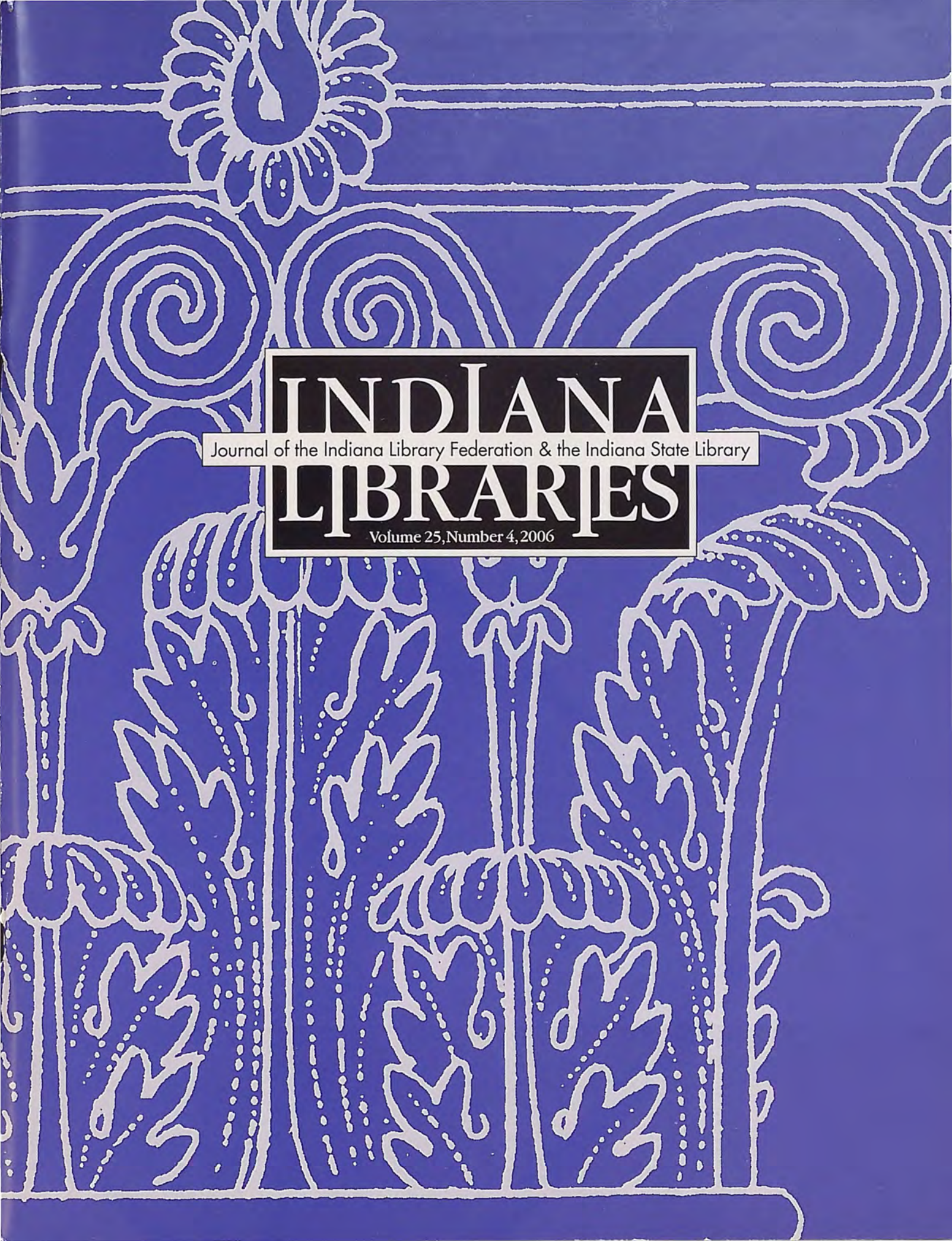

# INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Volume 25, Number 4, 2006

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Journal of the Indiana Library Federation & the Indiana State Library
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# INTRODUCTION

*by Marsha Miller*

*"A librarian should be more than a keeper of books; he should be an educator...No such librarian is fit for his place unless he holds himself responsible for the library education of his students...All that is taught in college amounts to very little; but if we can send students out self-reliant in their investigations, we have accomplished very much." Otis H. Robinson, "Proceedings," American Library Journal 1 (November 30, 1876)*

## INTRODUCTION TO INFORMATION LITERACY ISSUE

While I've been 'involved' in information literacy ever since I arrived at Indiana State University in 1985, it seems as though I've always been explaining the ways libraries do things and trying to help others make sense of it. I've been doing all the readings about Generation this and Generation that, which is all well and good. From the academic standpoint, what I'm seeing is the need for more and more collaboration between librarians and teaching faculty, including convincing the teaching faculty that, if they want college students to use 'library resources', they need to make very specific requirements, including specific reading assignments, lists of reference books to go to for certain types of answers, etc. and the continuing need to make sure the teaching faculty understand the crucial role they play in 'getting information literacy' across.

Academic, public and school libraries are well-represented in this issue. A number of practical solutions and observations are made in the articles on service to the growing Latino population in Indiana [or anyplace] with *Where Cultural Literacy and Information Literacy Meet*, and international students are the topic of *INTERLINK at Indiana State University*. The many roles public libraries play that relate to information literacy issues will be found in *Learners at the Gate*. Specific academic programs from IP-FW, IU-SB and Hanover College are highlighted, encompassing a large university campus [IP-FW, IU-SB] and a small, private college [Hanover]. An up-close and personal view of the life of a school media specialist is found with *Us Against Them*.

Special topics related to information literacy and various technologies can be found in the *Googlewhacking*, *E-books*, and *Interactive Gaming* articles.

General interest articles include a bibliography of recent articles on information literacy and a wealth of web sites and articles on a variety of topics from a portfolio project that was part of the Summer I 2006 L554 [Education of Information Users] course at the School of Library and Information Science, IU-Bloomington.

A long list of follow-up questions concludes this special issue.

## ABOUT THE EDITOR

Editor at Age 3

Marsha Miller (mmiller24@indstate.edu) has worked for 20+ years at Indiana State University, first in the Department of Library Instruction & Orientation, now in its Reference/Instruction Department. She is a founding member of the Bibliographic Instruction / User Education Steering Group and has presented often at ILF Conferences. She sings and plays the clarinet. She has taught *Education of Information Users* at IU-Bloomington for the last four years. Her publications include *Pre-assessment of Library Skills: Why Bother* [1999], local and state presentations on Experiential Learning, and various presentations at LOEX. In 2002 she participated in the 15th International Conference on the First Year Experience [Bath, England], as one of only two librarians invited to present. At the November, 2006, Indiana Library Federation's Reference Division Conference, she will be speaking on the future of reference service.

Editor, More recent photo

## NOTE ABOUT THE QUOTATIONS:

Several quotations, some of them fairly antique, are scattered about this issue. For more Information Literacy quotations, visit Ilene Rockman's "Selected Quotations on the Importance of Information Literacy," at http://www.calstate.edu/LS/InfoQuotes.doc.

# WHERE CULTURAL AND INFORMATION LITERACY MEET: SERVING SPANISH-SPEAKING LIBRARY USERS IN INDIANA

*by Shelly Naylor and Susan M. Frey*

## INTRODUCTION

The *2000 US Census Report* shows a dramatic increase in the Latino population in the state of Indiana. From 1990 to 2000 this population grew from 1.8 to 3.5 percent (http://factfinder.census.gov). Drawing from the census report, as well as local studies, Robert Aponte, Associate Professor of Sociology from IUPUI, published an eye-opening statistical report on Latino growth trends in Indiana that makes a consequential statement for Indiana libraries: *Latinos want to stay*. The conventional image of the transitory migrant worker is being replaced by permanent residents who are becoming part of Indiana's diverse ethnic tapestry (Aponte, p.2). Because the population in Indiana is changing, libraries need to adapt to this rapidly growing group of patrons. But who are the Latinos and what are their information needs? Fundamental to serving a Latino community is understanding that they are, especially in Indiana, an at-risk community. Why Indiana libraries should strive to serve this population is best expressed in the American Library Association's *Final Report* of the Presidential Committee on Information Literacy:

> It is unfortunate that the very people who most need the empowerment inherent in being information literate are the least likely to have learning experiences which will promote these abilities. Minority and at-risk students, illiterate adults, people with English as a second language, and economically disadvantaged people are among those most likely to lack access to the information that can improve their situations. Most are not even aware of the potential help that is available to them. Libraries, which provide the best access point to information for most U.S. citizens, are left untapped by those who most need help to improve their quality of life. (http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm).

These words are especially relevant to the non-English speaking, first-generation Latino immigrant who rarely ventures into the library and is thus near-invisible to the librarian.

## WHO ARE THE LATINOS?

Latinos, or Hispanics, are defined by the US Census Bureau as people whose "...origins are from Spain, the Spanish-speaking countries of Central or South America, the Dominican Republic or people identifying themselves generally as Spanish [or] Spanish-American"(http://factfinder.census.gov). This definition is useful, but can mislead non-Spanish speaking peoples to view the Latinos as one, large community within the U.S. This is not the case. Instead each Latino subgroup, usually defined by country of origin, has its own distinct characteristics.

Cubans, or Cuban-Americans, account for 5 percent of all US Latinos (Estrada, p. 7). The highest concentrations of Cubans reside in Florida, the state to which many of them first fled to escape the rise of Fidel Castro (p. 7). According to U.S. Census data, Cubans are an older population with a median age of 38.7 and their educational and professional progress places them on an equal socioeconomic level as many non-Latino Americans (p. 7). Thus they are the most affluent and well-educated Latino subgroup and are considered, for US Latinos, to be the American success story ("Bad economic news for Hispanics," p. A5). Latinos of Puerto Rican origin number 12.7 percent of the total US Latino population (Estrada, p. 7). These Latinos, or *Borinqueños*, primarily reside in the northeastern states with the largest concentration in the New York City area. Puerto Rico is a US territory, so unlike other Latinos, Puerto Ricans have U.S. citizenship from birth. They are a young population who suffer from high drop-out and unemployment rates. Unfortunately, 38 percent of them live below the poverty level (*Current Population Reports*, p. 7).

Mexicans, Mexican-Americans, or Chicanos are the largest U.S. Latino subgroup, comprising almost 60 percent of the U.S. Latino population (Cuesta, p. 26). Most Chicanos live in the southwestern states: California, Texas, Arizona, New Mexico, and Colorado. However, they can also be found in the Midwest states such as Indiana. Chicanos are a young population with a median age of 23.9 (Estrada, p. 8). They are the least

educated of the subgroups. Only 44.6 percent of Chicano adults aged 25 and over have completed high school (http://factfinder.census.gov). Latinos from Central and South America are the newest Latino subgroup to immigrate into the U.S. These people make up about 12 percent of the U.S. Latino population. Immigrants from El Salvador, Guatemala, and Nicaragua have settled in places like California, while refugees from Central and South American countries have tended to settle on the U.S. eastern seaboard in places like Boston and Miami (Estrada, p. 9) Although sensitivity to the wide diversity of Latino subgroups cannot be overestimated, for Indiana librarians it is important to remember that the largest Latino subgroup in this state is the Chicano (Aponte, p.3). For the uninitiated, becoming acquainted with the Chicano experience is not difficult. Resources such as, *Occupied America: A History of Chicanos*, by Rodolfo Acuña, *Chicanas and Chicanos in Contemporary Society*, by Roberto Moreno De Anda, and the Association for the Advancement of Mexican Americans are good places to start.

## LITERACY LEVELS OF LATINOS

The sudden influx of Latinos migrating to Indiana in the last half of the 1990's directly relates to the level of English language literacy among Latinos. Although their children and grandchildren will speak and read English fluently, first-generation immigrants have limited English proficiency (Nahirny and Fishman, 1996). Demographic statistics show that the majority of Latinos in Indiana are first-generation, suggesting low English literacy levels. The *2003 National Assessment of Adult Literacy* (NAAL) indicates that literacy rates in the U.S. Latino population are falling. NAAL tested the ability of 19,714 adults, ages sixteen and older living in households or prisons, to complete three types of English literacy tasks: prose, document, and quantitative. Of the three literacy types measured, Latinos measured 44 percent below basic prose literacy level; 36 percent below document literacy level; and 50 percent below basic quantitative literacy level as compared to U.S norms (NAAL, 2003). Literacy levels since the last NAAL assessment in 1992 have increased 9 percentage points in the category of below basic prose literacy and 8 percentage points in below basic document literacy while qualitative literacy levels remained the same between 1992 and 2003 (NAAL, 2003).

For Indiana librarians with a growing Latino population, demographic and literacy statistics help identify collection development areas and library services that are specific to the needs of the first-generation Latino immigrant. Census and literacy statistics can and should be supplemented by a local community analysis. Luckily, much of the groundwork in identifying resources to improve library services to Latinos has been tackled by informational professionals working in large metropolitan areas serving this population. Many libraries have documented their experiences in creating library services to an immigrant population. In Güereña's essay *Community Analysis and Needs Assessment*, he encourages librarians to gather data from community surveys and social agencies in order to understand local characteristics and needs (p. 18). In Jon Sundell's article on the Forsyth County Public Library's response to its growing Latino population, he adds churches as an important source to be considered in a local analysis (p. 155). Indiana librarians can save valuable time in devising methods of acquainting themselves with their Latino population by studying these examples.

## COLLECTION DEVELOPMENT

When the unique needs and cultural variations of the Latino community are identified, a relevant Spanish language collection can be developed. A good place to start is to revisit the library's existing collection development policy and delineate guidelines for acquiring, selecting, and withdrawing Spanish language materials. An important reference document to consult while writing a collection development policy and building a Spanish language collection is the *Guidelines for Library Services to Hispanics*, (1988), prepared by the Library Services to the Spanish Speaking Committee, Reference and Adult Services Division, American Library Association. Part 2.2 in the guidelines states that, "(m)aterials selected should reflect the particular linguistic characteristics of the community served. They should also include Standard Spanish language titles from Spain and other Hispanic cultures" (http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelineslibrary.htm).

Since the majority of Latinos in Indiana are ethnically Mexican, consideration should be given to books that reflect their heritage, experience, and literary contributions. It is advisable to pay particular attention to contemporary Mexican-American authors publishing in the U.S. Trujillo and Chavez in *Collection Development on the Mexican American Experience* state, "...assume that both the Mexican American public and the public at large do have an interest in this particular history and creative expression as well as public issues effecting this population" (p. 78). The authors note academic libraries that have reputable Chicano studies collections. One of the cited libraries, The Chicano Studies Library at UC Berkeley, which has been incorporated into the Ethnic Studies Library, publishes the *Chicano Database* on CD-ROM. This resource is a highly recommended, comprehensive bibliographic resource on Chicano studies. Parts of the database, including *Chicano Periodical Index*, 1967-1988; the

*Chicano Index; Arte Chicano: An Annotated Bibliography of Chicano Art, 1965-1981*; and *Chicano Anthology Index* may be purchased in print. Browsing the virtual sites of libraries with reputable Chicano studies collections offers the opportunity to subscribe to newsletters and view publication lists that will assist with collection management of Chicano literature in the social sciences and humanities. Subscribing to selection aids and magazines such as *Criticas* is recommended in building a collection of popular titles including *fotonovelas, encanto romances*, and *bolsilibros*. Pay particular attention to the results of your user surveys and to titles and content areas that have been popular in other libraries serving large Latino populations (Reid, p. 15). In particular, acquire books and reference material that a first-generation Latino can use, such as fact, culture, health books, picture and bilingual dictionaries, and ESL materials.

In addition to these resources, it is beneficial to consult any local literacy councils and find out if they maintain reading lists of materials that meet the needs of a beginning adult reader. Networking with teachers, staff from community health, church, and social organizations and librarians who have or are just beginning to build a Spanish language collection will afford opportunities to share experiences and insights. Joining the discussion groups offered by some of the most active and reputable voices in Latino librarianship: the American Library Association (ALA) and its affiliate, REFORMA, is helpful. Links, bibliographies, discussion lists, and many other valuable resources can be accessed at both ALA's and REFORMA's national websites. REFORMA's Midwest chapter, serving Indiana, Wisconsin, and Illinois, provides access to local Listservs and workshops.

It's important to remember that creating a dynamic Spanish language collection takes commitment and time. Clearly, networking is part of this process and creating partnerships with publishers will be no exception. Publishers Weekly reported in a 2005 article that Spanish language titles have increased by a third since the 2000 census (Danford and Lopez, p. 28). According to the article, U.S. publishers are staking their claim in the market. Foreign publishers are holding their own, and wholesalers are also responding to the demand for Spanish titles. Random House's *Mandadori Imprint* is a leader amongst U.S. publishing and well known wholesalers like Baker and Taylor, who recently acquired *Libros sin Fronteras*, are responding to the Latino market (pp. 28-30). While growth in Spanish language publishing is promising, it's worth noting that Spanish language title statistics can be misleading. Many titles are translations of popular American works. Consideration should also be made as to whether titles are available in both Spanish and English. Beware of stereotypical thinking: Not all Latinos are first-generation immigrants. Latinos who are bilingual or who speak only English will benefit from English-language material focusing on the Latino experience as well.

As many librarians have discovered, finding suitable titles that are only available outside the U.S., poses obstacles such as book supply and the variation in dialect between Spain, Mexico, and Latin American countries. It is both economical and rewarding to establish relationships with distributors abroad. Many librarians meet distributors by attending large book fairs such as BookExpo America and the Guadalajara International Book Fair. Scheliga Carnesí and Fiol comment in their article concerning the Queens Library's services to immigrants that "(t)he large number of materials displayed at the [International Book] Fair give us a much bigger picture of what is being published, not only in Mexico but in other countries in Latin America, and Spain as well" (p. 139).

## LIBRARY ENVIRONMENT

Creating a library environment that Latinos find welcoming and useful is a challenging and ongoing process. Staff and administration will have to make decisions about where the Spanish collection is located, including whether to separate children, young adult, and adult collections. There is no one right way to handle such decisions. Locating the entire Spanish-language collection in one area might be conducive to family browsing, but some adult material, such as many *fotonovelas*, are not appropriate for children. The importance of effective signage is easy to overlook. Evaluating library signage from the perspective of someone who does not know English can be difficult for English speakers. Upon entering, how will a Spanish speaker know where to go for reference, circulation, and the Spanish collection? Are there signs in Spanish that greet and direct Spanish speakers? Do existing Spanish-language signs address people in formal or informal Spanish? The SOL (*Spanish in Our Libraries*) website offers resources and suggestions for effective signage (http://www.sol-plus.net/plus/signs.htm). Signage is a question that can be addressed in a community survey.

## REFERENCE AND OUTREACH

Accordingly, a concerted effort should be made to train staff in basic library vocabulary and to hire bilingual and culturally sensitive employees. Is the library prepared to offer instruction and reference services in Spanish? On a more basic level, can staff use Spanish vocabulary to provide simple answers to directional questions? Does the library budget money for staff training in basic Spanish? Websites like REFORMA's and SOL offer library vocabulary lists that staff can use to learn common phrases and words. Besides face-to-face

communication, how familiar is staff with community resources to the Latinos? Such questions underscore how important it is to prepare staff *before* marketing services or planning programs.

In *Library Services to Latinos*, Ben Ocón's article includes an appendix with ten steps to effective outreach to the Latino community. These steps provide an excellent starting point for librarians in accessing their current services. As Ocón suggests, every facet of library service needs to be evaluated against Latino cultural practices and information needs in order to create an accommodating environment. Marketing, programming, and using technology to reach out to Latinos will require just as much time and dedication as building a strong Spanish language collection. Scheliga Carnesí and Fiol comment about the joys of serving immigrant populations, underscoring the library's potential value to the Latino community: "Our newest Americans and their children will see public libraries as an institution that offers as much enrichment to them as to other groups in the community" (p. 141). The opportunity now exists for librarians to become community leaders, creating collections, programs, and services that accommodate the information needs of Latinos in Indiana.

## RESOURCES

Following is a select list of recommended resources on serving a Latino community:

## ASSOCIATIONS

*American Library Association* [website]. http//www.ala.org

*Association for the Advancement of Mexican Americans* [website]. http://www.aamainc.us

Güereña, S, & Erazo, E. (2000). Latinos and librarianship. In K. McCook (Ed.) *Library trends: Ethnic diversity in library and information science*. (pp. 138-181). Champaign, IL: University of Illinois Press.

*REFORMA* [website]. http://www.reforma.org/

## BOOK FAIRS

*BookExpo America* [website]. http://www.bookexpoamerica.com

*Guadalajara International Book Fair* [website]. http://www.fil.com.mx/ingles/i_index.asp

*Latino Book and Family Festival* [website]. http://www.latinobookfestival.com/home/index.htm

## COLLECTION DEVELOPMENT RESOURCES

*Chicano Database*. RLG [database]. http://www.rlg.org/en/page.php?Page_ID=176

*Chicano Resource Center*, East Los Angeles Library [website]. http://www.colapublib.org/libs/eastla/chicano.html

*Chicano Studies Collection*, Ethnic Studies Library, University of California, Berkeley [website]. http://eslibrary.berkeley.edu/csc.htm

*Culture, Health, and Literacy Materials: Organizations and Agencies*, Library Journal [website]. http://www.worlded.org/us/health/docs/Culture/matl_orgs.html

*Directorio de productos y servicios bibliotecarios* (Directory of library products & services) Servicios para bibliotecas y servicios bibliotecarios [website]. http://miserviciodebiblioteca.org/services/directoryofproducts.cfm

Garcia, J. (1996). *Mexicans in the Midwest*, 1900-1932. Tucson: University of Arizona Press.

*Linguistic and Literature Publishers*, University of Notre Dame [website]. http://www.nd.edu/~colldev/subjects/spanish/series.pdf#search='spanish%20publishers%20alfaguara

Nordín Valdéz, D. (2000). *Barrios norteño: St. Paul and Midwestern communities in the twentieth century*. Austin, TX: University of Texas Press.

*Publishers and booksellers: Latin American and Spanish publishers*, Mid-Hudson Library System [website]. http://www.midhudson.org/collection/non_english/Librarian_toolkit_IMLS/publishers.htm

REFORMA, (2004). *SALSA de Topicos, Subjects in SALSA: Spanish and Latin American subject access* [2 compact discs]. La Crescenta, CA: Content Management Corp, 2004.

*Romance languages & literatures* (list of Spanish publishers), Harvard University [website]. http://www.fas.harvard.edu/~rll/resources/spanish/publishers.html

*Spanish-language literary awards for adult and children's books*, Criticas [website]. http://www.criticasmagazine.com/article/CA6333044.html

Trujillo, Roberto G. & Linda Chávez. (1990). Collection development on the Mexican American experience. In S. Güereña (Ed.), *Latino Librarianship a hand book for professionals* (pp. 78-90). Jefferson, NC: McFarland.

Wu, L, & Shapiro, S. (2003). *Federal services for constituents available in Spanish: Selected sources*. Washington, D.C.: Congressional Research Service. http://www.thememoryhole.org/crs/RL31732.pdf

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Acuña, R. (2000). *Occupied America: A history of Chicanos*. New York: Longman.

De Anda, R. (2004). *Chicanos and Chicanos in contemporary society*. Lanham, MD: Rowman & Littlefield.

