management dashboards
- Time spent on getting Single-Sign-On (SSO) to work
- Staff turnover (vendor & SMU)
- End-to-end testing had to be repeated and involved many parties
- Change management with end users
Madam Kwa Geok Choo Law Library 2017
Questions & Thank you