*Julian Samora Research Institute* [website]. http://www.jsri.msu.edu/

*National assessment of adult literacy*, National Center for Education Statistics [website]. http://nces.ed.gov/naal/

*Pew Hispanic Center* [website]. http://pewhispanic.org/

## MANUALS

Chickering-Moller, S. (2001). *Library service to Spanish speaking patrons: A practical guide*. Englewood, CO: Libraries Unlimited.

Güereña, S. (Ed.). (2000). *Library services to Latinos*. Jefferson, NC: McFarland.

Güereña, S. (1990). *Latino librarianship: A handbook for professionals*. Jefferson, NC: McFarland.

Ocón, B. (2000). Effective outreach strategies to the Latino community: A paradigm for public libraries. In S. Güereña (Ed.), *Library services to Latinos: An anthology* (pp. 183-193). Jefferson, NC: McFarland.

Pavon, A., & de Cortés, G. (2004). *Day of the Dead/All Soul's Day: honoring families past and present through cultural programming and genealogy* [2 compact discs]. La Crescenta, CA: Content Management Corp.

Scheliga Carnesí, M. & Fiol, M. A. (2000). Queens Library's New Americans program: 23 years of services to immigrants. In S. Güereña (Ed.), *Library services to Latinos: An anthology* (pp. 133-142). Jefferson, NC: McFarland.

*Spanish Resources*, Colorado Department of Education [website]. http://www.cde.state.co.us/cdelib/technology/spanish.htm

Sundell, J. (2000). Library service to Hispanic immigrants of Forsyth County, North Carolina: Community collaboration. In S. Güereña, (Ed.), *Library services to latinos: An anthology* (pp. 143-168). Jefferson, NC: McFarland.

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Jimenez, P. (2004). *Survival Spanish for library staff* [1 compact disc]. San Mateo, CA: Infopeople.

Pilarte, A. & Rautert, T. (1995). *Quick communications in Spanish: a customer service Spanish crash course for library* [1 cassette tape]. Stockton, CA: T.I.M.E. Consultants.

White, M. (2003). *Useful Spanish phrases for librarians* [1 compact disc]. Janesville, WI: Arrowhead Library System.

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Bad economic news for Hispanics. (1989, May 25). *Los Angles Herald Examiner*, p. A5.

Cuesta, Y. (May 15, 1990). From survival to sophistication: Hispanic needs = library needs. *Library Journal, 115*, 26-28.

Danford, N., & Lopez, A. (2005, January 17). How do you say 'growing pains' in Spanish? *Publishers Weekly, 252*, 28-32.

Estrada, E. (1990). Changing Latino demographics and American libraries. In S. Güereña (Ed.), *Latino librarianship: A handbook for professionals* (pp. 1-15). Jefferson, NC: McFarland.

Güereña, S. (1990). Community analysis and needs assessment. In S. Güereña (Ed.), *Latino librarianship: A handbook for professionals* (pp. 17-23). Jefferson, NC: McFarland.

*Guidelines for Library Services to Hispanics*. Library Services to the Spanish Speaking Committee, Reference and Adult Services Division, American Library Association. Retrieved June 1, 2006 from http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelineslibrary.htm.

Nahirny, V., & Fishman, J. (1996). American immigrating groups: Ethnic identification and the problem of generations (pp. 266-281). In W. Sollors (Ed.), *Theories of ethnicity: A classical reader*. New York: NYU Press.

*National Assessment of Adult Literacy*. (2003). National Center for Education Statistics. Retrieved June 1, 2006 from http://nces.ed.gov/naal/.

Ocón, B. (2000). Effective outreach strategies to the Latino community: A paradigm for public libraries. In S. Güereña (Ed.), *Library services to Latinos: An anthology* (pp. 183-193). Jefferson, NC: McFarland.

*Presidential Committee on Information Literacy: Final Report*. American Library Association. Retrieved June 2, 2006 from http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm.

Reid, C. (2002, May 27). Libraries growing Spanish-Language collections. *Publishers Weekly, 249*, 15.

Scheliga, Carnesi., & Fiol, A. (2000). Queens Library's new Americans programs: 23 years of services to immigrants. In S. Güereña (Ed.), *Library services to Latinos: An anthology* (pp. 133-142). Jefferson, NC: McFarland.

*Signage*. SOL (Spanish in Our Libraries). Retrieved June 1, 2006 from http://www.sol-plus.net/plus/signs.htm.

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U.S. Census Bureau, *2000 Census of Population Data File*. Indiana 2000 Census Profile. Retrieved May 2, 2006 from http://factfinder.census.gov.

## ABOUT THE AUTHORS

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Susan M. Frey (sfrey@isugw.indstate.edu) is a Reference & Instruction Librarian at Indiana State University. She has worked in corporate and academic libraries serving library users from the Pacific Rim, Europe, South America, and the UK.

*School is the place where our information habits are formed, yet most of us graduate ill equipped to handle the avalanche of new information that we will have to continuously acquire. We suffer from information anxiety primarily because of the way that we were, or were not, taught to learn.* (p. 150).

*The greatest crisis facing modern civilization is going to be how to transform information into structured knowledge* (Carlos Fuentes, p. 194).

From Wurman, Richard Saul. ***Information Anxiety***, New York: Doubleday, 1989.

# INTERLINK© AT INDIANA STATE UNIVERSITY: ADVENTURES IN LIBRARY INSTRUCTION FOR INTERNATIONAL STUDENTS

*by Karen Evans*

## BACKGROUND ON INTERLINK

Indiana State University (ISU) is one of four universities within the United States to provide a home for an INTERLINK Language Center; other locations include the Colorado School of Mines in Golden, the University of North Carolina at Greensboro, and Valparaiso University in Indiana. According to their website for the ISU center, INTERLINK has partnered with ISU since 1987 to provide students with "*quality training in English, culture, and academic preparation.*" Additionally, INTERLINK strives to provide assistance to students in a multitude of areas; including "*speaking and understanding the English language, research and writing skills, an appreciation of cultural mores, and the ability to use technological tools*" for academic, professional and personal use.

The INTERLINK Language Center website advises that the "*majority of INTERLINK patrons are undergraduate or graduate students preparing to attend colleges and universities in the United States. A few students are professionals who enroll in the program to improve their language proficiency... . Students arrive from all major geographical regions of the world, including Africa, Europe, the Middle East, Latin America, and Southeast Asia.*" When students arrive at INTERLINK, they are "*interviewed and tested in listening, speaking, reading, and writing in order to determine their levels of proficiency. Each student is assigned to one of five levels*" of learning; from an elementary to advanced academic preparation level.

## INDIANA STATE UNIVERSITY AND INTERLINK

As of June, 2006, sixty students were enrolled in the INTERLINK program at ISU. Students come from a variety of locations, particularly the Middle and Far East. Many times, after completing their course of study within INTERLINK, students will stay at ISU to obtain an undergraduate and/or graduate degree(s). Library research is a scheduled component for the advanced level classes, but students often receive library instruction at various points throughout their INTERLINK tenure.

Before students arrive in the library for their scheduled instruction session, the librarian requests a list of their topics or interests, and tries to incorporate the topics into search strategies. The topics are often far-reaching and show a wide variety of interests. During the last few library instruction sessions, the topics of *plastic or cosmetic surgery, obesity, school uniforms* and *free trade* have been popular research interests. The classes are often small, ranging from four to ten students. The small class size allows more interaction between the students and librarian. The librarian has the ability to move among the students, spending more time with each one on their search strategies. The two-hour sessions also incorporate the library concept of *self-service*. The idea of searching for and locating materials is often a foreign concept to the students. Students need to realize they can search for sources within the library catalog by themselves, go to the shelf and look at the item and make a decision to check the item out. Discussing self-serve is an excellent time to introduce the idea of browsing the shelves. Explaining the concept of browsing the shelves to find similar materials close by is often a new (and exciting) concept for the students.

## WHAT INTERLINK (AND INTERNATIONAL) STUDENTS NEED TO KNOW

With over six years experience in teaching INTERLINK and international students, the author has noticed situations which seem to present unique challenges to the students. In response to these situations, the following list of items is offered for consideration in planning and conducting instruction sessions for INTERLINK or international student groups and individuals:

### *Cultural Differences*

Be aware of cultural differences. Professors (including librarians) are often held in high esteem in their homeland. Greet them when they enter the library instruction room. Spend a few minutes outside of class chatting with them; a "Hello" and "How are you?" are all you need. Often the student will recognize the

instructor outside of the classroom, but will wait for you to speak first. If you do not have the time to chat, at least acknowledge the student as you walk by.

### *The Alphabet*

Many international students may not have been exposed to the alphabet American students learn; they may have learned an Arabic or Cyrillic alphabet. To assist the students in learning the alphabet and finding items on the shelf, the alphabet is included on a bookmark given to INTERLINK and international students (see Figure 1). There was a concern when the bookmark with the alphabet was first introduced to the students; however students find the alphabet helpful in deciphering call number locations.

### *Locating Items in the Library*

This is the most intensive area of instruction. The organization of the Cunningham Memorial Library is covered; from the Reference area to government documents to the Browsing section. The Library of Congress (LC) classification system is briefly introduced. LC is explained as a way to organize items on the shelf using a call number (talking about LC is a great segue-way into call numbers). Call numbers are explained using the analogy of the student ID number. Everyone has a unique student ID and every item in the library has its own unique ID—a call number. Books are displayed showing where the call number is located (spine or front cover). The idea of unique call numbers and locating items in the library is reinforced during library catalog search sessions. The librarian will highlight a catalog entry and ask the students which floor shelves the item. Often, a practice session provides additional experience for students to locate items in the library. The students are handed a call number and a title (to make the search easier for the librarian to provide assistance, all items are located on the same floor) and asked to locate the item. The practice session gives the students a chance to locate an item and ask any questions about the process.

### *Materials in the Library*

International students may not be familiar with many sources available in libraries in the United States. Encyclopedias (general and subject specific) and almanacs are two sources shown during instruction sessions. Scholarly and popular sources are discussed, including abstracts and citation lists. Differences between established print sources and the Internet are highlighted, as is the importance of evaluating information obtained from Internet sources.

### *Services in the Library*

Services available to students and faculty are briefly discussed. Reserves, individual library instruction, recalling an item, interlibrary loan, and the concept of fines for overdue materials are presented. The services are defined and the students are shown any links available to assist them with library services.

### *Vocabulary*

Libraries and librarians have their own lingo. *Boolean searching, stacks, ILL, check-out*, and *abstract* are all familiar terms to librarians and some American patrons. To international students, the terms can be bewildering. During instruction, take a few minutes to explain the terms or show the students a library vocabulary list. If students understand the terms and how they apply to library and research, they will find using the library much less stressful.

### *Asking for Assistance*

Asking for assistance may be a new idea to the international student. Librarians in their homeland may not be accessible for assistance. Asking for help at ISU's Library is strongly encouraged with international students. They are encouraged to ask any questions; from how to find an item on the shelf, to the meaning of a library term, to which database is best for their research. One librarian at ISU is responsible for the majority of instruction sessions for INTERLINK and international students; students often seek out this librarian for assistance. The students are comfortable asking her questions and feel they have a relationship with her because of prior instruction sessions.

During instruction sessions, students are shown a page within the library website where various ways to access assistance are listed. A personal anecdote from a librarian is often shared during this section: an international student spent four hours looking for an item on a Saturday morning, without success in finding the item. The student returned to the library on Monday

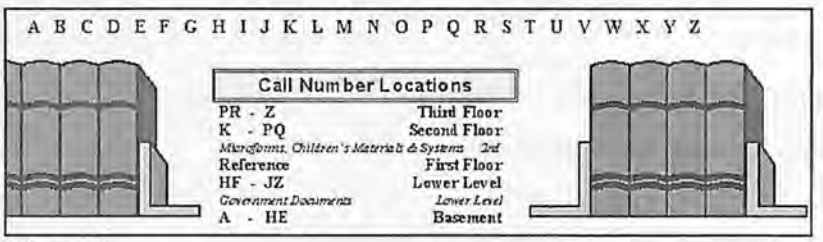


**Figure 1**

morning and asked the instruction librarian for assistance. He explained his unsuccessful venture in locating items over the weekend. After the items were located; the librarian explained that he should never spend that amount of time without asking for assistance. This example is used to explain to students that browsing an area is fine; but if they are looking for a specific item and cannot locate the item, ask for help. Do not spend four hours looking for something!

***Government Documents***

INTERLINK and international students are often amazed at the variety and amount of information available from the United States government. Often, the students are from countries with restrictive governments where information is not readily available. Showing students websites like THOMAS Legislative or The White House provide the students with a new perspective on the amount and diversity of information available from government sources. During library instruction sessions, students are given an opportunity to look for information on their countries and respective governments.

***Plagiarism***

Although plagiarism is discussed in the classroom, instructors often request the librarian to include a segment on plagiarism during library instruction. Sessions at ISU include a definition of the term, websites to help students develop the skills to avoid plagiarizing and a tutorial for students to work through. Plagiarism is often a difficult concept for international students; plagiarizing a source can be seen as an honor to the original author. International students attending universities and colleges in the United States need to understand the concept of plagiarism and the consequences of committing plagiarism.

## THE VIEWPOINT OF AN INSTRUCTION LIBRARIAN

Instruction for INTERLINK and international students often takes more preparation to cover more background material (self-serve, vocabulary, services...), but the rewards are well worth the time. The students arrive with a desire to learn how to use the library and research their topics. Their enthusiasm is refreshing; they actually have fun learning the finer points of Boolean searching! The students ask questions about how to locate materials or perform searches or alternative keyword sources. Their eagerness and excitement are rejuvenating for the instructor.

## RESOURCES MENTIONED IN ARTICLE


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THOMAS Legislative page http://thomas.loc.gov

The White House http://www.whitehouse.gov


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# GOOGLEWHACKING: EXPLOITING GOOGLE IN AN INSTRUCTION CLASSROOM

*by Meg Atwater-Singer*


Most students already use Google, so why not exploit its teaching and learning potential in a library instruction classroom? University of Evansville Libraries (UEL) introduces concepts such as keyword selection, search construction and techniques, invisible/visible web, Google as a business and more by having students use Google. This article will describe how to incorporate a critical review of Google by employing a *Googlewhacking* exercise into an instruction session and generating questions to get students thinking critically about information.

## WHAT IS GOOGLEWHACKING?

The Googlewhack website was created by Gary Stock in 2002 [http://www.googlewhack.com]. The site allows anyone to record a "*whack*," which is a search of any two words in Google's search engine which yields only one result. A few rules pertain to this simple premise: quotation marks are not allowed; words must be between four and thirty characters long; and the search terms must be present in the dictionary Google uses. When one does a search in Google, the search terms are displayed in the results bar. If the terms are clickable, the words are found in the dictionary Google uses. This rule discourages whacks with creative spelling or spelling errors.

Another rule that one must be aware of is, no word lists. When trying to find a whack, it can be frustrating to have Google return one result for your search terms only to discover that the page is a list of words. Googlewhack does not allow one to record a whack found on a word list. No whack for you!

## WHY DOES UEL USE GOOGLEWHACK?

The University of Evansville is an independent, liberal arts and sciences university, with selected professional programs in the southwestern corner of Indiana with an enrollment of approximately 2,500 FTE. All first-year students must enroll in a two-semester sequence called *World Cultures*. In this course, students read literature from all time periods and cultures, discuss the themes in class and hone their writing skills. In the fall semester, most *World Cultures* sections come to the Libraries. During an instruction session with a librarian, students learn how information is produced and organized using Pennsylvania State University Libraries' *Information Cycle* video (2001). Afterwards, students familiarize themselves with UEL's website, which is their main conduit for information delivery, matching specific information types demonstrated in the video with finding tools available on the website.

During the second semester, World Cultures students are required to write a research paper. This is often their first college paper, a potentially daunting experience! To help students discover the ease with which information retrieval skills are transferable, the Instruction Department decided to incorporate a Googlewhack exercise into their instruction session. This exercise demonstrates transferability of research skills using a tool that they are comfortable with (Google) and then introduces new tools such as online databases that UEL purchases on their behalf. This exercise also builds upon the students' fall semester library experience, reinforcing what they learned about information generation and the different types of information available.

## WHAT IL STANDARDS ARE PRACTICED?

The Association of College and Research Libraries has formulated *Information Literacy Competency Standards for Higher Education,* which serve as a

useful guide in structuring outcomes for instruction sessions (2000).Through the use of the *Googlewhack* exercise, students gain competency in several standards, including:

- Standard 2.2 – Constructing and implementing effectively-designed search strategies (p. 9);
- Standard 3.7 – Determining whether the initial query should be revised (p. 12); and,
- Standard 5.1 – Understanding many of the ethical, legal and socio-economic issues surrounding information and information technology (p. 14).

While trying to find a *Googlewhack* is an artificial assignment, students constantly revise their search terms, using synonyms and related words, in order to locate a whack. This exercise mirrors real-world searching for relevant information that students would cite in their research papers. Trying and failing to find information and then ultimately succeeding is an important hallmark of the information-literate individual. Additionally, learning that there is more information accessible via the Internet than can be found through commercial search engines like Google, and the differences between free and fee-based information sources help students understand the many layers of information access that exist.

## THE *GOOGLEWHACK* EXERCISE

After students have come to the instruction session in the computer lab, introductions are made and goals for the class are outlined. The goals for the session are to determine how the search engine or database searches, how results are displayed, and what types of information are retrieved.

Students are asked to open two browser windows: Google in one and *Googlewhack* in the other. After explaining what a *whack* is, the rules that set parameters for finding a *whack*, and parts of the *Googlewhack* website (especially the *Whack Stack*, which can be mined for search terms, see Figure 1), students are instructed to find a *whack* in Google. Students are given five minutes to try and find a *whack*. The librarian can wander around the room offering advice on term selection and commiserating when students' find a single result but one of the words is not in the Google dictionary or the *whack* result is a word list. When the allotted time has expired, the librarian leads a discussion of Google using the exercise's goals as a guide, which follow below.

## HOW DOES GOOGLE SEARCH?

Google automatically ANDs the search terms together, looking for webpages that include both terms. Additionally, Google searches for keyword variations. For example, when searching for *ballerina antarctica*, Google will also return results for *Antarctic* and *ballerina*.

One of the reasons why quotation marks are not allowed when searching for a whack is because Google interprets search terms inside quotations as a phrase. Students can test this concept by searching for two words within and without quotation marks and then discussing how the results differ.

## HOW DOES GOOGLE DISPLAY RESULTS?

Google displays results according to how "relevant" a webpage is to the search terms. Relevancy is determined by several factors including the frequency of the search terms on a page, the proximity of the terms to one another, and the placement of terms in titles, headings, and subheadings (Cutts, 2005, ¶ 11).

Equally important is the popularity a page enjoys within the Google database. As others search Google for information and click on webpages, a page's popularity increases with each visit. With over 300 million Google searches per day, a page's popularity could be positively or negatively impacted by all that traffic (Arnold, 2005, p. 21).


Figure 1

PageRank also plays a significant role in Google results. This is an algorithm developed by Google to assign a ranking to webpages within its database. According the *Google's Newsletter for Librarians*, "PageRank evaluates two things: how many links there are to a webpage from other pages, and the quality of the linking sites" (Cutts, 2005, ¶ 10). Matt Cutts also writes that links from a "trusted" website, like CNN or the *New York Times* websites, are more highly valued and thus rank higher on page results than links from less reputable websites, like *The Onion* or *Schoolsucks.com* (¶ 10).

Unfortunately, this model can be manipulated by search engine optimization (SEO) and less sophisticated techniques like *Google bombing*. Stephen Arnold describes SEO as a "discipline of crafting publicly accessible web content in order to boost a website's ranking in Google" (2005, p. 19). Hiding text on a webpage, using *link farms* to list your website in multiple places, and incorporating lots of popular keywords into a page's metatags even when there is no correlation with the page's content are a few of the ways that SEO occurs (Arnold, p. 19).

*Google bombs* are another way to manipulate search results. By having many sites link to a single page using the same words as the hypertext link can result in a bomb. Wikipedia explains Google bombs (or Google washers) and lists many examples ("Google bombs," n.d.). To illustrate this concept, ask students to run a search for "miserable failure" without quotation marks. At the time of this writing, President George W. Bush's official White House biography is the first result. According to Google's PageRank and other criteria for organizing results discussed earlier, this site should be the most relevant. Have students analyze why Bush's biography is listed first and then explain how Google bombs work.

Critical examinations of Google search results are imperative for understanding how information is organized and retrieved. By introducing ideas of relevance, proximity and ranking, students can transfer learned skills to other information resources.

## WHAT DOES GOOGLE SEARCH?

When asked to articulate exactly what Google searches, students will usually say, "Everything on the Internet!" Librarians know that this response is false. Google and its competitors can only index information that is visible to their web-crawling robots. Websites whose information is contained in databases that are dynamically created in response to a query cannot be seen by Google. Library catalogs, freely available on the internet, also fall into this category. Password-protected information cannot be seen by search engines either. Social communities like *MySpace* and *Facebook* are examples of websites accessible by password and thus invisible to Google. Finally, some information is only available for a fee. Libraries buy access to information such as full text journals, e-books, and databases, and let their patrons use these resources for free.

Catalogs, government information, password-protected pages and database-driven websites are just the beginning of the invisible or deep web. In 2001, Michael Bergman of BrightPlanet surveyed the deep web and reported it to be four hundred to five hundred and fifty times larger than the commonly defined World Wide Web or visible web (p. 1). For example, Google announced in 2005 that its database contained over 8.2 billion webpages and 2.1 billion images (Kay, 2005, p. 28). The 500 billion plus English documents in the deep web dwarfs Google's database and illustrates the vastness of the deep web (Kay, p. 28).

Additionally, Google is actually a database of crawled, indexed websites. What this means to the searcher is that results are returned for any query in fractions of a second. If Google had to run its search against the "live" web, results would display much slower and the site would probably not be as popular.

## BEYOND GOOGLEWHACK

UEL has successfully used the Googlewhack exercise for the past two years. Searching Google is second-nature to most students, so asking them to tweak their normal search habits to find a whack is not a stretch. Analyzing Google's database, the results it returns and how it searches makes for a lively discussion where students learn key skills that are easily transferable.

After wrapping up the discussion of Google, UE librarians request that students answer the same three questions after searching UE's online catalog and an article database. Again, these questions are, how does the database search, how are results displayed, and what type of information is searched. Comparing and contrasting the different interfaces and search mechanics enable students to learn important information literacy skills that will serve them well during their years at UE and beyond.

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# IT'S NOT ALL GAMES

*by Jami Schwarzwalder*


## ABSTRACT:

Students, K-12 to college, live in an information rich environment online, in games, and at school. How can libraries mimic these environments to instruct students how to find quality information? What strategies can we employ to reach this Millennial Generation?


## INTRODUCTION

In 2005, over 10.5 billion dollars were spent on video games, a growth of six percent from 2004 (Maragos, 2006). This figure does not include video game consoles, board games, or free online games. Gaming is everywhere. According to a 2003 survey by Pew Internet and American Life project, all of the 1,162 college students from twenty-seven campuses surveyed, had played at least one video game in their lifetime (Jones, 2003). This is statistically unheard of. The average age of a gamer is thirty-three (ESA, 2006). These figures will only increase.

## TYPES OF GAMES

There are three types of gaming: console, computer, and tabletop. Each is unique, and important to the players that participate in the games. Console games, or video games, started with Atari and Nintendo in the early 1980s. When laws were being passed to limit the number of teens allowed to congregate in one area, companies began developing an arcade game that could be played at home.

Console games store game information on memory cards, so libraries that collect these games do not have to worry about CD Keys.

As of 2006, there are three major companies competing for the title of most popular video game console: *Nintendo*, *Microsoft*, and *Sony*. Nintendo, most known for its innovation and family friendly games, will release the *Wii* this fall. The *Playstation 3* will also be released later this year, made by Sony, it will replace the Playstation 2. Lastly, Microsoft's next generation console is already available. In November 2005, the *Xbox 360* was released. Both Sony and Microsoft are focusing on realistic graphics for their next generation consoles. Nintendo and Sony are also competing in the hand held market with the *DS* and *PSP*.

Computer games come in many different forms. Some games are played directly on the computer by installing software from a CD or download, like *Civilization IV* (Firaxis, 2005). Others are hosted online using Flash or software. Currently the most popular are *Massively Multiplayer Online Role Playing Games* (MMORPGs), such as *Everquest*, *World of Warcraft*, and *Runescape*. All of these games are accessible through the computer and constantly evolving as immersive 3-D worlds. The University of Wisconsin-Madison and MIT are currently researching the educational benefits of these games.

Tabletop gaming has the same complexity as video and computer games and uses the same types of strategy. Utilizing physical components such as dice, cards, miniature figures, boards, paper money and maps, and simple wooden, cardboard and plastic pieces, these games have players working against or with each other to meet a goal. Modern strategy games originated in Germany and are gaining popularity with the American gamer.

## PLAYERS

The average video game player is thirty-three years old. S/he began playing as a teen in arcades, and still owns gaming systems. The average "gamer" is an average person. With the large variety of games, from sports to role-playing to traditional, there is a game for everyone, and focusing on one type will not begin to accurately portray the other games. Each player is unique and attracted to different games for a wide variety of reasons.

Some role-players might enjoy the story of a game and the ability to control their character through experience - this is true of all RPGs and is not limited to paper, computer, or console gamers. Other gamers enjoy the strategy of a game, and will be attracted the ability to build something. Still others might focus on the complex tactics involved in outthinking the game or

a human opponent. Sports games follow the same rules and physics as real life, allowing players to be involved in the various decisions involved in playing the different sports. Retro gamers are attracted to games that don't have much complexity, and will prefer re-released arcade games, and the original cartridge games.

Many games have multiplayer options; some require the Internet to connect to other gamers worldwide, while others allow you to play together in the same place. Multiplayer games have a competitive aspect to them, which makes playing with friends more fun than playing alone. There are cooperative games, competitive games, and games with both elements, in all genres.

## GAMING IN YOUR LIBRARY

Meeting the needs of gamers begins by respecting their choice of hobby. Like knitting, golfing, gardening, or reading, gaming is an activity; the only difference is that it is a more recent activity, thus has an audience primarily under the age of forty. Senior gamers are increasing in number; one in four gamers is over the age of fifty! (ESA, 006)

Two non-technical ways to show respect are allowing gamers to have the freedom to use the library's resources to learn more about this hobby and collecting nonfiction related to this topic.

Like the other hobbies supported in your community, you can offer related programming. A popular choice currently is *Dance Dance Revolution* (Konami, 2005), a game played at home and in arcades, where players use a mat and their feet to dance in time with images on the screen. This program requires a projector, a console, a game disc, and two high quality mats which can cost anywhere from $300 to $2,000.

A weekly collectable card game night or a role playing session is another program option. These games require one table per game for the players to be able to play. Not all families or game stores have the space required for the components.

For libraries focused on collecting primarily popular material, console games make an excellent addition to the collection. As of January 2006, there are at least seven libraries that collect console games, including Indiana State University, which has a collection in their browsing collection for undergraduates to check out. Libraries that circulate games process them very similarly to CDs and DVDs. For more information, including contact information, visit http://www.libsuccess.org/index.php?title=Gaming.

## ONLINE

In the past ten years, a larger variety of games have been able to be successful because of the Internet. Online websites, forums, and instant messaging have made it possible to connect with gamers across the world. This means that most gamers, even the ones that don't play console or computer games, know how to use the Internet. Virtual bulletin boards were the first social software that archived the conversations. The Internet belonged to anyone who knew how to use it, and as time progressed, people who understood the technology created better ways of communicating. Being online every day makes the changes appear slow and gradual, as new ideas feed off older ones.

The Internet today has a broad range of interactive communication options that continue to expand. Libraries need to become familiar with the Internet's increasingly interactive capabilities and immerse themselves in online worlds. Librarians not familiar with blogging, should take some time to read some blogs related to their personal interests. Blogging is online journaling that is written with the intention of others reading the posts. This concept evolved into podcasting, which is an easy-to-use audio recording system that anyone can learn quickly. Recently, *YouTube* has led the way in allowing vidcasting, where anyone can upload videos to share, with no special equipment or registration required. Vidcasters use recorded webcam or camcorder footage or captured video from their favorite game. Then they edit the raw video, adding the desired sound to create *machinima*, and *vidcasts*. A free account at *YouTube* allows for ten minutes of footage not exceeding 100MB to be uploaded, keeping files short in length and small in size.

## SOCIAL

Whether in a game or on a forum gamers have a large community online. Tabletop gamers can find various fan sites that have advice about playing/purchasing the game, reviews, and even web versions. MMORPGs have an inherent community through guilds, alliances, federations, and other team groups. Since these games are played with other people, part of the challenge is interacting with others while playing the game.

One online environment much like the world in MMORPG's, is *Second Life*. Here the citizens create the world using basic objects (*prims*), and computer scripting (*LSL*). The game has a thriving economy, allowing people to buy and sell within the game. The creators, Lindens, have built into the software a currency converter, transforming game currency to real dollars, and real dollars to game currency. The Alliance Library System is currently exploring the opportunities available to libraries in these future environments. Many educators and researchers are using this environment to be able to study experiences not easily reproducible in real life. (Kemp, 2006)

Author and Curious Witte at the Second Life Library Reference Desk

Author helping two patrons in the stacks of the Second Life Library

## DIGITAL

Marc Prensky calls the millennial generation, *digital natives* (Prensky, 2006), meaning that technology is a natural part of their world. From preschool on, children sit at the computer and play games. Through games, they learn how the keyboard works and how to use the mouse, becoming comfortable with the computer in addition to enhancing math and literacy skills. When children enter elementary school, computers are used to type assignments, play more games, and sometimes search the web. Students have at least seven years of experience with a computer before middle school, when schools start to instruct students on how to use the Internet for research. INCOLSA's *INSPIRE* collection of databases has created a great resource for students to use, but in order for them to become effective users, they need to be taught at an early age the difference between a database and a website obtained from Google.

A sixteen-year-old today was born in 1990. In elementary school they had *Oregon Trail*, *Carmen Sandiego* (Broderbund Software, 1985), *Incredible Machine* (Sierra Entertainment, 1993), *Mario is Missing* (The Software Toolworks, 1993), *Civilization II* (Microprose, 1996), *Legend of Zelda: Ocarina of Time* (Nintendo, 1996), *Ultima Online* (Origin Systems, 1997), *Pokèmon* (Game Freak, 1996), *Roller Coaster Tycoon* (Hasbro, 1999), *The Sims* (Maxis, 2000), and *Sonic Adventure 2* (Sonic Team, 2001). As a child, Nintendo was popular, and as a teen Playstation was the biggest console. In kindergarten the Internet became mainstream.

These are what teens consider technology. Librarians and other educators need to not only have technology, but use it as a tool to convey information. We have to be wise about what formats we use, and be aware that no matter what we know about technology, teens will know more. If we are to be heeded, we must be willing to listen to what they have to say, and then give them suggestions for improving their searching.

## ONLINE PRESENCE

One of the first things teens will see is your website. They will judge your library based on what they see. If you look at some of the most popular sites (*MySpace*, *MTV*, *YouTube*), you will see they are full of information for teens, but also allow teens to contribute. Much of the web content created isn't created by companies, but rather individuals. Like Microsoft and Apple, Google was created by college students (Vise, 2005). Today's teens, who are already familiar with using the Internet as consumers, are turning into producers, and the best thing libraries can do is feed them information to fuel their creativity (Lenhart, 2005).

## TRUST - BUILDING

The teens of the millennial generation are producers. In their free time, most will eventually make creative products using the world that is natural to them. Creativity takes an investment of time, and an immersion into similar content. The best ideas develop as a solution to a problem. In the online world everyone is treated as an equal, and one person's idea can be shared, so that ideas become reality. As librarians we need to appreciate the teen's culture, and allow them to spend their free time in appropriate activities of their choice.

Using teen volunteers for meaningful participation is just one way to build and instill trust. If you have teens in your library who want something to do, you could allow them to create promotional materials for you. Support the teens creativity by giving them room to create instructional manuals for the libraries online catalog and databases. Millennials are more productive when given a project to complete, rather than specific tasks (Beck, 2004)

Teens are used to being in control, and being authorities on the computer at home. If they know more about the Internet than you, why would they want to listen to you talk about Internet safety? Even if that is one aspect you know more about than them, you cannot dictate to them but you can involve them. One of the elements of teen culture is socializing with friends; creating an Internet Safety and Ethics Program as part of a Technology club would allow teens to teach their peers about this topic.

## EDUCATION

Games are about solving problems. Current gamer researchers all agree critical thinking, problem-solving, and risk-taking are key elements in games. Libraries do not have the budget to create visual environments similar to *World of Warcraft* (Blizzard Entertainment, 2004) or *Second Life* (Linden Lab, 2003), but we can use real problems to show students how to use our library. Let the students take structured risks, and experiment with the different resources. Expose them to different resources the library has to offer, when it meets their needs. Learning how to find an article when they need one will be more useful than instruction taught out of context. Utilizing Dr. Sylvia Chard's Project Approach (Chard, 1998) libraries can create meaningful instruction.

Jeremy McCall, a history teacher from Cincinnati, has used games in his classroom to help teach students critical thinking skills, analyzing the historical accuracy of the game *Civilization III* and *Rome Total War*. His lessons can be used in a library setting as well. This education focuses on the reflection of actions, after being provided accurate facts. Instructing students on proper search strategies, then analyzing different simulated search strategies may not be enough. Making a game out of the different simulations, where the students were involved in the process would be one option, but this may lead to open criticisms. One option I think would be the most beneficial is to allow teens to create their own simulations for instruction. Have a contest to select the ones that will be used that school year for all students who need assistance using the technology.

## ACTION

With the constant evolution of the online world, it can be an intimidating place for librarians. The average cycle of a technology is a matter of months. What was popular this past summer will almost surely be obsolete for next year's summer reading program. In order to appeal to the millennial generation, we have to know how to support them. One of the most effective ways is to be a part of the online environment yourself. Pick a topic that interests you, and explore how technology has enhanced it. Spend time on the Internet using it as a tool to help you find information and communicate with others. Once librarians play an active part in the various communities, we will be one of the producers as well, and can create content to fix the problems. The library has valuable information that is beneficial to everyone, but we can't always wait for everyone to come into the library looking for it. Marketing is about making people aware of your product, and as a library we need to make sure we advertise more than just our shelves of books.

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## GAME SITES AND OTHER WEB-SITES MENTIONED IN THIS ARTICLE

Alliance Library System
http://www.alliancelibrarysystem.com/

Everquest http://everquest2.station.sony.com/

Runescape http://www.runescape.com/

Second Life http://secondlife.com/

World of Warcraft http://www.worldofwarcraft.com/index.xml & http://www.worldofwconline.com/

YouTube http://www.youtube.com

## ABOUT THE AUTHOR

Jami Schwarzwalder (jlschwa@iupui.edu) is a recent graduate of Indiana University in Indianapolis. She has played video games for 12 years, and participated in online communities for 6 years. Currently she is an active member and blogger for YALSA, advocate for gamers and libraries with Beth Gallaway at Libgaming, and library volunteer at the Second Life Library 2.0. More information about her current projects can be found at http://www.mbmpl.org/site.html.

# CELEBRATING 20 YEARS OF BIUE: A QUICK LOOK BACK AND A FAST LOOK FORWARD

*by Karen Evans & Marsha Miller*

## A LITTLE HISTORY

In 1987, Indiana University – Bloomington librarians Emily Okada and Mary Popp had an idea, called together other academic librarians, and the Bibliographic Instruction/User Education (BIUE) of the Indiana Library Federation (ILF) was born. Initially, BIUE was created to:

- Increase awareness of user education as an essential library service and play an active role in the development of Indiana Library Federation policies promoting user education;
- Provide a forum for broad discussion of user education issues within Indiana Libraries;
- Provide opportunities in which library workers from all types of libraries and from throughout the state of Indiana can share user education ideas, materials, and solutions; and
- Help practitioners develop, improve and promote user education by providing information, skills, and tools.

Although the majority of members in BIUE are academic librarians, any librarian involved with, or interested in, bibliographic instruction is encouraged to apply and become active in the group. Several public librarians and a scattering of school media specialists, and even a special librarian or two have been members over the years. Membership has usually been between sixty and seventy members; and the steering committee is always looking for volunteers.

Emily Okada, BIUE Founding Member

BIUE has an active history of presenting programs at the annual ILF conferences. Past programs have included experiential learning and libraries; teaching to Generation Y; how public libraries can help academic students, and exploiting Google for classroom use. Looking back to the early days of the Internet and how it impacted library instruction, one of the earlier achievements was a 1993 pre-conference entitled, *Is Your Node Clogged?* with national speaker, Jean Armour Polly. This was a 'cutting edge' presentation on 'the wonders of the Internet', covering e-mail, telnet, ftp, etc. It was so well-received that, the following year, another pre-conference was held, entitled *The Internet in Indiana Now*, co-sponsored by BIUE and the Indiana Academic Library Association, which proved that the Internet was very much alive and thriving in Indiana. That topic was re-visited eight years later, with a panel discussion on *The State of Information Literacy in Indiana*, in 2002. Another successful cooperative effort was a 2000 pre-conference, co-sponsored with the Association for Indiana Media Educators, highlighting statewide efforts to promote and develop information literacy for all Indiana citizens. The group has also sponsored poster sessions at several ILF conferences. At the most recent ILF conference, BIUE was represented by two excellent programs, *Learners at the Gate*, on how public libraries meet the needs of all types of learners, and an intriguing presentation, *Googlewhacking and Hacking: exploiting Google in the instruction classroom* (see articles, this issue).

BIUE Founding Member Emily Okada at 2003 ILF Convention

## THE FUTURE OF BIUE

Our future is looking bright. The current steering committee has a lot of plans—and is looking for the time to implement the plans. We want to update the BIUE website; adding a complete list of past programs presented at ILF. We also want to add a place to list the favorite websites of instruction librarians. So, if you have a great website involving instruction information or a website you show during instruction classes to illustrate a point; please think about sending the website and a paragraph or so about the site to the chair Karen Evans at kevans4@isugw.indstate.edu

The steering committee is also thinking ahead to the conference next year. We need your ideas for presentations at the Fall 2007 ILF conference. Do you have a great instruction session on evaluating the Internet; have you found a way to curb the restless student (who does not believe he/she needs a class on finding info in the library)? If so, think about creating a presentation and sharing the information with your colleagues.

## NEWSLETTER

Are you interested in writing a short article for the soon-to-be-reconstituted electronic newsletter? Have you created a page of links other instruction librarians would find useful? Send the link to BIUE. We are looking for articles on all varieties of bibliographic instruction from academic to public to school or special librarians.

How would you feel about the e-newsletter branching out into somewhat uncharted waters for BIUE? The e-newsletter is for you; so if you would like to see


**ISU Instruction Librarians, 2003**
**back row, left to right: Rob French, David Kaunelis, Steve Hardin**
**front row, left to right: Alberta Comer, Elizabeth Lorenzen, Marsha Miller**

**Indiana Libraries editor, Alberta Comer, in ISU Instruction Lab, 2003**

articles on interviewing or updating resumes or creating a portfolio for instruction librarians, let us know. Would you like to see interviews with instruction librarians to learn how they cope with the job demands of too little time and money and too much to do? The website and newsletter are for the instruction librarians of Indiana, so let us know what you want.

## PHOTO ARCHIVE

BIUE would like to gather photographs of Indiana librarians in instructional settings. You can send your digital photos to Karen Evans. If you have never thought about it, take pictures of your instructional classrooms and labs, with or without students. Have someone take some pictures of you 'in action', at the computer console, in front of your Smartboard, working one-on-one with students. Be sure to include complete names of anyone in the photos, a date, and a brief caption explaining who is in the photo and what they are doing. See above photo example. If you have a formalized group of instruction librarians, get them together and take some snaps. Be creative. We are including one concept that we played with at Indiana State University a while ago, for inspiration.

## COMMUNICATING WITH BIUE

- The steering committee maintains a web site at http://www.indiana.edu/~libnlrn/biue/index.shtml
- An electronic discussion group for BIUE members started in 2002. Listowner: Marsha Miller; host: Indiana State University.
- Ideas, questions about BIUE? Contact Karen Evans, chair of BIUE at kevans4@isugw.indstate.edu

# US VS. THEM

*by Nicole Kirchoff*


## ABSTRACT:

Keeping a daily log for her school principal, a school library media specialist records her work collaborating with a high school social studies teacher as together they teach a unit of the Cold War. The three-week long project utilizes ten key ideas in information inquiry and ten guiding library principles, explaining how the Cold War project teaches these information literacy skills in a style students find interesting yet educational.


**Dear Ms. Principal,**

*Per your instructions I've made a log of my activities over the past month. I hope it gives you an idea of what I'm trying to accomplish with our library media program.*

**Monday 9am–** Met with the World History teacher to discuss a collaborative unit about the Cold War. *(Collaboration is the best and only way to successfully integrate information literacy skills into the curriculum. It is a snowball effect. If the teacher has a successful experience working with me, not only will she/he want to do it again, but she/he'll tell other teachers about the experience (American Association of School Librarians, 1998, p. 58).* He and his students are quickly growing tired of worksheets and end of chapter questions. I suggested looking at the Cold War academic standard and we discussed doing a research project with the Cold War and the Soviet Union that engages his students in a more meaningful way. He and I laid out a research project (a Webquest) that I think everyone will be happy with.

**Wednesday 10am-** Mr. Smith's World History class came to the library today. Yesterday I pulled all of the resources here (books, magazines, video clips, etc) and some excellent sites on the Internet and set up information stations throughout the media center. *(As an educator, I must provide resources for students of all learning styles, not just those of traditional print formats and sometimes using technology is the only thing that motivates a student to learn. Throughout this unit, technology plays a critical part. I use it not only as a component of teaching but also as a motivational tool (American Association of School Librarians, 1998, p. 58).* Before coming they began a K-W-L chart (What I Know, What I Want to Know, What I Learned) about the Cold War. Mr. Smith then broke his students into groups and instructed them to record the key ideas, phrases and concepts that arose from viewing the information in the library. *(Although not every student likes the co-operative learning experience, Mr. Smith and I planned well to make sure that authentic learning is taking place and that work is fairly distributed within the group (Callison, 2002, p. 153).* The charts were collected and will be used for part of their final grade. This activity provided his students with the background knowledge to continue on in the Cold War unit.

**Thursday 10am-** Students met in the library again today. In their groups they looked at 5 different pictures relevant to the Cold War. They were asked questions such as:

- What is happening in the picture?
- What might have happened just prior to the picture?
- What might happen next?
- Who or what do you see in the picture?
- Who or what do you **not** see that might be important? Why?

*Questioning is the backbone of any inquiry process, of course. (Callison, 2003, p. 263).*

Mr. Smith and I modeled these good questions first so students could start to do the same

After looking through their pictures, students went back to the resources they had used yesterday and repeated the stations again, but this time, individually and using their newly acquired visual literacy skills. *(When teaching information skills, it's important Mr. Smith and I remember that students need to be engaged in the activity. Time and effort will be needed to make a lesson interesting from a learner's perspective (American Association of School Librarians, 1998, p. 58).*

**Friday 10am-** The library was booked solid so Mr. Smith's classes came in a group at a time to check out or print off primary sources relating to the Cold War. Back in his classroom, I discussed some of the copyright issues related to this type of information. Using a worksheet the students analyzed their primary sources by answering such questions as:

- What surprises or puzzles you about this item?
- What does it tell you about the individual or group who made/created this item?
- What questions do you have about it?
- Where might you find answers to your new questions?

The worksheets were collected and will go with the final grade.

**Monday 10am-**It was the Internet today. A checklist was passed out for students to use to assess the quality and quantity of websites. We looked at two sites about our town. One was a personal web page; the town's Chamber of Commerce created the other. Using the checklist, the students could see how a website could or could not have relevant data. Their task was to find one worthwhile and not-so-worthwhile site about the Cold War. These checklists were collected and will be part of the final grade. Also, Mr. Smith and I passed out the process rubric that breaks down how the students will be graded throughout this unit. An additional rubric will be given for the final product. *(Rubrics are used to provide classification of performances. In this instance, two different performances are being critiqued—the inquiry process and the final product (Callison, 2003, 119).*

**Tuesday 10am-**Finally, the Webquest began today! Their mission was to determine what might have been done to better transition the world out of the Cold War. Also, they had to evaluate how the Cold War still affects the humanity today. *(There are multiple perspectives to these questions and when prompted by the question in the Webquest, the students will feel personal ownership of the problem as they make decisions, infer, and attempt to answer the question and solve the problem (Callison, 2003, 143).* The end product will be a media rich Word document sent to the United Nations. A link to the final product rubric was included so students knew exactly what would be expected of them. They were once again put into their groups and tasks for each member were assigned. Roles included *Historian* (obtaining a historical context of the Cold War), *Multimedia Archivist* (finding pictures, video and audio information of the Cold War on the Internet from the past and present), and *Journalist* (learning about the Cold War effects in today's society). Tasks were assigned based on reading abilities. Those that had the lowest abilities were archivists. *(Students who struggle to read will have the same problems reading from a computer screen. I want to give these students the opportunity to contribute something substantial to their group while at the same time have them use the same information literacy skills of accessing and evaluation information (American Association of School Librarians, 1998, p. 58).* Groups will then work individually to complete their portion of the project. Mr. Smith and I supervised the class and answered questions when the need arose. We also reiterated to students that they have recently acquired the skills necessary to evaluate photos and documents. As a result, these resources should also be used. For now, students are using sites to that are incorporated into the Webquest, ones that I've chosen. Before beginning I gave them a "Reflection Log". Not only were they to take notes on it but also, on the other side of the paper, was an area for personal reflection. Students were to ask themselves questions like:

- What does this information mean to me?
- Does this agree or disagree with what I already know?
- Where might I find out more about this information?

The "Reflection Logs" will be glanced over each day of research by Mr. Smith or myself to assess the quality and quantity of each student's progress.

**Wednesday 10am-**About half way through the period, we allowed the students to start finding their own web information. First, I explained how to hunt for information on a search engine. Then, using their website evaluative checklist from a couple of days ago, the students began searching for their own sites on the Cold War.

**Thursday 10am-**This was the last day for students to use the computer lab. Once again they were looking for their own information. Mr. Smith and I conferenced with each group, making sure they were focused and on topic. So far, most of the students are finding what they need. The more tech-savvy group mates helped the few that were having problems.

**Friday 10am-**Back in the library. The students came in to use the resources the media center held, but I had reshelved all the Cold War materials about a week ago. That was ok though, I wanted the students to use the automated catalog to find the information they needed. Before the period was over, however, we pulled the groups together and had them write a paragraph of how successful or unsuccessful they had been finding and evaluating information and why. Monday, Mr. Smith and I will begin helping them with the second phase of the project.

**Monday 10am**-In the classroom today, Mr. Smith and I talked about the importance of graphic organizers (especially webbing) when wanting to bring meaning out of information overflow and sort out misinformation and irrelevant information. Each student got out a piece of paper. Students now had a sizeable amount of background knowledge of the Cold War and using their notes from their "Reflection Logs," they designed a graphic organizing web that incorporated our two essential questions.

- What might have been done to better transition the world out of the Cold War?
- How does the Cold War still affect the world today?

**Tuesday 10am**-Mr. Smith and I met during his prep this morning to finalize our plans for the final project. In class today, his students finished their webbing and began brainstorming in groups about what they wanted to include in their UN documents.

**Wednesday 10am**-Students came to the library today to use the computer production lab. Before beginning, Mr. Smith and I again conferenced with each group, asking what they would communicate and how they'd accomplish that their document. After the conferencing session, groups began constructing their documents. *(In their final project, students elaborate their findings with details and produce something that is unique to their experiences (Callison, 2003, p. 159).*

**Thursday 10am**-Talk about busy! While Mr. Smith was helping a student insert an audio clip I was showing a group how to use the scanners. It was like that all period! However, by the end of the period the final projects had begun to take shape. We will give them two more days to work in class on their projects.

**Tuesday 10am**-The projects were presented and turned in today.

**Wednesday 8am**-Graded the projects with Mr. Smith this morning. In addition the project, we also graded the checklists, worksheets, responses, etc. that we had collected from the students throughout this process. Overall, the students did very well. It'll be interesting to watch them actually email them to the UN.

**10am**-The groups composed a brief email discussing their project goals before attaching their documents to the UN. *(Their ability to send their final project out into the world reinforces the idea that what they learn or create is linked to a bigger world the extends beyond the walls of the school (American Association of School Librarians, 1998, p. 58).* Then the class evaluated the entire research process, both individually and as groups using the process rubric Mr. Smith and I developed at the beginning of the unit. We also asked them:

- How could this information apply to other experiences or classes?
- What went well?
- What didn't go well?
- What needed improvement?

*(Throughout the unit, Mr. Smith and I constantly show how the unit and the lessons surrounding it are relevant. We also need to build student confidence in their information seeking abilities so they may succeed at the tasks placed before them (Callison, 2003, p. 241).*

**Thursday 8am**-While it was still fresh in our minds, Mr. Smith and I evaluated the research process and project from many different perspectives—as teachers, as students, as librarians. What could we have done better? What worked well? What could be eliminated or changed for next year? Would we do it again? Were our overall objectives (the academic standard) satisfied? Yes, we'll do it again. The work was hard sometimes, but it was well worth it.

**Well, there you go. As you can see, the process and project took over three weeks to complete. I'm sure if you ask Mr. Smith's students they would be more than happy to explain their Cold War unit to you. Almost all of them felt that not only had they gained a greater understanding of the Cold War, but that they had also acquired the tools necessary to become successful users of information.**

**Respectfully Submitted,**

The Library Lady

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## ABOUT THE AUTHOR


Nicole Kirchoff (nakirchoff@shelbycs.k12.in.us) is the library media specialist at Shelbyville Middle School in Shelbyville, Indiana. She has completed her eighth year teaching information literacy skills to Indiana's middle school students and will complete her MLS in December, 2006.

# WHAT'S AN ACADEMIC LIBRARIAN DOING GETTING A PH.D. IN EDUCATION?

*by Alexius Smith Macklin*

Let me start by saying that I am writing to you poolside at a resort in Orlando. I'm in between sessions right now at the International Institute for Informatics and Systemics. In two hours, I will be presenting my paper on information and communication technology (ICT) literacy and assessment in higher education. This paper is the culmination of a yearlong collaboration with the Educational Testing Service on a new tool designed to measure the ICT competencies of sophomores and juniors. In my study, I worked to integrate these skills directly into course content, and evaluated the outcome with the ICT Literacy Assessment (for more information go to: www.ets.org). The result was a curriculum intended to monitor incremental progress of students' skill acquisition during a 15-week semester.

Presenting my research at an international conference of this type is not something I would have pursued before working on my doctorate. In part, I think that my study would not have been interesting to people outside of librarianship. I would not have known how to speak the language of assessment, nor would I have known how to set up an investigation that required me to collect data systematically to achieve my research goals. Now that I have all of my coursework completed, and three chapters of my dissertation done . . . I am comfortable saying that I really know what it takes to do the kind of research that is respected across disciplines in academia. I am not necessarily good at "doing" research – yet – but I understand how to develop a study that requires a rigorous approach to testing hypotheses and interpreting data.

Librarians who do not hold a Ph.D. really do not understand how to conduct research. Oh, I know that some of you are disagreeing with me right now. I would have too a few years ago . . . but, let's face it – very few master of library science (MLS) degree programs include courses on research methods to teach future librarians how to collect and analyze data; rather, we are trained to help researchers find information to support their work. This in and of itself is noble . . . I'm not dismissing the importance of our business. We know how to interpret an information need, navigate databases, and synthesize found information into different formats for recall and use, which is essential in our information-driven society, but we don't necessarily know how to apply a methodology to our work. This knowledge is what sets our scholarship apart from those who do.

So, what's a Ph.D. going to do for me? What has it done already? For starters, I want to talk about the three Rs:

- Rigor – The first thing I learned about in my doctoral program was that all good research – emphasis on the word GOOD – begins and ends with a methodical collection and analysis of data to support a hypothesis. This systematic approach is what is known as rigor. Your research question directs the appropriate selection of a methodology (qualitative and/or quantitative) for your study. Sounds simple – but it is actually one of the most complex processes to apply. Doing it well takes time and practice. Frequently, the literature in librarianship is of the type that talks about how we did something well . . . but it doesn't always have the empirical data to support the claims we make. Applying rigor to our research would give us the advantage of knowing that the results we are claiming really do have value . . . and not only because we said so.
- Respect – The next important lesson I learned is that respect is earned – the hard way. The path to the doctorate is often difficult, and you make mistakes along the way. When I first tried to apply rigor to my various investigations I failed miserably to understand what a theoretical framework was, how to formulate meaningful research questions, and how to organize my data collection so that it made sense. Often it just felt like I was stabbing in the dark trying to figure out what I was observing or even what information I should be collecting in the first place (never mind what method I should use!). With time and practice (and reading LOTS of

journals in and out of the fields of education and librarianship) I started to see patterns in how other scholars organized their research and disseminated results. I tried to emulate those I trusted – and found out through personal conversations that they too faced the same challenges I was facing in the learning process.

- Results – Once I saw patterns in how others collected, interpreted, and shared information about their data, I began to apply these to my own research goals. It took a few attempts before I was able to communicate my results efficiently, but eventually, I found ways to be clear and concise about the purpose of my research, what methods I used to collect and analyze my data, what significant outcomes were identified from my study, and what I was going to do with the findings. The ability to communicate with others these results is critical to earning respect and recognition for your work . . . and it opens the doors to collaboration. Now that I have empirical data to support the need for ICT literacy education, faculty are coming to me with their research needs!

Finally, earning a Ph.D. is helping me move my profession in a positive direction. Faculty see me as an equal. . . not simply because I have the same title and tenure (which I do) . . . but because I can speak the rhetoric of research. My primary focus is in curriculum and assessment; as such, I am using both qualitative and quantitative methods of data collection to conduct my studies in ICT literacy integration. Because these skills are fundamental across disciplines, I am able work in partnership on many levels to with faculty . . . doors that would never have opened to me if I wasn't earning a Ph.D. Will it make me rich? That depends on what you consider rich. Personally, being a valued contributor to research in and out of librarianship – where I can promote the good that we do – is at least enough to make me feel prosperous. Most importantly, I am fulfilling a lifelong dream . . . and, at the end of the day . . . isn't that all that really matters? So, if you even think you might want to go for your Ph.D. – know that the road ahead of you might be difficult at times – but in the end, I believe the journey has been worth it all.

## ABOUT THE AUTHOR

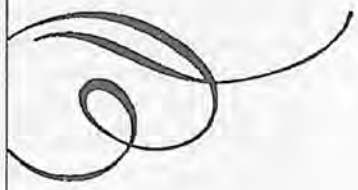
Alexius Smith Macklin (alexius@purdue.edu) wrote this article in August. She is well-known for her expertise in problem-based learning, distance learning, digital libraries, and general informatics. In her role as an information designer, she has helped many faculty members to redesign their courses to take advantage of the power of technology in seeking and organizing information.

*Many educators of note, as well as college and university librarians, have emphasized the urgent necessity of instruction and training in 'book-using skill.'*

*'The place of the library in the work of all departments is one of increasing importance. The library is a resource or reservoir from which the student should draw constantly for information and inspiration, whether his interest lies in history, literature, or science. Every month of delay in instructing him in the meaning and use of the library lessens the efficiency of his course.'"*

Hopkins, Florence, M. Reference guides that should be known and how to use them. Detroit, MI. The Willard Company, 1916. Hopkins, a librarian with the Detroit, Michigan, Central High School, quotes the above in her foreword from the United States Bureau of Education, 1914-no. 34.

# EVERY WHICH WAY BUT LOOSE: REQUIRING INFORMATION LITERACY



*by Nancy Wootton Colborn*

## INTRODUCTION

This article focuses on Indiana University [IU] South Bend's one-credit Introduction to Information Literacy course, offered in both face to face and online versions, and how it is required as part of the IU South Bend General Education curriculum. The evolution of the course is placed in historical context within the overall library instruction program at the Schurz Library.

## OVERVIEW OF LIBRARY INSTRUCTION AT SCHURZ LIBRARY

IU South Bend, one of eight IU campuses, has an enrollment of approximately 6,000 students. The Schurz Library has 300,000 volumes and eleven librarians on staff. Librarians at IU South Bend have faculty status and have taught course-related instruction sessions as part of a successful library instruction program for over 25 years. Nine librarians do instruction; five of those nine librarians have primary instruction responsibilities and four have some secondary instruction responsibilities.

Library Instruction at IU South Bend has taken many forms over the years. The most common method is the traditional 'one-shot' bibliographic instruction session for individual courses. Over time, the instruction program has also managed to partner with a variety of campus departments in order to provide instruction to all students on campus in a more planned, curricular manner. These partnerships have included W131, the required writing course, S121, the required oral communications course, and U100, Threshold Seminar, a developmental course required of all students that enter college on probationary status. U100 introduces students to college-level reading interpretation, teaches study skills and creates learning communities by requiring that students participate in college activities.

## HISTORICAL PARTNERSHIPS

The partnership with the Elementary Composition (W131) course faculty ensured that all students writing a research paper received library instruction. At one point in time, these students were pre- and post-tested on their library skills as part of the partnership. The partnership with W131 ceased for various reasons and an arrangement was made with faculty in Communication Arts that library instruction would occur in all sections of S121, Public Speaking. This partnership included the development of an S121 course webpage (Schurz Library, 2005) to assist students in finding resources relevant to specific types of speeches required as part of their curriculum.

As part of the U100 course, librarians met twice with the students, and then students came into the library with their instructor for an additional two-three visits. U100 students worked in groups to complete a library pathfinder, on which they based a class presentation. Librarians designed the pathfinder and wrote research questions that were timely and for which the Schurz Library had sufficient materials to ensure that students could find relevant resources. The librarians also worked closely with U100 instructors on the assignments that followed the instruction sessions.

At the first U100 session, librarians taught students the importance of terminology in library research, including LC subject headings and call numbers. Students also found key terms in dictionaries and encyclopedias and did background research in *CQ Researcher*. At the second session, students learned to use library databases to find books, journal articles, and government publications. At follow-up sessions, when students met in the Reference area with their instructors, students used the skills they had learned to find additional materials and learned to ask their own questions of the reference librarian.

These partnerships, while invaluable in assuring that all IU South Bend students received at least some minimal bibliographic instruction, worked with a varying degree of success, and were problematic in that students could conceivably receive two-three very similar library instruction sessions in the same semester if they happened to be enrolled in more than one of these required courses at the same time.

## HISTORY OF THE INTRODUCTION TO INFORMATION LITERACY COURSE

Librarians at the Franklin D. Schurz Library at Indiana University South Bend have offered a course on using the Library, in various incarnations, since the spring of 1996. The one-credit course was called *Library Resources and Skills*, and like most library courses of the time period, focused on specific library resources and searching skills. The instruction librarians developed the course content in 1995, and it was initially taught by the entire team of librarians, with a lead teacher taking half the modules and other librarians taking one module each, in an 8-week session that met twice weekly. The advent of the initial credit class was described in an earlier *Indiana Libraries* article (Russo, 1997). Over time, the course changed to being taught by a single librarian over an entire semester. Various librarians taught the course, based on their interest and preference.

In 2001, a team of librarians began development of an online version of the course, *Research and the Virtual Library*, which was also designed as a one-credit course. Because the course was intended for distance learners, the course focused on slightly different resources than the face to face course. The online course, which was first taught in the spring of 2003, taught the same research skills, search strategies and understanding of library resources, but concentrated on those resources that could be found online via the Schurz Library webpage and those found on the Internet rather than on print resources. One or two of these library classes were offered each semester at IU South Bend, and for the most part, they did not reach enrollment capacity. Students that took the classes self-selected as interested in information literacy, and were largely successful in the course because they valued the library and felt the need to learn more about the search process in order to improve their college experience.

## GENERAL EDUCATION

Behind the scenes, in the early years of the new century, a faculty committee at IU South Bend was developing a new General Education curriculum. Thanks to Rosanne Cordell, who was then Coordinator of Library Instruction and served on the General Education Committee, Information Literacy was proposed and accepted as a part of the group of Fundamental Literacies that each student at IU South Bend must complete as a part of their General Education curriculum. The IU South Bend General Education Report and Recommendations (General Education Committee, 2003) included this section on Information Literacy, which was written by the instruction librarians at IU South Bend:

*Information Literacy*

> *Thanks to the explosive growth of electronic means of communication and data storage, an individual's access to information is now practically unlimited. It is imperative that today's university graduate develop skills in finding and evaluating information, both in print and in electronic form. We recommend as part of the general education curriculum a demonstration of competence in modern information gathering and evaluation, by successful completion of a course that meets the following criteria:*

- provides the student with an understanding of the organization of knowledge and information, including terminology and types of resources available
- teaches students how to construct a research question and form a research strategy, including the selection of appropriate research tools
- provides the student with the theory, skills, and technique required to be an effective online database searcher
- applies knowledge gained about types of resources, search strategy and the organization of information to the critical evaluation and use of materials
- introduces students to issues regarding the ethical and legal use of information
- encourages students to develop research skills and habits that will contribute to their success as students and future professionals

The General Education curriculum came before the IU South Bend Academic Senate for a vote in the Spring of 2003. The curriculum was approved, with implementation to begin in the Fall of 2005.

## COURSE DESCRIPTION AND OBJECTIVES

After the IU South Bend Academic Senate approved the General Education curriculum in 2003, the instruction librarians looked carefully at our overall course objectives and at our course descriptions for both the face-to-face course and the online course. After careful consideration, we decided to discontinue teaching the two courses, combining them into one course that focused less on specific resources and more on search strategy, research skills, and information theory. The new course, with a new course number, Q110, was titled, "Introduction to Information Literacy," and was approved in the summer of 2005. The course description reads:

> *"This course examines information structure and organization as well as teaching techniques and skills for effectively identifying, acquiring, evaluat-*

*ing, using and communicating information in various formats."*

A brief course outline follows in the Appendix.

## STAFFING THE COURSE

The reference librarians at IU South Bend are dedicated and energetic professionals, but adding a regular course load to their schedules was not something that could be done without making some changes. After careful consideration, the reference librarians decided that the reference desk could be single-staffed rather than double-staffed, thus reducing the workload of all teaching librarians to accommodate this added responsibility.

In addition, the required course partnerships such as those mentioned above with W131, S121 and U100 were something that the librarians had to give up in order to meet the demands of teaching the one-credit course. In exchange, the students were assured of less repetition in their receipt of library instruction, while acquiring a more thorough grounding in Information Literacy.

Librarians with primary reference responsibilities teach two classes per semester; those librarians with secondary reference responsibilities teach one course per semester. Q110 is offered through the School of Liberal Arts & Sciences in the course schedule. Any associate faculty that teach Q110 are compensated through Liberal Arts & Sciences.

## PREPARING TO TEACH

Many of the librarians had taught in some capacity in the past, and many had taken a turn at teaching the library course before it became a requirement. However, there were still a few librarians, and some associate faculty, that had not taught the course. The Coordinator of Library Instruction assessed the training needs of the librarians using the Instructor Development Needs Analysis (Westinghouse Electric Company, 1998) and designed a series of workshops to refresh the librarians' teaching skills. The four workshops, held over the course of the summer of 2005, included training and development in these areas: Information Literacy as a discipline, classroom climate and management, active learning, multiple intelligences, assessment, learning outcomes, and campus administrative details. One of the sessions was led by the Director of the University Center for Excellence in Teaching, Jennifer Klein. The teaching librarians also spent significant time together examining the course objectives, including writing some objectives specific to each lesson, and examined pre- and post-test questions for revision. For those librarians who weren't familiar with Indiana University's course management system, the Coordinator of Library Instruction planned training in the Oncourse® system.

## BY THE NUMBERS

As the librarians planned the number of course sections that would be offered each semester, we estimated based on the number of new students enrolling each fall. This number suggested that if each Q110 course were capped at 24 students, we should offer a total of 22 course sections to meet the demand each semester. In reality, we have offered eleven courses each semester, at medium to full capacity. The reasons for this discrepancy were many: The new General Education curriculum was a 'soft launch," with advisors being slow to advise students into the new General Education course offerings and failing to understand, despite marketing efforts, that Q110 was now a required class. Students, even if advised into courses, didn't necessarily enroll in them. The percentage of students at IU South Bend that enrolled in a full course load (12 or more credit hours) during 2005-06 was approximately 60% (University Reporting and Research, 2005, 2006). This is common for students at IU South Bend, and because of that, many students take longer than four years to complete their degrees, and courses that are required of freshmen are completed later in a student's coursework than is ideal. This slow start for Q110 turned out to be an advantage, giving the librarians a smaller number of classes with small class size during the first year of the requirement. This allowed the librarians to acclimate to the classroom and hone their pedagogical skills.

## CLASSROOM SPACE

IU South Bend has a shortage of available classroom lab space, so the librarians agreed to use the library instruction room as the classroom for the one-credit course. Because the lab had only 22 student workstations, we had to negotiate with IU South Bend's

Current photo of Instruction Room, View 1.

Current photo of Instruction Room, view 2.

Information Technology department to add two more computers, and rearrange the lab to accommodate them. The lab is very small and this took some effort, but with the addition of a new instructor workstation and one additional table, we were successful in rearranging the lab to accommodate 24 students in a course section.

## COLLABORATIONS ACROSS CAMPUS

As previously stated, the Librarians at IU South Bend have a history of working cooperatively with a variety of disciplines' required classes to ensure that library instruction reached the students at IU South Bend. While the form of collaboration changed, it did not stop with the beginning of the Q110 course. In the Fall of 2005, two librarians linked their Q110 courses with three sections of W131, the required writing course. This link configuration was necessary because of late scheduling, and was improved on in the Spring of 2006 with three sets of directly linked classes. While assessment on the Spring links is not yet complete, preliminary evidence suggests that many students did enjoy the benefits of linking two courses and of learning research skills in a contextual way.

For the Fall semester of 2006, the W131-Q110 link will be continued in three sections. Additionally, an honors section will be offered, which unofficially links with the Freshman Honors Seminar that includes a research project as part of the course requirement. We are also investigating a possible link with a second-level Writing course in the future.

## ASSESSMENT

It is difficult to find any post-millennial account of library instruction issues that doesn't discuss assessment, and our story is no exception. A pre- and post-testing instrument was used in the libraries collaboration with W131 historically, and that instrument was revised for the library course in 1999. Prior to the Fall of 2005, all previous pre- and post tests were analyzed and testing instrument was revised. We will continue to assess the course via pre- and post–testing, and will report those findings in future research.

From course evaluations and pre- and post-test results, individual librarians have made some changes in their courses already, closing the loop in the cycle of assessment.

## CHANGES IN (STUDENT) ATTITUDES

As previously noted, students that took the "Library class" as an elective were self-motivated and usually did fairly well in the class. It was interesting to note the change in student attitudes once the course became "required." Many students were more difficult to engage, and the librarians found that getting past the initial obstacle of students not wanting to be there was difficult. However, these quotes from students (from course evaluations) show that many of the students do end up with the realization that the course will enable them to be more successful in college for having taken it.

*"I will apply what I have learned to my future classes."*
*"I do think that this course will benefit me in future papers. I did learn a lot about collecting research and the "best" research."*

## CONCLUSION

While not every campus has the right planetary lineup to offer Information Literacy in a required one-credit course, there are a few where the timing, campus size and academic climate are such that this miracle occurs. At IU South Bend, we are at the beginning of this exciting journey. We will continue to assess student learning in our course and adapt the curriculum to meet the needs of the campus. While we now teach Information Literacy, we are careful to remind campus constituents that the course is titled, "**Introduction** to Information Literacy," and work to continue to offer upper-level instruction at a more specialized level throughout the curriculum. The entire General Education curriculum is designed so that the Fundamental Literacies, of which Information Literacy is one component, are introduced and then built on at higher levels throughout a student's college career. The Introduction to Information Literacy course isn't seen as a one-time inoculation, but as a stepping stone for IU South Bend students in their pursuit of a well-rounded college education.

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## APPENDIX

Q110 Course Outline [Generic]

**1. Course Introduction**

Overview of syllabus, schedule
Pre-test
Selection of term topic

**2. Beyond Dewey**

Libraries, Types of materials in libraries
Classification systems in libraries
- Dewey Decimal System
- Library of Congress

The Structure of Information
- Timeline
- Primary v. secondary

Search Strategy
- Importance of terminology
- Narrowing and expanding topic

The concept of Tools

**3. Background sources**

Types of Reference materials and uses

**4. Database Searching**

The Structure of a Database
- Records
- Fields
- Search string
- Known Item Searching

Topic Searching
- Controlled vocabulary
- Keyword Searching

General keyword searching
- Stop words
- Boolean Searching
- And
- Or
- Not

**5. Looking for Books**

Online Catalogs
Using IUCAT to find books and other items
Types of Searches
Reading a Citation
- Call numbers, including Library of Congress Classification system
- Subject headings, lateral searching

Boolean Searching
Advanced Searching

**6. Looking for Articles**

Periodicals

Definition and benefits of use
Popular vs. Scholarly
Print vs. Electronic
Journal Databases
Locating in Schurz Library
Interlibrary Loan

**7. Looking for the Best Articles**

Advanced Periodical Searching
Subject headings
Thesaurus searching
Introduction to more databases

**8. The Internet**

What it is, how it works
History
Ownership and control
What is the WWW
What's available on the web; Fee vs. Free
Uniform resource locaters
How to find things: search engines vs. directories, Meta-search engines
How they work: spiders and robots

**9. Internet Evaluation**

The Best and the Worst of the Internet
Propaganda, Misinformation, Disinformation
Internet Evaluation Criteria
Critical Thinking
Edited Internet Directories
The Invisible Web

**10. Government Publications**

U.S. Federal Government structure
Govt. Pubs. in Libraries, including Superintendent of Documents classification system
Govt. Pubs. on the Web

**11. Statistical Information**

Using statistics
How statistics are gathered (census data, sampling, surveys)
Polls and how they work

**12. In Style**

Using & Citing Sources

Ethical use of information
Plagiarism
MLA Style
APA Style
Refworks software

**13. Advanced Searching**

Truncation
Limiting by Field
Nesting
Proximity Searching
Phrase Searching
Table of Contents Searching
Saved Searches, Search History, Alert Services

**14. Course wrap-up**

Term project due
Post-test
Course evaluation

## ABOUT THE AUTHOR

Nancy Wootton Colborn (ncolborn@iusb.edu) is an Associate Librarian at IU South Bend, and coordinates Information Literacy initiatives at the Schurz Library. She enjoys teaching, and tries hard to ensure that students are learning.

*Eight years of experience in teaching college Freshmen has convinced me that it is better to err by being too simple and elementary in explanation than to leave the student confused because we assume he has knowledge that he does not have.*

*... no amount of reading about methods and library aids can take the place of practical experience in using them.*

*Instruction in the use of the library has usually been given by librarians, with more or less cooperation from teachers, but the amount of this cooperation needs to be greatly increased...Instructors should, if possible, share with the librarian the teaching of some of the topics.*

*High school and college students can learn to work efficiently and quickly in libraries, using the ordinary tools of the scholar, when the teaching staff blends library instruction with the teaching of various subjects and requires work that involves intelligent use of library aids. There is room here for further constructive work by progressive teachers.*

*If instruction is given by librarians and teachers working together, they should plan the work carefully.*

> *From ALA Bulletin, March 1934, Ethel M. Feagley, 'the teacher and the library': 'library instruction should not be a separate course taught by means of artificial situations but an integral part of every subject in the curriculum. To give pupils the knowledge and practice which will make them independent users of reference books and the library is an aim which cannot be accomplished by the librarian alone. The planning of the library instruction program, therefore, should be undertaken by the entire faculty. The librarian will be the leader and adviser in the project, but unless she enlists the help of every teacher she is powerless to accomplish the desired results. A committee composed of the librarian and heads of departments could meet and discuss the various directing study techniques which are needed by their pupils and which should be stressed in all classes.'*

Brown, Zaidee. The Library Key; an aid in using books and libraries. New York: H. W. Wilson 1936, {Quotations from her preface}

# PROMOTING LIBRARIAN-FACULTY COLLABORATION TO ADVANCE INFORMATION LITERACY: HANOVER COLLEGE'S PILOT PROGRAM

*by Heather B. Loehr & Kenneth E. Gibson*

## INTRODUCTION

In 2005, a team from Hanover College (Academic Dean, Library Director, Faculty member) took part in *Transformation of the College Library*, a workshop offered by The Council of Independent Colleges. The focus of the meeting, advancing Information Literacy, culminated in participating institutions outlining an actionable plan for implementing/improving these important standards on their campus. As a result, the Duggan Library at Hanover College formed a year-long pilot program designed to support faculty wishing to incorporate information literacy concepts into their courses. During the Winter term of 2006, the Library completed a series of classes with topics ranging from research assignment development, to plagiarism and web technology. The remainder of the pilot program includes a session on evaluation followed by a campus-wide forum in January 2007 as Hanover considers the next steps in the Information Literacy initiative.

## ENVISIONING

In 2002, Hanover College, the state's oldest private liberal arts college, approved a new *Academic Vision Plan* resulting in sweeping curricular changes to better address student learning in the twenty-first century. The entering class of 2004 was the first to enroll under the new curriculum that, among other things, contains an *August Experience* for first-year students, and replaced *General Degree Requirements* (GDRs) with *Liberal Art Degree Requirements* (LADRs) emphasizing interdisciplinary studies.

Prior to this change, librarians (faculty status, non-tenure track positions) of the Hanover College Duggan Library offered typical academic bibliographic instruction (BI) classes to students through the bequest of the faculty. This included an informal agreement to hold sessions for all sections of the GDR course, English 112 (*Strategies*), in an effort to consistently reach most freshman-level students with introductory research skills. A review of recent statistics show that the results of this course of action varied quantitatively, though no recent data beyond anecdotal evidence spoke to the quality of library instruction with respect to learning outcomes. While students often indicated instruction was beneficial, especially those tied to specific assignments, some were frustrated at having to attend additional session(s) as required by other courses which they believed simply repeated earlier instruction.

With the new Vision Plan enacted, the library, although recognized as an important component of the college's educational mission, had to consider new instructional methods in order to remain relevant to students and their academic research needs in an information-rich environment. Concomitantly, the library was charged by the Academic Dean to begin the process of developing a mid- to long-range plan, to include services, resources, and facility. Having recently undergone a partial renovation and a reclassification of the collections from Dewey to Library of Congress Classification System, along with major initiatives of two of our consortia, PALNI (Private Academic Library Network of Indiana) and A.L.I. (Academic Libraries of Indiana), we began looking for opportunities as a guide for moving forward in the ongoing sea of change.

Given these multiple factors, with curricular and instructional support paramount, one program that stood out was a three day workshop, *Transformation of the College Library*, offered by the Council of Independent Colleges (CIC) and the National Institute for Technology and Liberal Education (NITLE). Offering three regional workshops aimed at small and mid-sized colleges and universities, the stated goal is for each participating institution to begin developing an agenda for advancing information literacy within a holistic framework. One of the unique and most valuable aspects of the CIC/NITLE offering is the requirement that each three-member institutional team must be comprised of the chief academic officer (Academic Dean) and the library director, with the third person being a recognized campus leader (in our case, a faculty member from the English Department who was a major figure in helping to shape Hanover College's Academic Vision as well as a current member of the Library Advisory Group). Encouraged by the program's institutional team approach, previous track record, competitive application process, and diversity of issues consid-

ered (with information literacy as the common denominator), Hanover College submitted a proposal in May 2005, and was accepted for the September 2005 meeting.

Prior to the meeting we completed an online survey depicting the current status of information literacy on our campus and divided the recommended readings among the three-member team. Suggested readings ranged from broad topics (academic libraries in the twenty-first century) to the more focused, such as integrating information literacy into the curriculum, assessing information literacy, and use of the physical space of the library building. The shared five hour drive from Hanover to Chicago allowed for discussion of information literacy concepts and its potential for our campus. More importantly, it was a time of team-building before arriving for the workshop.

The three-day meeting included teams from twenty-eight other institutions and was comprised of presentations, cross-institutional, and institutional team group discussions culminating with participants outlining an actionable plan for implementing and/or improving an information literacy program at their campus. Formal workshop presentations included topics such as collaboration among librarians and information technology (IT) staff, supporting information literacy through institutional policies, use of learning outcomes to measure effectiveness of an information literacy program, effecting change on campus, designing library spaces for information literacy activities, and budgeting for collections supporting such a teaching environment.

## PLANNING

Two planning sessions allowed team members to work together, as well as with other institution members to develop strategies and ultimately outline a plan of action for integrating information literacy concepts. Working cross-institutionally in the first session, attendees considered questions such as, "How might chief academic officers be involved in information literacy program planning?" and "What are the key ingredients needed to build collaborative relationships among faculty, librarians, and information technology staff?" These prompts allowed individuals to share common experiences, discuss various impediments, and begin brainstorming. The cross-institutional component was fundamental in encouraging open communication and allowing for multiple perspectives (institutional and individual) to be considered. The opportunity to exchange ideas and work alongside other library directors, academic deans, information technology staff, and faculty within the context of improving library services, was both a valuable and affirming experience.

In the second planning session, each institutional team worked independently in considering a program rationale that reflected campus needs. Teams were asked to identify existing strengths and resources, discuss potential barriers to change, and suggest a time line for implementation. As a result of the cumulative presentations and sessions, the Hanover College team developed a working plan for formally implementing an information literacy plan.

The first piece of the plan was to define information literacy for our institution which led to the following: *Information literacy is thinking critically and ethically about information and constructing and presenting an argument for an audience.* With this in place we were able to describe both our mission and outcomes as they related to information literacy. Part of that mission statement included creating critical thinkers and lifelong learners through mindful use of new technologies and resources. Outcomes centered on students' ability construct a thorough and scholarly bibliography and literature review in their major.

Some of the positive forces identified for effecting change on our campus included our recently implemented Hanover Academic Vision, with its integrated writing and speaking requirement, library liaisons to interdisciplinary first-year courses, and the Independent Study which is the culminating scholarly experience for many Hanover College students. Potential obstacles to timely implementation centered on the many changes that have recently occurred on campus, a general "press for time", and a certain degree of separation between IT staff, and the library and faculty.

In designing the details of our own program, team members were naturally eager and optimistic, though the goal was to refine and operationalize information literacy on campus through a reasonable timeline, and with an eye for the long haul. The "plan" as developed at the workshop included integrating information literacy into the curricula, gateway and methods courses in the major, and the senior Independent Study through collaboration of the library, faculty, IT, and chief academic officer. Ideas for making this happen settled on offering faculty presentations and a summer workshop, conducting student focus groups, encouraging peer faculty instructors (via release time), promoting librarians as consultants, and grant exploration. In retrospect, perhaps all of this was a bit too ambitious from the outset, but at least a context had been established for addressing information literacy in a more systematic manner.

## IMPLEMENTATION

Soon upon returning to campus, team members had a working lunch to further strategize. We confirmed our charge (understanding that we needed to direct limited resources in a focused way) and it was decided that the academic dean would make an an-

nouncement at the next faculty meeting describing the purpose and intent of the workshop plan. Additionally, the library director would meet with the Library Advisory Group and librarians to formulate specifics. The Library Advisory Group (composed of the library director and four faculty members) advocated a faculty buy-in approach whereby librarians would offer an information literacy program to the faculty in the vein of "train the trainer". Their advice was to offer "nuts and bolts" sessions with an expectation of continuity that would allow attendees to begin using information immediately and have a base of ongoing support. Discussion among the librarians centered on the types of sessions that should be offered, and by whom. All librarians were quick to jump on board, recognizing the value of a proactive approach in planting seeds and fostering partnerships with faculty. Collectively, each of these steps led to the formation of a year-long pilot program designed to support faculty wishing to incorporate information literacy concepts into their curricula.

In discussing potential topics for workshops, librarians quickly agreed on a set of recurring issues that could be addressed. Among these were academic honesty, effective use of resources, crafting manageable and effective assignments, use of technology in the classroom, and assessment. Research preparation to design the pilot program included a review of the existing literature and other institutions' library instruction websites for best practices on educating faculty about information literacy.

Five fifty-minute workshops were developed, with each librarian taking the lead on one. All workshops included time for introductory comments describing the Association of College and Research Libraries standards, presentation material, and discussion. Workshops were limited to eight attendees to allow for productive discussion and collaboration. PowerPoint slides were presented and handouts were distributed during the workshops, along with a detailed list of information literacy outcomes for lower- and upper-class students.

An initial series of three workshops were offered in January 2006:

**Research Skills and Academic Honesty: Information Literacy as a Means to Combat Plagiarism.** Participants discussed how a course or assignment based on and incorporating information literacy principles reduces student opportunity and motivation for cheating. The workshop focused on preventative strategies and engaging students in discussions about academic honesty, with a lesser emphasis on detecting plagiarism.

**Creating Effective Research Assignments.** Attendees discussed how to structure research assignments to avoid some of the common frustrations students experience in the library. Faculty were asked to bring along copies of current assignments to collaborate with a librarian in this hands-on session.

**Alternatives to the Traditional Research Paper.** Faculty discussed how library research, information literacy, and critical thinking skills can be taught outside of the confines of the traditional research paper in a variety of ways. This session offered a multitude of alternative assignment ideas and how they can be incorporated into existing courses. Attendees were asked to bring along their own favorite alternative assignment ideas to share.

The presenting librarians conducted follow-up consultations with attendees during February and March to allow faculty members to share ideas, ask questions pertaining to incorporating workshop material into upcoming courses, receive instructional support relevant to specific resources presented, or to discuss any other issues regarding information literacy and assignments.

New and returning workshop participants were invited to attend another workshop in April based on the use of "technology tools" to aid in implementing information literacy:

**Turning Techno-Savvy into Info-Savvy: Integrating Information Literacy into the Classroom.** Faculty discussed how students use technology, their learning expectations, and how faculty can use technology to help students develop good information gathering and critical thinking skills, and further engage them in course content. Topics covered included blogs, wikis, RSS, course web pages, PowerPoint, MyCampus classroom collaboration software, and SFX open-linking technology.

In response to faculty interest, all four workshops were repeated in May 2006. The first workshop series had a total attendance of thirty-one. Sixteen individual faculty across all divisions participated, which represented about 14% of the total faculty. Of those sixteen participants, seven attended two or more workshops in the series. The majority of those participating were faculty who have not been active participants in our library instruction program.

## FEEDBACK AND FUTURE

Participant feedback has been very positive. Several of the faculty participants expressed appreciation for the library's outreach to them. The timing of the workshop series turned out to be ideal, as most of the faculty attending were in the process of developing new courses and related assignments for the Academic Vision curriculum. Although the library's goal had been

for faculty to use workshop material to prepare for courses in the academic year 2006-2007, a number of the faculty adopted material immediately. Faculty members in theatre and political science used workshop material to adapt current assignments during the Winter term, and additional faculty began offering newly-crafted assignments during the one-month Spring term. Members of the sociology and modern languages faculty presented material from the academic honesty session to their classes in Winter term. One faculty member in philosophy expressed gratitude for the technology workshop, as it allowed her "to get back on the same page" with her students, and indicated that she would like to see similar workshops offered again as technology changes. Many faculty expressed their hope that the workshops would be repeated and new workshops be offered in the future.

In August 2006, a follow-up workshop, **Evaluating Information Literacy**, will be held for faculty who have attended any of the previous workshops. Faculty and librarians will evaluate the progress since the January/April workshops. Participants will learn how other faculty are incorporating the workshop material into classes and assignments and will discuss methods for assessing whether the new assignments are effective, and how to evaluate students' information literacy and research skills.

Formal assessment of incorporating information literacy into the curriculum will be done by faculty and librarians at the end of fall term 2006 for presentation at a January open forum. All interested faculty will be invited to hear librarians and participating faculty present updates about the pilot program and discuss what we have done, what we have learned, and where we go from here. At this time, we hope to begin planning for programs that will allow us to introduce information literacy to the student community, both directly from the library and in collaboration with student support offices.

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## RESOURCES

CIC website: http://www.cic.edu/conferences_events/workshop/library/2005/index.asp

ACRL Information Literacy Standards: http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Duggan Library Information Literacy Workshops site: http://www.hanover.edu/Libr ary/infolit.html

## ABOUT THE AUTHORS


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Ken Gibson (gibson@hanover.edu) is the Director of the Duggan Library at Hanover College.


*In brief, the expanded information base is going to require that librarians retain the old skills—and thus the traditional education—and to acquire deeper knowledge of our specialized subject, new sophistication in information systems, and greater skills as managers. ...Moreover, librarians must acquire skills and must constantly refine them throughout their professional skills.*

Govan, James F. (1987, Summer). Fluidity and intangibility: The stunning impact of the expanded information base. *Journal of Library Administration 8, 15-25.*

# REINVENTING LIBRARY INSTRUCTION: THE IVY TECH STORY

*by Susan Mannan and Jessica Placke*

## INTRODUCTION

Most academic libraries have been involved in formal library instruction for as long as we can remember, and most likely we are all in that continuous quality improvement mode of always trying to do it better. Ivy Tech Community College-Central Indiana Region is no different. After years of delivering the standard show and tell version of "what our library has for you," a spurt of fast-paced enrollment growth, library growth and staffing changes put the traditional instructional program into disarray. Library staff took the opportunity to evaluate what was being done and reorient the growing program. This article gives a brief review of our past efforts at library class instruction and then describes our recent activities and plans to improve and diversify what we do.

## PREVIOUS LIBRARY INSTRUCTION PROGRAM

The Ivy Tech-Central Indiana Library has always offered instructional classes for any faculty who requested or agreed to bring his or her class to the library. A large part of this instruction was given to the English Composition and College Study Skills classes. For example, of the 358 classes taught in 2005/2006, 60% were core English classes, and 8% were Ivy 070, the College Life & Success (study skills) course. While librarians had developed standardized presentations for these courses, tremendous work went into scheduling and teaching the large number of these classes that visited the library. The remaining third of the instructional classes done in 2005/2006 were presentations designed especially for program level courses. Librarians devoted considerable time and energy to developing targeted resource materials and presentations for classes in areas as diverse as Early Childhood Development, Nursing, Respiratory Therapy, Culinary Arts, Business, Psychology, Sociology, Speech, American History, and Arts and Culture.

It has always been the desire of the library to reach all of the English classes each semester. A few years ago the library was able to insert a required one hour library instruction session into the English Department's course syllabus. This ensured that almost 100% of these classes made the visit. The library also wanted to give instruction to as many other program area classes as was possible, given its staffing constraints; but this became increasingly difficult to do because of the tremendous growth Ivy Tech began to experience in recent years. From the fall of 1997 to the spring of 2006, enrollment almost doubled from 7,261 to 13,818 students.

The charts below (Figures 1 and 2) depict the impact that the enrollment growth at the College had on the library instruction program. Looking back to the 1997-98 academic year, librarians at Ivy Tech-Central Indiana taught 232 classes, seeing 1,721 students. By

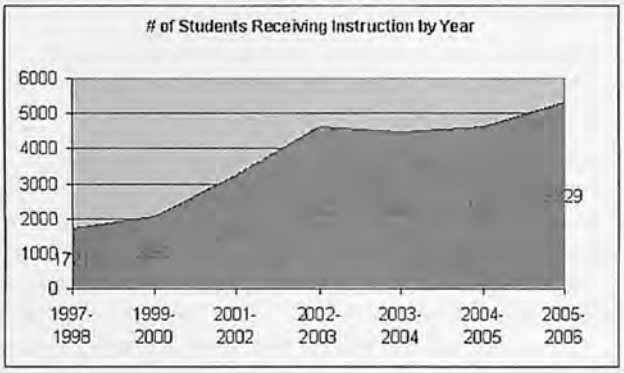


Figure 1

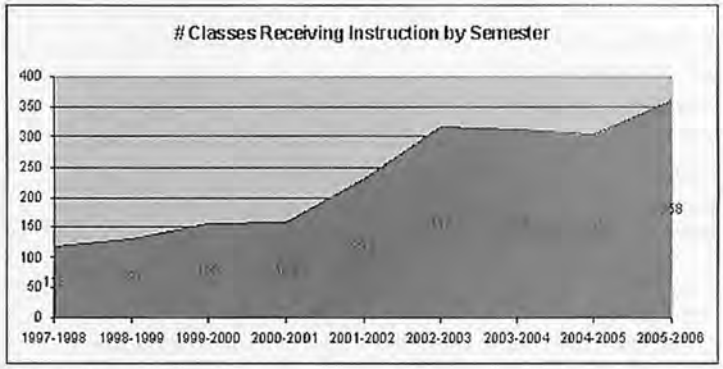


Figure 2

the 2005/2006 academic year, the class number had increased to 358, covering 5,329 students.

Not only did the library have to cope with sheer growth in numbers, it was growing otherwise as well. In 2002, a departmental library was established in the new Public Safety Building, on the developing Lawrence campus on the east side of Indianapolis, to serve the Fire Science and related programs. The Lawrence location was targeted to become a second major campus for Ivy Tech-Central Indiana. Renovation of a large new building was completed in 2004, and a second brand new full-service library was opened there that fall, ten miles from the main downtown location. This had the effect of doubling the number of libraries, the staff, and the budget, and sizably increasing the collection all in one year. For library instruction, this now meant coordinating a growing number of sessions spread across two campuses and three libraries, delivered by a largely new staff of librarians. And just as this was happening, the existing main-stay librarian of the instructional program retired. Now instead of one or two librarians carrying out the library instructional program, there were suddenly eight to ten. A further complicating factor was the frequent turnover experience in the part-time ranks of this group.

## WHY MAKE CHANGES?

It became clear for several reasons that business as usual would not be an effective approach to library instruction. In the Fall of 2004, as a new "lead instructional librarian" was hired, the library instruction program was targeted for change. Evaluation and reflection had shown that the instruction sessions for English, Ivy 070, and subject-specific classes each posed special challenges. Instructional sessions for English and Ivy 070 often focused on specific library sources needed for an assignment to the detriment of broader literacy concepts. Also, the library classes for different course levels (developmental, basic, and advanced English) often covered the same material. A student who progressed through the English core classes could potentially attend library instruction three times and see almost the same presentation each time.

At the same time, students expressed frustration that subject-specific instruction classes sometimes seemed hit-and-miss. It was common in any given class that some students could have attended multiple library instruction sessions while others had not been to the library before. Because of this, librarians were not always able to focus on advanced topics in the program/subject instructional classes.

Based on these concerns, goals for a new instructional program were created. There were several elements to the new plan. First there was the need to create some consistency in the instruction delivered in the core English classes by a number of librarians at three different sites. Second, there was a need to create an overarching, comprehensive plan that would take students from the study skills and developmental English courses through the advanced levels, reducing repetition and instead, building on concepts. There was a similar need to build in consistency and a historical record of what was developed and taught in the program/subject specific classes to provide guidance to librarians who had not taught the class before. Further, these program/subject classes needed to become unique in content, building on the basics taught in the English sections and focusing on the resources and skills needed for the subject area of the course. Finally, although there had been efforts to steer away from a "show'em what we have" approach that detailed how to use the major databases, and online catalog, the librarians seemed set in their ways and bound to show off their wares! Inserting those wonderful information literacy concepts seemed an afterthought. The new lead instructional librarian was charged with finding new ways and convincing the other librarians to follow.

## MAPPING THE ACRL STANDARDS

It was important in creating the new instructional program to have an initial overview which would connect abstract performance outcomes to concrete activities in the classes. Review of the *Information Literacy Competency Standards for Higher Education* (Association of College and Research Libraries [ACRL], 2000) and *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians* (Association of College and Research Libraries [ACRL], 2001) provided the necessary background information for this task. The new lead instructional librarian created an overview chart which mapped the ACRL performance outcomes and objectives to library instruction class activities in general. The mapping gave a quick reminder of the generic areas that could be covered. The map was used to objectively evaluate the content of the current instructional classes and plan for their revision. It would also be used in the creation of the new program classes.

## COURSE OUTLINES

Another tool created to increase and standardize inclusion of ACRL standards was the instructional course outline. Ivy Tech Community College utilizes a college-wide course outline system. All approved courses must be created in the statewide template. This form seemed to be the perfect template for the creation of library instruction classes. The form lists basic course information such as prerequisites, learning objectives, course content, class activities, and methods for evaluation. To this standard outline was added a category for listing library resources to be discussed, taught, or

demonstrated for that course. These sections tied nicely to some of the ACRL Standards criteria and terminology. A further benefit was that librarians and faculty would have a common language and form to use when developing and referencing an instructional class. The course outline would also serve as a tool to increase consistency in course design. It functioned as a lesson plan for multiple librarians who taught the same class. Alternatively, the standard format allowed for easy transfer of common elements to new classes. And finally, it could be handed to a new librarian who was assigned to teach the class for the first time, serving as a time-saving training tool.

## A NEW APPROACH--SEVEN STEPS TO RESEARCH

In order to emphasize the research process, a new presentation titled "Seven Steps to Great Research" was created. This became the basis for all instructional classes, introducing concepts such as topic refinement and evaluation of resources.

The seven steps were defined as:

1. Identify & develop your topic.
2. Find background information.
3. Locate books using the catalog.
4. Locate articles using databases.
5. Find Internet resources.
6. Evaluate what you have found.
7. Revise your search as necessary.

A PowerPoint presentation was designed to support the basic presentation of each librarian, who was free to include his or her own touches and examples into the presentation. A handout reinforcing the points was created for distribution. This handout was included in a 56 page booklet, which all English students receive during their library instruction visit. The booklet also includes instruction on remote log on, research tips, and detailed instruction for use of each database available from the Ivy Tech Virtual Library web site. Within this Seven Steps framework, classes could be customized based on the learning objectives from the course outline. An example of this application to a Biology course is found in Appendix A. The combination of course outlines, the Seven Steps to Research foundation, and instructional handouts provided both consistency and flexibility in the instructional program.

## SEQUENCING INSTRUCTION

The problem of repetitive content in the series of English courses remained. Many students at Ivy Tech take a basic sequence of classes that include IVY 070, ENG 025, ENG 111, and ENG 112. In order to create a unifying structure for the overall library program, a series of sequenced instructional classes was developed which allowed students to progressively learn new skills. Learning objectives for each class reinforced and then built on the previous class's concepts. The instructional course outline format made it easy to see the progression of literacy concepts throughout the four classes. The learning objectives are detailed below. While some look to be repetitious, each iteration of the basics came with more sophistication in the teaching, allowing for a review of previously learned concepts to reinforce and grow the students' ability to apply them. Several full outlines are provided in Appendix B.

IVY 070: College Life & Success,

1. Identify areas within the physical library.
2. Understand library policies and procedures.
3. Access the Virtual Library use the Campus Connect System.
4. Identify areas within the Virtual Library to locate encyclopedias, books, articles.
5. Locate items using Ivy Cat and the Library of Congress Classification system.
6. List differences between library databases and general Internet resources.

ENG 032: Introduction to College Writing

1. Clearly define the research topic.
2. Identify keywords and synonyms.
3. List the successful steps to research.
4. Select appropriate types of resources based on information needs.
5. Create a basic search strategy using keywords, synonyms, and Boolean operators.
6. Distinguish full-text versus citation results for databases.
7. Evaluate the quality of the information retrieved.

ENG 111: English Composition

1. Clearly define the research topic, keywords, synonyms, and broader and narrower terms.
2. List the successful steps to research.
3. Create a complex search strategy using key words, boolean operators, truncation, wild cards, etc.
4. Define terms such as magazines, trade publications, scholarly publication, peer reviewed, and journal.
5. Locate above items using appropriate search methods.
6. Evaluate the quality of the information retrieved.

ENG 112: Exposition and Persuasion

1. Clearly define the research topic, keywords, synonyms, and broader and narrower terms.
2. List the successful steps to research.
3. Create a complex search strategy using key words, Boolean operators, truncation, wild cards, etc.
4. Utilize alternative methods for locating infor mation, including WorldCat, bibliographies, and footnotes.
5. Be aware of ILL and ALI policies and use these methods when appropriate.
6. Explain the difference between primary, secondary, and tertiary sources.
7. Locate above items using appropriate resources and research methods.
8. Evaluate the quality of the information retrieved.

Librarians were still also looking for other ways to create a level starting point for students coming to the English library classes. Another step was taken towards this goal. The Ivy Tech statewide library system already had an online tutorial, *IvyTilt*, adapted from the *Texas Tilt* product by Sharon Griffith, librarian at the Ivy Tech Muncie campus. The English Department at the Central Indiana campus agreed to put another required library assignment into the common course syllabus. *IvyTilt* became a required "journal" assignment for ENG 025 students, to be completed before students came to the library for the instruction class. Because not every student takes the developmental ENG 025 class, *IvyTilt* was similarly required in the ENG 111 syllabus. The modules cover the basics of information literacy and use of *IvyCat*, the online catalog, and key online databases. Students were to submit the quiz results from each module to their professor for credit. The librarians hoped that this foundation would allow them to explore topics in more depth during the class sessions rather than cover just the basic introductory material. In reality, not all the students did the modules before they came to the library sessions; and so the librarians, like all good teachers, have still had to adapt their presentations to classes with different levels of student knowledge. Nevertheless, they believe that the sequencing concept is solid and provides us with the ability to grow our instructional presentations in these classes from mostly introductory lecture into more in depth interactive sessions. In addition to the *IvyTilt* assignment, the English Department agreed to increase the length of the library sessions from one hour to 90 minutes, allowing for more in depth coverage. Beyond that, we have found a trend towards second group library visits requested by many of the English professors. During these sessions, students work in the library classroom. There is no planned presentation; however, a librarian is on hand to give one-on-one assistance, reinforcing concepts learned in the first session.

## WHERE ARE WE GOING?

The librarians are pleased with the results of their initial efforts to "reinvent" their library instruction. The reduction of repetition, the consistency of delivery, and the ease of training that these efforts have wrought have improved the quality and depth of the instruction and have eased the burden of teaching the growing load of classes. The new focus on research steps and information literacy concepts has greatly enhanced the presentations. From this beginning, the next efforts will focus on three major areas. First, there will be continued work on developing a common starting point and basic foundation for the students in the sequence of English courses to further reduce repetition to the bare minimum needed. Second, more interactive teaching and active learning techniques will be explored to move the classroom presentations away from stand-up lectures and to better engage the students. And finally, a goal has been put into the campus strategic plan to create an across-the-curriculum information literacy program. This effort will focus on working with faculty to embed library instruction and information literacy goals into all programs at the college. This is a big challenge and a long-term goal, but it is the ultimate next step beyond the English instruction now solidly embedded in those foundation classes that almost every student must take. Included in this effort to give ownership of information literacy to the college as a whole, is a plan for initial and ongoing assessment. Demonstrating the value of library/information literacy skills will solidify their acceptance into the formal educational goals of the college in a way that has not yet been achieved.

While the Ivy Tech libraries' instructional program is still in development, we feel that substantial steps have been taken. Creation of new tools such as the mapping chart for the ACRL standards and classroom activities, the instructional course outlines, and the research presentation are all positive steps along that path.

## NOTE:

*Ivy Tech-Central Indiana is one of fourteen regions of the Ivy Tech Community College system, which has 24 libraries serving its students statewide. All of the libraries offer library instruction, although not necessarily according to the plan described in this article.*

## RESOURCES MENTIONED IN ARTICLE

The Ivy Tech handouts are available individually at http://www.ivytech.edu/library/indianapolis/library_info/student-resources.html. IvyTILT is available at: http://www.ivytech.edu/library/muncie/ivytilt/.

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"The Seven Steps of the Research Process", Reference Department; Instruction, Research, and Information Services (IRIS); Cornell University Library, Ithaca, NY, USA. Retrieved August 16, 2006 from http://www.library.cornell.edu/olinuris/ref/research/skill1.htm. *This outline maybe adapted for non-commercial use.* Adapted with permission.

## APPENDIX A

### BIO 101 LIBRARY INSTRUCTION

### COURSE OUTLINE

**COURSE TITLE:** Introductory Biology

**COURSE NUMBER:** BIO 101

**PREREQUISITES:** Students have demonstrated competency in basic library, research, and computer skills through completion of ENG 025 library instruction or appropriate assessment.

**DIVISION:** Gen Ed

**PROGRAM:** Gen Ed

**CLASSROOM HOURS:** 1.5 hours

**DESCRIPTION:** Introduce the basic concepts of scientific literature

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course, the student will be expected to:

1. Access the virtual library from off campus.
2. Identify databases which pertain to the research being performed.
3. Search *Access Science* for relevant entries using appropriate search strategies.
4. Differentiate between magazines and journals.
5. Identify the parts of a research article.
6. Evaluate print, electronic, and internet resources.

**METHODS OF EVALUATION:** Students will be evaluated based on involvement in class discussions and in-class activities, and quality of informative paper.

**MATERIALS NEEDED:**

1. Example Materials
   a. Sample magazines: *Time, Discover, Newsweek, Scientific American*
   b. Sample journals: *Nature, BioScience, Natural History*
2. Handouts
   a. Access *Science Guide*
   b. "What is a Journal?" Guide

## APPENDIX B

**Library Instruction Course Outlines for**

**IVY 070 LIBRARY INSTRUCTION**

**COURSE OUTLINE**

**COURSE TITLE:** College and Life Success

**COURSE NUMBER:** Ivy 070

**PREREQUISITES:** None

**DIVISION:** Gen Ed

**PROGRAM:** Academic Skills Advancement

**CLASSROOM HOURS:** 1 hour

**DESCRIPTION:** Basic introduction to the physical library, its policy and procedures, and the basic types of resources available. Review of the virtual library and the basic types of resources available online. Discussion of the difference between the library's electronic resources and general Internet resources.

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course, the student will be expected to:

1. Identify areas within the physical library.
2. Understand library policies and procedures.
3. Access the Virtual Library use the Campus Connect System.
4. Identify areas within the virtual library to locate encyclopedias, books, articles.
5. Locate items using Ivy Cat and the Library of Congress Classification system.
6. List differences between library databases and general Internet resources.

**COURSE CONTENT:** Topical areas of study will include -

Critical and creative thinking

Technology utilization for research

**METHODS OF EVALUATION:** Students will be evaluated based on in-class activities and involvement in class discussion.

**MATERIALS NEEDED:**

Example Materials

a. Encyclopedia of Daily Life

b. Culture Grams

c. World Atlas

Handouts

a. Basic Library Guide

b. Cultural Resources handout

## ENG 025 LIBRARY INSTRUCTION

## COURSE OUTLINE

**COURSE TITLE:** Introduction to College Writing II

**COURSE NUMBER:** ENG 025

**PREREQUISITES:** Students have demonstrated competency in basic computer skills through completion of ENG 024 or appropriate assessment.

**DIVISION:** Gen Ed

**PROGRAM:** Academic Skills Advancement

**CLASSROOM HOURS:** 1 hour

**DESCRIPTION:** Review of the virtual library and the basic types of resources available online. Introduction to the research process and search strategies.

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course, the student will be expected to:

1. Clearly define the research topic.
2. Identify keywords and synonyms.
3. List the successful steps to research.
4. Select appropriate types of resources based on information needs.
5. Create a basic search strategy using keywords, synonyms, and Boolean operators.
6. Distinguish full-text versus citation results for databases.
7. Evaluate the quality of the information retrieved.

**COURSE CONTENT:** Topical areas of study will include –

Critical reading and thinking

Selection of topics

Search strategies

Research methods

Evaluation of resources

**METHODS OF EVALUATION:** Students will be evaluated based on in-class activities and involvement in class discussion.

**MATERIALS NEEDED:**

Example Materials

a. Statistical Abstract of the United States (HA202 .S2 2004 – 2005)

b. Media Violence -Opposing Viewpoints (P96 .V5M428 2004)

c. Violence in the Media – Current Controversies (P96 .V5V563 2001)

Handouts

a. Basic Library Guide

## ENG 112 LIBRARY INSTRUCTION

## COURSE OUTLINE

**COURSE TITLE:** Exposition and Persuasion

**COURSE NUMBER:** ENG 112

**PREREQUISITES:** Students have demonstrated competency in library research and computer skills through completion of ENG 111 library instruction or appropriate assessment.

**DIVISION:** Gen Ed

**PROGRAM:** Gen Ed

**CLASSROOM HOURS:** 1 hour

**DESCRIPTION:** Review of the research process, advanced search strategies, and identification of scholarly works.

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course, the student will be expected to:

1. Clearly define the research topic, keywords, synonyms, and broader and narrower terms.
2. List the successful steps to research.
3. Create a complex search strategy using keywords, Boolean operators, truncation, wild cards, etc.
4. Utilize alternative methods for locating information, including WorldCat, bibliographies, and footnotes.
5. Be aware of ILL and ALI policies and use these methods when appropriate.
6. Explain the difference between primary, secondary, and tertiary sources.
7. Locate above items using appropriate resources and research methods.
8. Evaluate the quality of the information retrieved.

**COURSE CONTENT:** Topical areas of study will include -

Critical reading and thinking skills

Selection and development of topics

Search strategies

Research methods

Primary, secondary, and tertiary sources.

Evaluation of resources

**METHODS OF EVALUATION:** Students will be evaluated based on in-class activities and involvement in class discussion.

**MATERIALS NEEDED:**

Example Materials

Handouts

a. Library Resource Guide

## ABOUT THE AUTHORS

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Jessica Placke (jplacke@ivytech.edu) received her MLS from Indiana University in 2003 and joined Ivy Tech-Central Indiana as the Lead Instructional Librarian in 2004. In addition to scheduling and teaching the library instruction classes at Ivy Tech and attending to the improvement of the library instruction model at the college, she also serves as a member of campus and college-wide distance education committees, where she is working to increase and improve library instruction opportunities for off-campus students.

*"What I've been discussing thus far is a world Peter Drucker calls 'the knowledge society,' one in which information is, in fact, our most precious resource. In such a world, education should empower everyone, not the few. But for information to become knowledge, and ultimately, one hopes, wisdom, it must be organized. And, in this new climate, the public interest challenge, beyond access and equity is, I believe sorting and selection. The challenge of educators is to help students make sense of a world described by some as "information overload."*

Boyer, Ernest L. *Selected Speeches 1979-1995*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1997, p. 140 —first published in *The New York Times* on December 13, 1994.

# HELPING TODAY'S STUDENTS AT THE PUBLIC LIBRARY

*by Jeanne Holba-Puacz & Christine Bradfield*

The public library seems to be a comfortable place for all types of students, young and old, to come for help. From grade-schoolers to undergrads, distance learners to home school students, and everyone in between, the public library may be the first or even the only place they go when they need assistance. Public librarians have valuable support to offer these learners and can help to guide them on their paths to information fluency. Bibliographic instruction, computer classes, online catalog tips, database search lessons, term paper counseling, referrals, and so much more are available from our reference desks. Public librarians have much to offer and can do much to meet the needs of all types of learners.

One of the greatest joys (and one of the greatest challenges!) of public library reference work is the variety of patrons and questions that librarians encounter at the reference desk. Vigo County Public Library (VCPL), for example, a library with which the authors have much experience, is in Terre Haute, a city that has quite a mix of educational institutions and opportunities. Terre Haute has three universities, a vocational college, a business college, both public and private elementary, middle, and high schools, a sizeable number of home schooled students, a strong and growing English as a Second Language (ESL) community, and an active community of lifelong learners. As you can imagine, work at VCPL provides many opportunities to see different kinds of students and different kinds of assignments. This has prompted us to develop various strategies so that we can better help these students find what they need.

Now you may be wondering what all of these different kinds of students are doing at the public library. We wonder the same thing sometimes! But, even though we sometimes wonder how (and why) these students chose to come to the public library, we are always happy to see them. This may seem obvious, that librarians would be happy to see patrons, but, unfortunately, this is not always the case. There are actually articles in the library literature encouraging librarians to get students out of public libraries. One librarian in the literature went so far as to say that students are public library abusers. This librarian adds that he does not consider students to be legitimate patrons of the public library (Antell, 2003).

Now, we could be mistaken, but we thought the whole idea of a public library was to serve the public, whoever they might be. The aforementioned librarian justified his position by saying that his public library just did not have the materials to support students. However, librarians researching the phenomenon have found that even small public libraries can provide more than enough material to serve the needs of most students, even many college students (Antell, 2003). Plus, even if we don't have absolutely everything they need, and even though we may not be specialists in their areas of interest, we do still have resources that can help all types of learners and we can get them started, teach them about libraries and information literacy, and tell them how to proceed.

A positive attitude toward our student patrons will help us to establish relationships with them that will affect their future library use. Remember, first impressions are vitally important, especially when new patrons are developing their attitudes about the library. Try to avoid saying no or sending your student patrons away. We have much to offer and they will appreciate any assistance we can give. Be helpful and friendly and maybe you'll help to create a life-long library patron.

## IT'S ELEMENTARY

As we begin to discuss how to help elementary, middle school, and high school students, it is important to put ourselves in their shoes, remembering back when we were young and shy, maybe lacking self-confidence, and uncomfortable asking questions and afraid of looking "dumb". Think about some small deed or action that a teacher or adult did for you when you were a child that has stuck with you throughout the years. It is true, little things mean a lot, and the little things can also have a big impact when you are dealing with a child.

We often see elementary students end up at the reference desk either because their parents brought them there or because the Young Peoples Department

did not have the material they needed. Please don't send them away. No matter how they got there, treat their questions seriously. This is an opportunity to establish a relationship that will carry on through the rest of their lives. In order to make the children feel important, talk directly to them and not to their parents whenever possible. As you ask questions to determine what it is they need, explain why you need to ask. Unfortunately, their answers will not always be very helpful, so you will just have to do the best you can. Do your best to find available resources that match their educational level, like the *World Book Encyclopedia* or databases such as *Sirs Discoverer* or the *Grolier* products. Even if you have a Young Peoples Department, you should still have a working knowledge of the youth resources. When you determine sources for them to use, get up from the desk and go with them when possible. Keep talking to them as you locate the materials. For instance, take time to explain how materials are shelved. It's a good idea to treat the interaction as a partnership. For example, say something like "let's see what we can find in the encyclopedia." Many times their topic is extremely narrow and you will not have an entire book on the subject. When you have to look in a broader source, explain what the index is and how you are using it to find information on their topic. If you do have to take them back to the Young Peoples Department after you have identified what is needed, that's ok, but facilitate the process. For example, write down call numbers and alert Young Peoples that a child is coming who may need help with a particular topic. Just try to make the experience as painless as possible.

## STUCK IN THE MIDDLE

The middle-schoolers may show up at the reference desk because they do not want to be viewed as a little kid, feel their topic is too advanced for the YP collection, or maybe just because they do not know the Young Peoples collection exists. Treat them with respect and, once again, you have the golden moment to establish a future relationship. Often these students do not know exactly what their assignment is or what sources are required. Ask them what sources they have already used, if any, and offer search tips and database suggestions. If you do assist them with the databases, be patient with their computer and typing skills. Once you determine appropriate sources, review for them what is available in the adult collection and in the YP materials. Give them an "excuse" for checking the YP materials, such as suggesting that they have the best illustrations or telling them that you often recommend these types of YP materials to adults who need a nice overview of a subject. If possible, take them to where the materials are and let them browse, but try to follow-up to see if they found what they needed. Be friendly and helpful or you may lose them as a patron for life. They may be in the awkward age when they don't really feel like a child and want to be treated as if they were older, but really do want to be a kid when they need help. They may be self-conscious and uncertain about how to ask for what they need.

## HIGH SCHOOL – ASKING ISN'T COOL

Generally, high school kids already think that they are adults, so don't treat them like children. As a co-worker put it, this group of students *wants to get steak dinner results from a fast-food search*, and that's not going to happen. Take the opportunity to explain that there is more to research than Google. A survey done by the U.S. Department of Education showed that 7 out of 10 teens reported using the Internet for their last project, and nearly 8 out of 10 use the Internet for homework help (St. Lifer, 2005). Most public librarians are probably not surprised when they hear this, but these statistics show the importance of opening students' eyes to all types of Internet resources. Also, with all the technology available, the need for a librarian's help has increased. We're the ones who can help them sort out the sources and best determine what they need to use. (Riedling, 2005). Start by explaining how to evaluate websites when they use the Internet; explain why they should use multiple sources, and let them know what databases are available. Plant the idea that research requires time and multiple searches. It becomes a real balancing act; telling them what they need to know without having them tune you out. At least get them going with the reassurance that you are there to help them if they want further assistance. Provide handouts or websites that are relevant to what they need, such as finding an online journal article, explaining how to cite, or developing a search strategy. Let them know if you have remote access to your databases; they may be more comfortable searching while in their own environment. Promote your "e-mail a librarian" service and chat reference; many times, at least at our library, they will use these services while they are in the library building so that they don't have to come to the reference desk and "feel stupid" asking where to find something. These are techie users so they may find the remote access and e-mail and chat services very appealing. We need to be the bridge for what's available from the online library and what's available in-house (Janes, 2003). If the library doesn't have the material they are looking for, introduce them to interlibrary loan or perhaps establish a relationship and ask them what materials they would like to see available in the collection. If the item is ordered, make a point of letting them know the next time you see them so that they know their input is valuable to us.

## HOMESCHOOLERS IN THE HOUSE

We don't necessarily know when we are dealing with a home-schooled child. Often our first reaction is

to wonder why they are in the library during school, so be tactful when you approach a child during the day. Make them feel welcome. Everything we've already talked about applies to home-school students as well. Be friendly, respect them, and guide them to a variety of sources. Grab the chance to establish a relationship. If you know they are home-schooled, please don't ask them what grade they are in. This can be a difficult question for them since they may be in several different grade levels, depending on the subject. Keep in mind how to find age appropriate reading materials with different reading levels (www.johnsburglibrary.org/hrc.htm). Be ready to do "B.I. on the fly," meaning quick bibliographic instruction on the catalog, databases, Internet searching, or in-house sources. Offer to set-up appointments for them in order to provide further instruction on the catalog or databases or possibly provide extended loan time for library materials. Since they do most of their schooling from home, make them aware of your library's useful websites, such as those for homework, evaluating websites, and citation information, or provide handouts listing useful homework sites. Let them know that they can call or use your online chat and e-mail service if they have a question when they are at home. Be sure they know about remote access to *INSPIRE* and any other databases that your library provides to remote users. In other words, let them know the types of sources available inside and outside the library and that you are available for more help.

## COLLEGE STUDENTS

We know that college students are coming to the public library, but do we know why? Many librarians seem to assume that college students don't understand the differences between public and academic libraries. We assume that they think that one library is just as good as another. However, it appears that this is not the case. Recently, a number of public library-using college students were interviewed to ascertain why they had chosen to use the public library instead of their academic library, and some of the results were surprising (Antell, 2003).

The students interviewed knew that the public library wasn't the best place for academic research, but they had extenuating reasons for their library choice. Some started their research at the public library because they felt more comfortable there; it is smaller and less intimidating. Plus, they knew they could move on to the college library if necessary. Many chose the public library because it was closer to home and a few pointed out that they could also pick up pleasure reading during their library visit. Most interestingly, the largest number of the students interviewed noted that it is difficult to take your children with you to academic libraries. This brings up an important issue; the face of the average college student is changing. Many college students no longer fit the traditional stereotype of a young, single, residential student. Many of the students that we are serving at the public library may have unexpected circumstances and nontraditional needs.

Now that we have an idea about why they are using public libraries, let's think about how we can help them. You may think that you're not able to help with academic questions; but, in fact, it has been studied and the questions received at public and academic reference desks aren't all that different (Antell, 2003). The bigger difference is in the types of collections available to answer the questions. Traditionally, academic materials were only in the academic libraries. Database sources, particularly the wonderful resources available to us [in Indiana] from INSPIRE, have changed all that. Now popular and academic materials are available to librarians and patrons in the public library and even from home. So let's not worry about the specialized academic sources we can't give them; let's focus on all the help, instruction, and sources that we can give.

## UNDERSTANDING UNDERGRADS

More specifically, what can we offer our undergraduate patrons? Well, maybe we can help them get into college in the first place! We can make sure that we have a variety of materials available for the college bound, things like test preparation material for the ACT and SAT, including books and audio-visual materials that include test taking tips and practice tests. Consider subscribing to a test preparation database like *learnatest.com* and be sure to offer remote access if at all possible. Try to help your undergraduate patrons learn about the testing and registration process by providing easy access to important links like *collegeboard.com*. Be sure to also make financial aid information, such as the FAFSA forms and website and scholarship guides available. Remember, scholarship research is a long and intensive process, and students may be more successful if they can check the guides out and take them home; so, try to have reference and circulating copies of the guides available.

When it comes to research, we can also help them by teaching research skills and doing term paper counseling. Keep in mind that this kind of bibliographic instruction can be done in formal classes but can also be done on the fly, one on one, whenever you have a patron who is looking for this kind of assistance. You may need to start with *pre-search* work so that both you and your patron clearly understand the topic overall; then you can help them to focus on a relevant piece of the topic to research. When you move on to searching, don't forget to teach them about the library catalog. If you help them to learn about your library catalog and catalog searching, they will be better prepared the next time they are faced with a catalog to search.

In addition to the catalog, try to introduce them to databases by first explaining to them what databases are, what they do, and how to select an appropriate database for their topic. Then you can move on to teach them how to develop effective search statements and evaluate their results. Be sure to also tell them about the value-added features of databases, such as full-text, e-mailing results, and remote access. After the search, take a few minutes to talk about citations and the importance of correctly attributing their research. Create a simple handout that explains these ideas that they can take with them. This handout should also be compiled into a web document that can be posted to the library's web site, so this practical and helpful information is available from the library online and the students can access it 24/7.

## MAKING THE GRADE WITH GRADS

Even those librarians who agree that the public library is capable of assisting undergraduates often balk at the idea of helping graduate students. We agree that many graduate students really will need to access resources not found in the public library collection. However, there are still lots of ways that the public library can serve them. Many grad students still feel more comfortable using the public library and find that it is more convenient, particularly for those graduate students with children. Maybe they are considering grad school and need information about evaluating programs, preparing for exams (GRE, GMAT, LSAT), or financial aid information. Maybe they need a place to study that is removed from the distractions of home and work, or maybe they are looking for a place to hold their group meetings. Maybe, though it might seem hard to believe in today's technocentric world, they do not have computing resources or Internet connections at home. Maybe they just need someone to kindly and patiently explain why they will sometimes need to go to the academic library to access material that is more specialized.

## IN THE DISTANCE

Distance learners present a whole other set of challenges to the public library, but they are challenges that we are ready and able to meet. Distance students probably don't have a physical campus library accessible to them and, even though their home institution is required to make services available to them remotely, they may be uncomfortable with their virtual library options. Maybe their computer skills aren't the best, so the distance options are uncomfortable. Or, maybe they need practical, hands-on help like accessing e-mail, formatting papers, or uploading their assignments. This kind of assistance is usually easier to get face to face, especially for computer novices. Perhaps they just feel a need to supplement the virtual services available to them.

Never miss an opportunity to promote the availability of your reference service to your distance learners. Invite them to chat or e-mail their question to you, to telephone, or to stop-in in person. Assure them that there are librarians available to meet their needs and that they should use whatever method of communication is most convenient and most appealing to them. Also, remember to mention any other library perks such as remote access to resources, meeting room space, productivity software, Internet accessibility, wireless access, etc. Finally, remember that distance learning can be very lonely. Some classes don't require any kind of interaction with other students and the interaction with the teacher may be quite limited. Billing your library as a place where distance learners can come for face-to-face contact may be very appealing and reassuring to those distance learners.

## LEARNERS FOR LIFE

It is important that we do not overlook the topics of lifelong learning and adult education. One of the goals of most public libraries is to encourage and support education, but we must remember that this does not just mean education in the traditional K-12 sense. We also have to be ready to assist and serve the adult learners that come to the public library, whatever the focus of their learning. This section will point out just a few of the adult education subgroups that are common in public libraries.

Many public libraries receive regular questions about the GED, so be sure to have pertinent study guides available and provide in house and remote access to test preparation databases if possible. Your library may want to consider coordinating study groups that can meet in the library or even consider hosting test sessions. If hosting the test session is not feasible, then the library can serve as a clearinghouse for test registration and scheduling information. The library should also serve as a clearinghouse for literacy information and initiatives. Be sure to offer adult materials at the early reader level and think about offering tutoring or coordinating a volunteer literacy tutor program.

The library should work to provide ESL opportunities for new and non-native speakers of English. ESL materials should be included in the collection and the library should consider collecting bilingual materials if at all possible. ESL tutoring and educational support for ESL students are worthwhile services to sponsor, and conversational English tutoring is a wonderful program in which to involve library volunteers. Also try to provide the opportunity for ESL students to access the web and e-mail so they can keep up with the news of their country and stay in touch with family and friends at home.

Senior Citizens are another important group of adult learners often found in public libraries. When providing services and programs for seniors, remember that they may feel more comfortable and less intimidated if you instruct them in specialized peer group settings, especially if you are talking about computer technology. We showed this to be true a few years ago with our "Surf's Up for Seniors" basic computer classes when we targeted these classes to those 55 and older (Holba Puacz & Bradfield, 2000). We offered the classes in peer group settings and in a casual atmosphere that included cookies and coffee and the seniors were very receptive. We also provided some individual instruction time for class participants by offering a chance to schedule ½ hour of individual instruction in the days immediately after their computer classes. Most of them took advantage of this service and were very grateful for the special instruction. Besides offering basic computer classes, other possible tech topics might include e-mail basics, computer and online security, and digital photography. Also, downloadable audio books are now becoming available in more libraries and may be a good subject for instruction. While we are on the subject of computer technology, many seniors are uncomfortable using the online catalog. While you certainly should do catalog searches for them, this might be the perfect moment to give them a minimal amount of individual computer instruction, as mentioned earlier. You could take the opportunity to begin to show them how the computer can help them and also give yourself a chance to promote your basic computer classes. The Vigo County Public Library catalog offers summaries, reviews, and many times the first chapter of a book for patrons to view. Taking the time to show them these options might be another way to get them interested in using the computer and the catalog, which might get them into the library more often. Moving away from the technology aspect, your library can also help the retirees by presenting senior learner programs and pathfinders on topics of interest for this age group. These topics might include retirement planning, estate planning, reminiscence writing, medical information, travel, and developing their creative skills through pottery, painting, beading, etc. Don't forget to mention your book clubs to these patrons; they may have more free time to read for pleasure and they would probably enjoy the social interaction as well.

## SERVING ALL LEARNERS

So, what can public libraries do for all learners? We can take advantage of the *teachable moments* to encourage information literacy. We can bring together services and sources, both online and in-house, to help meet student needs. We can try to establish relationships and encourage lifelong library use. We can help them understand all the varied and important sources that are available from the library. We can also help them understand what is available to them from other types of libraries and how they can access this information. We can make handouts and web guides available on such topics as evaluating websites, identifying various types of publications (so they know what a scholarly journal is!), the essentials of doing research, citing sources, choosing relevant databases, and accessing resources from home.

Most importantly, we can give each patron our respect and our attention and offer them friendly and non-judgmental help. Remember, the library is an intimidating place for many people and library anxiety is real. A positive attitude from us can help to ensure student success but, likewise, a negative attitude can seriously hamper the possibility of success or even of future library use. We need to remember to invite them to return to the library in the future, regardless of their information needs. Students are a part of the community and should be welcomed warmly at the public library. It should be a goal of ours to make the public library a resource for students, a place where all members of the community can come to further their education. Librarians, as a profession, are all on the same team and we share responsibility for the success of all of our students. Only by working together will we be able to give all of them all of the assistance they will need in order to excel.

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# INTERACTIVE GAMING VS. LIBRARY TUTORIALS FOR INFORMATION LITERACY: A RESOURCE GUIDE

*by Lynn VanLeer*

## INTRODUCTION

In the past few years there has been a renewed push towards viewing games and gaming differently, most notably in the popular culture book, "Everything Bad is Good for You: How Today's Pop Culture is Actually Making us Smarter" by Steven Johnson( 2005). In his book, Johnson argues that digital based strategy games are actually enhancing our problem solving skills, as well as IQs. He also laments the lack of solid research into how game design changes these skills, and calls for further research from cognitive scientists and educators.

The interactive computer games (role playing in particular) discussed by Johnson provide the player with a quest or an ultimate goal, and throw them into a new world. The player must figure out the rules of their new environment and how to use the tools available to reach that goal. They challenge the player to think and solve problems. The games provide an *information pull*, because players must figure out what they need to do, and what tools they need to accomplish their goals. The go into the game seeking information about their tasks.

Librarians and educators have long tried to use games as instructional tools, to help students understand information and make learning more fun. However, the 'games' librarians use in online tutorials are more like user manuals with quizzes at the end of each chapter. Most quizzes are multiple choice and do not provide immediate feedback. This instruction is still 'instructional': rules and guidelines are presented in text format, and must be read before taking the quiz. Even when broken up into readable chunks, it's an *information push* towards the user.

This is not the 'interactive' environment that gamers are accustomed to. Library tutorials give mostly linear presentation of text-heavy information, while users are looking for problems to solve on their own. No wonder they're bored and don't use the tutorials as librarians think they will. We are speaking different languages.

In an effort to bridge this gap, the group Gaming in Libraries organized a symposium in December 2005: "Gaming, Learning and Libraries", held in Chicago. This symposium not only discussed game playing within libraries, but how to use gaming to help meet information literacy standards.

In general, this topic is starting to explode, because of the need for further research. There are a variety of articles on the topic, and library blogs are including gaming as topics. I think there will only be more collaborative projects and movement forward, as younger librarians enter the field and revise the learning tools to be more like what they've become accustomed to with online strategy games.

What We're Up Against: Online Role Playing and Strategy Games

MMORPG = "Massively Multiplayer Online Role-Playing Game"

(Ogre from World of Warcraft, Blizzard Entertainment)

The information about World of Warcraft was clarified via email from World of Warcraft gamer Paul Friebus. Friebus, Paul. "Re: Interactive Gaming vs. Library Tutorials". 16 June 2006

Thousands of people worldwide play online role playing games, like "World of Warcraft" (WoW) (www.worldofwarcraft.com). This is a complex, interactive social world with quests, goals, and cutting edge graphics. The players have to figure out how to meet their goal or challenge, how to get there quickly, and maintain their magic, health or energy levels, and not get attacked by monsters. WoW promotes problem solving, teamwork, communication and critical thinking, by throwing the player into an environment and making them solve problems to move forward. Steven Johnson labels the type of thinking done in such games "telescoping", as the player must remain focused on the end goal, but still be able to solve all the pieces of the puzzle along the way. (2005)

When I approached WoW with the ACRL Information Literacy Standards in mind, I was surprised to find they meet most of them:

**Standard 1: "determines the nature and extent of the information needed"**

The player has a goal, but needs to figure out how to get there and get to next level. Example: 'locate haunted island', but no info on how or where. The player must figure out how to get information about this island (where is it? how to reach it?).

**Standard 2: "accesses needed information effectively and efficiently"**

Players must figure out where the necessary tools are, and if they don't get them they run out of energy or supplies, which costs more points (gold/silver).

**Standard 3: "evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system"**

This is a game with social interaction and cultural context. If you trust a source without evaluating its validity (is the zombie reliable, given what we know about them?), you may die or be slowed down in your quest. The information learned is integrated into playing strategy.

**Standard 4: "uses information effectively to accomplish a specific purpose (alone or as a group)"**

There are teams of people that play together and must work together to figure out their goals and how to best reach them. This includes the rules of the 'world', the characters and the situation.

The above analysis makes me wonder how WoW can meet the standards without trying (or even knowing about them), while librarians have to work so hard to meet them, and often miss the mark. I think the element of FUN is what's missing in library tutorials. Avid gamer Paul Friebus says, "Even with little to no reward, even in the game, the feeling of success is what keeps us going. Grinding away at the experience requirement for the next level is not much fun. The steps along the way are the fun part." If we can alter the approach of library tutorials from the boring *information push* it's always been to the *information pull* found in interactive gaming, it will make the "steps along the way" fun, and consequently more engaging and challenging.

## LIBRARY TUTORIALS AND GAMING

If you compare how people must figure out information with online role-playing games, and how library tutorials work, there is a vast difference. Having read the presentations on "Gaming in Libraries" and articles about "Digital Game Based Learning" (DGBL), these tutorials seem very outdated in their use of 'information push' instead of engaging the user in seeking out information ('information pull'). There is enough enthusiasm on the blogs about integrating interactive gaming into library instruction that I think this format will be changing drastically in the next few years. Here are some typical tutorials, analyzed with a gaming framework in mind.

Info-Hound [University of Indianapolis]
http://kml.uindy.edu/info_hound/index.html

Linear presentation of info. Text heavy. Information push, not learning pull. No games or interactivity. I thought 'Info-Hound' would be something I could play, making the hound find the info, but it's just a name.

TILT [University of Texas]
http://tilt.lib.utsystem.edu

This tutorial has separate modules, with full 'interactivity'. Presents information in a linear manner, with a quiz at the end of each module. Users must be registered to enter and do the modules, but can register as a non-student.

The Info Game (Austin Community College)
http://library.austincc.edu/help/infogame/start.htm

Hip 'retro' graphics, but is still a linear presentation of instruction. Must register and have token number from previous module/quiz to move forward, which is cumbersome. Seems more interactive than it actually is.

Williams College in Massachusetts
http://www.williams.edu/admin/news/releases_print.php?id=1113

The most interactive of the tutorials examined. They have a mystery game to help new users learn about available tools and resources. Teams of players play in real life (not just online) to solve the mystery of a stolen Shakespeare paper. Good feedback from students. Similar to murder mystery party games.

## WEBSITES

These are all user-created sites from librarians, attempting to find ways to integrate gaming and game theory in learning and education, specifically information literacy. As this is such a new and vibrant area of discussion, the blogs are quite useful. I've included links to Game Research Labs, for information only.

ALA TechSource Blog (http://www.techsource.ala.org/blog/2005/12/at-the-top-of-its-game-the-mls-symposium.html). A summary of the 2005 Gaming and Libraries symposium, but with photos! Also has links to presentations and contact information for participants.

Bibliographic Gaming (http://bibliogaming.blogspot.com/). "A blog for librarians interested in using videogames to teach", this blog provides resources and forum for integrating videogames into library instruction.

Game On: Games in Libraries (http://libgaming.blogspot.com/). While this blog mainly

focuses on game playing within libraries, it has useful article and blog links for educational gaming.

Gaming In Libraries (http://gaminginlibraries.org). Website started by librarians with gaming programs to share information and ideas. They hosted the December 2005 "Gaming, Learning and Libraries Symposium" in Chicago, and include all presentations. Many of the presentations have discussion and resources on how to integrate gaming theory and gameplay into information literacy tutorials. Extraordinarily useful, and they already have the beginnings of the 2006 conference posted.

Info Lit Blogs which post about Gaming/Info Literacy:

1. Information Literacy Land of Confusion (http://lorenzen.blogspot.com/2006/05/gaming-literacy-and-information.html). Librarian Michael Lorenzen's blog, with his thoughts on how to use gaming culture for information literacy.

2. Information Literacy Blogspot (http://information-literacy.blogspot.com/). UK-based blog that covers a variety of information literacy topics, including a few entries on gaming. Provides links to info lit blogs around the world (i.e. Hapke's in Germany). Lists resources, literature reviews, etc.

## GAME RESEARCH LABS

Both of these sites are more for the programmer, and provided for information only, as examples of universities with game labs. Neither site had anything specific for libraries or information literacy.

Electronic Visualization Laboratory at the University of Illinois–Chicago
http://www.evl.uic.edu/index2.php

Game Culture and Technology Lab at the University of California–Irvine
http://proxy.arts.uci.edu/gamelab/portal/content.php?ctID=1

## BOOKS ON GAMING THEORY AND LEARNING

These are a few of the key books in the field of Game Theory and Learning. Since this is a relatively new area of research, these are more recent publications. Even though computer-simulated learning has been used for a few decades, these more recent texts address the trend towards interactive role playing and 'knowledge quest' types of games.

Aldrich, Clark. (2005). *Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences.* San Francisco: Pfeiffer.

Gives different types of simulation games and how to best use each type for specific learning goals. Written by someone who has worked in the field, and well-reviewed by his peers.

Gee, James Paul. (2003). *What video games have to teach us about learning and literacy.* New York : Palgrave Macmillan.

Considered by reviewers and gamers to be one of the fundamental academic works addressing gameplay and learning. Written in generally non-academic language, it shows how learning is enhanced by videogames and the way they force players to meet challenges and solve problems to reach a goal. Just about every article or book refers to this one.

Johnson, Steven. (2005). *Everything bad is good for you: how today's popular culture is actually making us smarter.* New York: Penguin Group.

Proposes that computer games, television, and the internet have changed how we think and solve problems. Focus is on complex, systems thinking, and social network analysis. Refers to the 'sleeper curve' as the increase in intelligence caused by interaction with these more complex activities. Good place to start thinking about gaming and education. Easy to read, not too technical.

Prensky, Mark.(2001). *Digital game-based learning.* New York: McGraw Hill.

Mentioned by Van Eck as one of the forerunners of Digital Game-Based Learning (DGBL). Prensky provides basic overviews of learning styles and different types of games to match each style. Well reviewed by professional trainer, but mixed reviews from users on Amazon, who felt he was too 'evangelical' and pushed certain software (bias).

## ARTICLES

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Doshi, Ameet. (2006, May). How gaming could improve information literacy [electronic version]. *Computers in Libraries, 26*(5). Retrieved June 8, 2006 from http://www.infotoday.com/cilmag/may06/Doshi.shtml. Voices the need for change in libraries, and how we train the user. Librarians still perceived as boring, and libraries as non-interactive places. Suggestions for more creative thinking and partnering with computer science programs to help

create more interactive learning games. Provides Open Source resources and tips on how to move forward with collaboration.

Kiili, Kristian. (2005, 1st Quarter) Digital game-based learning: Towards an experiential gaming model. [electronic version]. *The Internet and Higher Education, 8*(1). There are currently no games (as of 2004) that integrate education theory and game theory. Successful educational games will integrate experiential learning, game play and educational goals. The author provides a model as a suggested direction to work towards. Text gets a bit technical in game/learning theory.

Lewis, Andrew (2005, December). Computer games technology and public libraries: a background literature review for service development. Library and Information Services. The Royal Borough of Windsor and Maidenhead. [electronic version] http://www.rbwm.gov.uk/public/051201_libs_rbwm_multi-lib-2-2_computer-games-libraries_302.pdf Retrieved May 24, 2006 from: http://information-literacy.blogspot.com/ Literature review and report from a librarian in England about computer games and the feasibility of use in promoting info lit/learning in libraries. While the majority of the report is about putting computer games in libraries, it also has good sections on how libraries can use digital games to reach their audiences and promote better information literacy. Includes links to all sources. Excellent resource.

Procter, Jo. (2006, Jan-March) Williams College Libraries' orientation breaks all the stereotypes. *Williams College News*. Retrieved June 9, 2006 from: http://www.williams.edu/admin/news/releases_print.php?id=1113 The library is using a mystery game to help new users learn about available tools and resources. Teams of players play in real life (not online) solve the mystery of a stolen Shakespeare paper. Positive feedback from students.

Van Eck, Richard. (2006, March/April). Digital game-based learning: it's not just the digital natives who are restless. *EDUCAUSE Review, 41*(2), 16–30. Retrieved June 9, 2006 from http://www.educause.edu/apps/er/erm06/erm0620.asp?bhcp=1. History and overview of Digital Game Based Learning, from someone who's been advocating gaming use in education for a few decades. Reviews reasons for past failures and how to move forward effectively. Useful links in bibliography.

## SEARCH TERMS FOR FURTHER RESEARCH

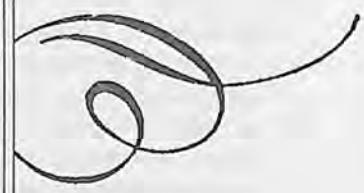
Use these terms to find more articles on gaming and gaming in education. These terms were used with Ebscohost databases.

| | |
|---|---|
| ACTIVITY programs in education | GAME theory |
| COMPUTER game | Gaming as learning tool |
| Digital Game Based Learning | INTERNET in education |
| EDUCATION —simulation methods | SIMULATED enviornment (Teaching method) |
| EDUCATIONAL games | SIMULATION games in education |
| ELECTRONIC games industry | VIDEO games |
| EXPERIENTIAL learning | EXPERIENTIAL learning |

## ABOUT THE AUTHOR

Lynn VanLeer (lvanleer@indiana.edu) is a graduate student at the Indiana University School of Library and Information Science in Bloomington. She is interested in how people of different cultures, genders, and ages organize and access information. She wants to expand upon her work experience at an international nonprofit organization by helping other nonprofits organize their information for maximum efficiency and usefulness for users. This article is based on a project for the course, Education of Information Users, Summer 2006.

# EBOOKS: CHANGING THE FACE OF BOOKS



*by Emily Felt*

## INTRODUCTION

The written world changed when Gutenberg built his printing press with moveable type. This revolutionary invention prepared the way for the mass publication of books. Now, much like the original Gutenberg, Project Gutenberg seeks to imitate the printing press's impact through electronic publication. Since its beginnings in 1971, Project Gutenberg has created over 18,000 electronic books. The number of titles is expanding daily, as is the amount of information available to persons everywhere. While the impact of the eBook is not as revolutionary as the original printing press, it is influencing education today. Teachers and students are increasingly using multimedia in the learning process, and eBooks play a vital role in that. Providing easy access to classic and influential works, eBooks allow more students to take advantage of the learning of the past in a format of today.

Johnson and Harroff (2006) identify the growing concern of declining literacy today. eBooks may counter this trend.

> *Ebooks are more likely to be part of the solution rather than a symptom of the aliteracy problem. Rather than focusing solely on digitizing print text and worrying about redefining the term book, publishers of electronic materials should take full advantage of the multimodal learning styles that can be addressed by well-designed electronic publications."* (p.10)

Students today have always known computers and are accustomed to having all kinds of information at their fingertips. Why deny them that kind of access to great literature?

Electronic book publishers are working to make their niche in the research process. They offer such features as searching, note taking, bookmarking certain pages, and creating a book list for later use. All of these features are designed to simplify and streamline research. In many instances librarians first introduce patrons to eBooks and show the potential of eBooks. Johnson and Harroff (2006) wrote, "With the rise of electronic literacy supplementing traditional forms, librarians are in an ideal position to show the new generation of readers how content transcends form"(p.12).

## TUTORIALS

While most people have long since mastered the art of turning pages in print books, navigating an eBook can be a bit more challenging. With various eBook vendors developing different navigational controls, it can be difficult to figure out all of the features and quirks. These tutorials demonstrate some of the basics of eBook navigation and highlight how different vendors package their eBooks.

Austin College, Abell Library's *NetLibrary eBook tutorial* (http://abell.austincollege.edu/Abell/Elinfor/ebooktutorial.htm)

> With screen shots from NetLibrary, this tutorial is a great way to become familiar with how NetLibrary looks and works. It takes you step by step through the process of creating an account, searching for and viewing an eBook, adding notes, and checking out the eBook. A table of contents with links throughout the page allows for quick navigation between sections.

Central Missouri State University, James C. Kirkpatrick Library's *Using eBooks tutorial* (http://library.cmsu.edu/tutorials/ebook.htm)

This tutorial offers hints on how to use several of the popular eBook providers today, including: NetLibrary, FirstSearch Books, History eBook Project, ABC-CLIO eBooks, and XReferPlus. Clearly listed, in table format, are the ways that each of these vendors allow you to access, view, checkout, print, download, and email their eBooks.

Franklin University, *Using eBooks Tutorial* (http://www.franklin.edu/en_us/library.franklin.edu/Instructional+ResourcesLibrary+Services+and+Resources/)

> Using a flash format, this tutorial demonstrates searching and accessing eBooks in Electronic Reference Books, Safari Tech Books Online, and NetLibrary. With helpful hints on searching, brows-

ing, limiting, and evaluating resources this thirteen-minutes tutorial is very thoroughly demonstrates the features of these eBook providers.

## WEB SITES

Like most online resources, there are eBook websites that are free for everyone to access, and those that require a subscription. Fortunately, there are also sites that index and report on the eBooks that exist, no matter where they are located. The subscription eBook vendors provide useful features to make using their eBooks for research much easier. The free eBook providers don't necessarily have the handy note taking and book list features. But, no matter what form the eBooks come in, they tend to have similar options for finding and navigating an eBook.

*Digital Book Index* (http://www.digitalbookindex.org/)

This is the largest index for eBooks. Fully search able by title, author, and publisher it has links to over 121,000 eBook titles. From popular fiction to reference materials, from the Gutenberg Project to Bibliomania, this site quite literally has it all. While not all the books that you can find here are free, using the site is.

*International Digital Publishing Forum* (http://www.idpf.org/)

Formally the Open eBook Forum, the IDPF is a "trade and standards association for the digital publishing industry." Their site is full of information about digital publishing, from surveys to recent news to companies and organizations that have joined the IDPF. They even have a document library where you can find information such as eBook Bestsellers and eBook Sales Stats.

*Wisconsin Public Library Consortium"...* and ebooks for all" (http://lepton.wils.wisc.edu/ebooks/)

This pathfinder looks at the past, present, and future of eBooks. Annotated lists of current vendors along with links to their websites make this a great resource for any library researching what eBook products and services are available today, and what's on the horizon.

## SUBSCRIPTION SERVICES

*Books24x7* (http://corporate.books24x7.com/home2.asp)

Books 24x7 focuses on providing thousands of the most current and important business and technol ogy books. Their books are conveniently listed by topic for easy browsing. They also sort them by books recently added and the top books from the previous week. Features include being able to bookmark, take notes, and create bookshelf folders.

*History E-Book Project* (http://www.historyebook.org/)

The American Council of Learned Societies developed the History E-Book Project to provide Internet access to high-quality history texts. They offer advanced search and browse features to access their collection, catalog records for the books, as well as an option to purchase the book in print.

Indiana University Library: *Database by Type > Electronic Books and Texts* (http://www.libraries.iub.edu/index.php?pageId=1046&mode=type&resourceType=6)

Even though most of IU's resources are available only to IU affiliates, this long list of eBooks and full-text resources is a great way to become aware of the large number of resources available.

*NetLibrary* (http://netlibrary.com/)

NetLibrary has over 6,000 eBooks on a variety of subjects. With features allowing you to take notes, keep book lists, and access reference materials, NetLibrary is designed to facilitate research.

## FREE EBOOKS

*Bartelby.com* Great Books Online (http://www.bartleby.com/)

Providing access to reference, verse, fiction, and nonfiction, Bartleby.com offers a lot to the eBook user. The very usable format provides lots of links, helpful menus, and easy access to a wide range of important literary resources.

*Librarians' Internet Index: Full-Text Works* (http://lii.org/pub/subtopic/1970)

The Librarians' Internet Index helpfully links to 39 reliable websites with full-text literary works. These include verse, fiction, nonfiction, classics and historical works. From the homepage, you can access the full-text section by selecting Arts & Humanities, Literature & Books, and then Full-Text Works.

*The Online Library of Liberty* (http://oll.libertyfund.org/Home3/index.php)

Made up of over 1,000 titles relating to freedom, liberty, government, and the free market, the Online Library of Liberty earns its name. Freely available to all, and helpfully indexed by subject, this site makes accessible the fundamental literature that helped shape America.

*The Perseus Digital Library* (http://www.perseus.tufts.edu/)

This site is a digital library focused on making humanities texts widely available. Perseus was started with the goal of making Archaic and Classi-

cal Greek texts more accessible, but has since expanded to include texts from different parts of the humanities.

Project Gutenberg (http://www.gutenberg.org/)

With over 18,000 feely accessible eBooks, Project Gutenberg is the largest single collection of eBooks today. In addition to offering English language materials, it also offers eBooks in a variety of languages from Afrikaans to Yiddish. They have quick links to their "Top 100 eBooks," as well as to eBooks that have recently been posted.

## ARTICLES

There are many different opinions about eBooks – some people believe they will be the death of the printed book, others see it as filling a different need than regular books, and some just worry that librarians are not getting onboard fast enough to influence the future of eBooks. These articles represent these points of view. The one thing that everyone agrees upon is that eBooks are here and they are not going away. Now is the time to evaluate this resource and decide how to incorporate it into libraries of all types.

Abram, S. (2004). eBooks: Rumors of our death are greatly exaggerated. *Information Outlook, 8*(2), 14-15. While eBooks have had their ups and downs over the past few years, the future is still bright. This article focuses on the advantages and disadvantages of eBooks. One of the main advantages is easy access. They are easily searchable and if only a certain section of a book is needed, eBooks can be much easier and faster to use. In conclusion, this article lists several roles that eBooks could take in the future.

Ardito, S. (2000). Electronic books: To 'E' or not to 'E'; that is the question. *Searcher, 8*(4), 28-38. The creation and expansion of the electronic book does not mean that paper books will disappear. Each format has certain advantages over the other. Electronic books have the potential to be available to anyone anytime, while paper books are great for curling up with on the couch. This article also goes into the formatting issues of eBooks as well as the legal and ethical issues. It's rather old – but many of the issues that it raises are still relevant today.

Christianson, M. & Aucoin, M. (2005). Electronic or print books: Which are used? *Library Collections, Acquisitions,* and *Technical Services, 29*(1), 71-81. In this case study done at Louisiana State Univer sity, the usage of print and electronic books are compared. The findings reveal that while eBooks are not used as heavily as print books, they are still impacting circulation. They found that eBook usage varied the widely based on the subject areas, with Library Science students being one of the heaviest users of eBooks.

Croft, R.; & Bedi, S. (2004). EBooks for a distributed learning university: The Royal Roads University case. *Journal of Library Administration, 41*(1/2), 133-137. Three years after they first purchased an eBook, the Royal Roads University Library examines whether or not their eBook collection is meeting the needs of its patrons. While eBook use did not necessarily live up to their hopes and expectations, those who did use eBooks were generally pleased with them. They concluded that eBooks were filling a need of their patron base and they planned to continue to expand and develop their collection

Johnson, C.; & Harroff, W. (2006, Spring). The new art of making books. *Library Journal, 131*, 8-12. Looking at the rising generation and their propensity toward using electronic means to gain information, this article discusses the eBook and its place in "multiliteracy." Librarians are in a position to show patrons available electronic resources and teach how to effectively use them. Listed at the end of the article are popular eBook publishers, authoring systems, and websites with free eBook.

Long, S.A. (2003). The case for ebooks: an introduction. *New Library World, 104* (1/2), 29-32. Even though eBooks are becoming more and more popular, there are restrictions, such as format, software, and hardware, which keep eBooks from becoming fully integrated into libraries today. It is just a matter of time before e-Book producers realize that they must work with libraries to make e-Books as accessible as books.

Pace, A. (2005). Gimme that ebook religion. *Computers in Libraries, 25*(5), 30-32. Through religious metaphor, Pace takes a look at what is happening with eBooks today. While they are not as wildly popular as he predicted they would become five years ago, Google Print and Amazon's *Search Inside the Book* have made eBooks a part of the mainstream. Now it is up to the librarians to make a push for "pluralism" in eBook content.

## REFERENCES

*About Project Gutenberg.* (2005, October 20). Retrieved June 3, 2006, from http://www.gutenberg.org/about

## ABOUT THE AUTHOR

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# THE INSTRUCTIONAL MENU

*by Marsha Miller*

Esther Grassian's and Joan Kaplowitz's wonderful text, *Information Literacy Instruction: Theory and Practice*, devotes a chapter to the "Instructional Menu", referring to the many 'modes' we use to try to get 'information literacy' across. Chapter nine highlights the pros and cons of the instructional modes included. But, how often do instruction librarians tie the mode to the type of activity, either consciously or subliminally? Since information literacy is not done in a vacuum, usually the purpose of putting information literacy skills to use is because the person has a goal in mind. In academia, that goal is usually an assignment. Most often information literacy instruction is tied to that traditional, and tired, manifestation, the 'research paper.' But we know that there are many different sorts of assignments, some because of the academic discipline, some because of the level of student, and some because a teacher and a librarian have worked together to format a new assignment. The instructional menu below has grown in the years since the Grassian/Kaplowitz text have been published. The author of this article began a conscious effort to identify as many research/writing, etc. activities as she could. The result has been fun. See what you can do with this list. If you can think of other items to include in either column, please let the author know!

| Instructional Menu | Type of Activity We're Supporting |
|---|---|
| 1. Signage: the Printing instructions | 1. General orientation information |
| 2. Self-guided tours: ours | 2. Simple signage |
| 3. Chalkboard/Whiteboard/Smartboard | 3. Basic skills [purely library or computer/technology too?] |
| 4. Flip charts | 4. Types of academic writing: |
| 5. Posters | a) Information writing assignment |
| 6. PowerPoints | b) 'Extended' assignment |
| 7. Videotapes [Passé? Retro?] | c) Case study |
| 8. Just audio? aka MP3-type recordings | d) Review |
| 9. 'Just' a Handout | e) Technical report |
| 10. Point of use: legal research/legal abbreviations | f) Lab report |
| 11. Pathfinders | g) Book report |
| 12. Exercises | h) Critical analysis/critique |
| 13. Tutorials | i) Bibliography |
| 14. Concept Maps | j) Annotated bibliography |
| 15. Course Management Systems; e.g. Blackboard/WebCT; OnCourse (a product used at Indiana University) | k) Literature review |
| | l) Term paper |
| | m) Research paper |
| | a. Short |
| | b. Argumentative |
| 16. Formal courses | n) Position/opinion paper |
| 17. Discussion boards & chat [do they really work?] | o) Essay |
| 18. Web sites | a. Definitional essay |
| 19. Streaming media examples | b. expository |
| 20. Blogs, RSS feeds | p) Subject outline |
| 21. Portal Channels | q) Statistical summary |
| 22. Podcasting; screencasting; videcasting | r) Senior thesis |
| 23. Learning Objects | s) Grant writing |
| 24. Digital learning materials [DLMs]: no physical format; include all types of textual and audiovisual file types such as HTML Script, Flash, JavaScript, AVI, WMV, MP3, WAV, JPEG, TIFF, and more | t) E-mail |
| | u) Web writing |
| | v) Oral presentation of written report |
| | w) PowerPoint presentation [yes, this is academic 'writing', too!] |
| | x) Historical research [primary & secondary sources] |
| | y) Midterm/final exam essay |
| | z) Resume & other 'business' writing |
| | aa) Experiential Learning support |
| | bb) Service Learning support |
| | 5. Independent study/Lifelong learning |
| | 6. Other? |

## REFERENCES

Grassian, E. & Kaplowitz, J. (2001) Information literacy instruction: theory and practice. New York: Neal-Schuman.

# READINGS ON INFORMATION LITERACY AND TEACHING

*by Marsha Miller*

Anyone who has taught a course knows that finding readings outside the textbook is 1) expected; 2) necessary; and 3) iffy. They are expected because a textbook can only do so much and is often forced to summarize topics that can be enhanced by further reading. They are often necessary because teachers may require students to not only read, but also to reflect on those readings as part of the course requirements. Iffy because a teacher can spend a lot of time organizing the best reading list, only to have the students pay scant attention, either because they deem the articles non-essential or out-of-date, or because reading them is just one more time management factor in their busy student lives.

*Education of Information Users*, aka L554, at the Indiana University-Bloomington campus, is a class that combines a focus on information literacy issues with a chance to dabble in areas of education technology, teaching methods, and presentation skills. It is certainly not difficult to identify possible supplemental readings. Indeed, with e-mail 'alert' services such as *My Ebscohost*, *Ingenta*, etc., an educator can receive many tables of contents and results of selected keyword searches once a week. The trick is to sort through these articles, find the best potential articles, find the one readily available; i.e., available online full-text, and then encourage the students to read them. In addition, this author is very interested in exploring information literacy-related issues that appear in the non-library journal literature, and in making students aware of the variety of journals devoted to teaching.

The following supplemental reading list is excerpted from the Summer, 2006 course. The annotations provided are excerpted from database descriptions. Since most readers of this article are Indiana librarians, *INSPIRE* access is indicated for ease of retrieval.

## TEACHING METHODS AND GENERAL INFORMATION LITERACY

Breivik, P. (2005, March/April). 21st century learning and information literacy. *Change, 37*(2), 20-27. This cover story includes sources from which children gather information; the reliability of information, and the presence of information literacy in the work environment. INSPIRE

Buehler, M. A. (2004). Where is the library in course management software? *Journal of Library Administration, 41*(1/2), 75-84. Course management software (CMS) or courseware products, such as *Prometheus, FirstClass, Blackboard,* and *WebCT*, do not include the Library as an essential, curricular component in their design. Consequently, the task falls to librarians to creatively partner with faculty to input library resources into courseware to support students effectively in their research endeavors. INSPIRE

Buschman, J.; & Warner, D. A. (2005, January). Re searching and shaping information literacy initiatives in relation to the web: some framework problems and needs. *Journal of Academic Librarianship, 31*(1), 12-18. Re-examination of some recent data and studies on how students are utilizing the Web. Authors' thesis: the data are framed by an information literacy perspective, overlooking less hopeful conclusions within the same data. Author's purpose: to provide a corrective by accounting for contradictory data and broader social-economic trends.

Chakraborty, M.; & Victor, S. (2004). Do's and dont's of simultaneous instruction to on-campus and distance students via videoconferencing. *Journal of Library Administration, 41*(1/2), 97-112. A case study on Nova Southeastern University's Speech-Language Pathology (SLP) department describes transition from one-shot library BI to a three-day format for the SLP program, with instruction that builds sequentially and developmentally, incorporating a variety of assessment techniques (e.g., in-class exercises, puzzles, quizzes, take-home assignments).

Chapman, J. M.; Pettway, C. K.; & Scheuler, S. A. (2003). Teaching journal and serials information to undergraduates: challenges, problems and recommended instructional approaches. *Reference Librarian, 79/80*, 363-382. Description of interactive instructional approaches and exercises.

Courtois, M. P.; Higgins, M. E.; & Kapur, A. (2005, February).Was this guide helpful? Users' perceptions of subject guides. *Reference Services Review,* 33, 188-196. This study examines methods used to evaluate guides and reports on an online survey placed on each of more than 80 web-based guides provided by Gelman Library, George Washington University.

Costello, B.; Lenholt, R.; & Stryker, J. (2004). Using Blackboard in library instruction: addressing the learning styles of generations X and Y. *Journal of Academic Librarianship, 30*(6), 452-460. The use of Blackboard courseware in library instruction sessions at Stetson.

Ellis, L. (2004, February). Approaches to teaching through digital reference. *Reference Services Review, 32*(2), 103-119. As "teaching libraries," many academic libraries are committed to teaching not only in classrooms but also at the reference desk. As reference has expanded to include digital modes of e-mail and chat, reference librarians are prompted to consider approaches to teaching in these new reference venues in ways that are meaningful to the user. This paper presents some challenges and benefits of teaching via digital reference.

Gillan, B. (2003). Crossing the great divide with net works, teaching, and interactivity. *Library Media Connection, 22*(3), 38-41. Technology gaps and digital divisions exist both quantitatively and qualitatively. Quantitative gaps exist in schools and families where there is simply not enough access available to, or time spent with, technology. Many schools and classrooms lack enough modern networking technology, software applications, and online access for regular instruction and learning purposes. Even in schools with ample technology, the lack of curriculum integration, access to computers, and logistical problems results in very limited student technology exposure, making the ability to learn to use technology extremely limited. INSPIRE

Hearn, M. R. (2005, February). Embedding a librarian in the classroom: an intensive information literacy model. *Reference Services Review, 33*(2) 219-227. A librarian was assigned to be a co-instructor in a first-year English course, taught a significant percentage of the research material, and participated in the assigning of students' grades; librarian-conducted sessions are described.

Jenson, J. D. (2004). It's the information age, so where's the information? Why our students can't find it and what we can do to help. *College Teaching, 52*(3), 107-112. Teachers' assumptions about their students' "computer literacy," as well as to the students' lack of hands-on experience in an actual library, as potential sources of the problem are countered with practical suggestions.

Joint, N. (2005, July). Traditional bibliographic instruction and today's information users. *Library Review,* 54, 397-402. An opinion piece which examines the impact on user behavior of traditional mechanical library skills training (such as "library orientation", "bibliographic instruction", or "information skills training" rather than true information literacy-based teaching); takes forward strands from "Evaluating the quality of library portals" by the author and places them in the context of different approaches to teaching students about information use.

Kearley, J. P.; & Phillips, L. (2002). Distilling the information literacy standards: less is more. *Journal of Library Administration, 37*(3/4), 411-424. This paper describes the history and rationale for an interactive multimedia Web tutorial that was created by librarians at the University of Wyoming to serve the needs of distance learners and on-campus students.

Mackey, T. P.; & Jacobson, T. E. (2005, Fall). Information literacy: A collaborative endeavor. *College Teaching, 53*(4), 140-146. Collaboration between faculty and librarians is reinforced by accreditation standards that view information literacy as central to student learning. Two models for collaboration from the University at Albany are described. INSPIRE

Markgraf, J. S. (2004). Librarian participation in the online classroom. *Internet Reference Services Quarterly, 9*(1/2), 5-20. Librarian participation in online courses through "lurking" in Blackboard and Desire2Learn classrooms and monitoring discussion threads devoted to library research. Advantages such as improved access to students, course content, and assessment data are discussed, as are disadvantages, such as time commitment, varying expectations, and privacy issues.

Maybee, C. (2006). Undergraduate perceptions of information use: the basis for creating user-centered student information literacy instruction. *Journal of Academic Librarianship, 32*(1), 79-85. This study uses a *phenomenographic* method to discern three ways that undergraduate students conceptualize information use.

Meulemans, Y. N.; & Brown, J. (2001). Educating instruction librarians. *Research Strategies, 18*(4), 253-264. A literature review and case study shows that, while instruction librarians are proactive in improving their level of expertise, they also express the need to have training and experience during their graduate programs. It is proposed that future

instruction librarians be provided opportunities for extended teaching practicums combined with coursework in instructional theory during their Library and Information Science program.

Sweeney, J.; O'Donoghue T.; & Whitehead, C. (2004, July). Traditional face-to-face and web-based tutorials: A study of university students' perspectives on the roles of tutorial participants. *Teaching in Higher Education, 9*(3), 311-323. Despite considerable research on the outcomes of teaching approaches at the tertiary level, there have been very few investigations of students' perspectives on the different approaches. This study, based on a series of in-depth interviews with students who completed a unit using traditional face-to-face tutorials and web-based bulletin-board tutorials, addresses the deficit. The findings highlight the differences in students' perspectives on the two types of tutorials, including the perceived role played by the tutor, themselves and their peers. The study suggests that a balance is needed between the two types of approaches. INSPIRE

## TEACHING WITH TECHNOLOGY

Brown, A. H.; Benson, B.; & Uhde, A. P. (2004). You're doing what with technology? An exposé on "Jane Doe" college professor. *College Teaching, 52*(3), 100-105. Authors discuss the professional development of three college professors as they actively seek to improve their technological skills. The exposé uncovers faculty development issues regarding learning and using technology at the post-secondary level. Key questions that higher education faculty and administrators need to explore regarding faculty's technology development are disclosed. Revelations about how institutions can provide a systematic support framework for their faculty's technological professional development are explored. INSPIRE

Fichter, D. (2005). Web development over the past 10 years, *Online 29*(6), 48-50. Provides some insights on web site usability and false assumptions about web site development. factors to consider in designing web sites; tips for optimizing the usability of web sites. INSPIRE

Gerding, S. R. (2003). Training technology trainers: Lessons from the river. *Computers in Libraries, 23*(8), 14-17. Presents guidelines for librarians on training information technology trainers. INSPIRE

Gordon, R. S.; Stephens, M. (2006, May). Ten tips for technology training. *Computers in Libraries, 26*(5), 34-35. (NOTE: Computers in Libraries May 2006 was a theme issue on info/tech literacy) INSPIRE

Guenther, K. (2005). Socializing your web site with wikis, twikis, and blogs. *Online, 29*(6), 51-53. Discusses the rise of online collaboration in the U.S. Implications of online collaboration on Internet users; factors that contributed to the development of collaborative online technologies in the country. INSPIRE

Hastings, J. (2005). Cool tools; A savvy librarian reports on promising technology. *School Library Journal, 51*(9), 42-45. Analyzes the role of automated essay scoring; radio frequency identification system; iPod MP3 player; Weblogs.

Ketelhut, D. J.; Clarke, J.; Dede, C.; Nelson, B.; & Bowman, C.D. (2005). Extending library services through emerging interactive media. *Knowledge Quest,* 34(1), 29-32. Part of a special section on new roles for school librarians in digital learning environments. A study examined whether *multi-user virtual environment interfaces* (MUVEs) could simulate real-world experimentation and provide engaging, meaningful inquiry learning experiences to enhance middle school students' scientific literacy. The results revealed that the use of MUVEs helped to engage, challenge, and motivate students in science. INSPIRE

Maltz, L. &DeBlois, P. B. (2005). Top-ten IT issues, 2005. *Educause Review,* 40(3), 14-29. Retrieved June 23, 2006 from http://www.educause.edu/ir/library/pdf/erm0530.pdf

Tallent-Runnels, M. K.; Lan, W.Y.; Fryer, W.; Thomas, J.A.; Cooper, S.; & Wang, K. (2005) The relationship between problems with technology and graduate students' evaluations of online teaching *Internet and Higher Education*; 8(2), 167-174. A study to determine if the problems with technology that graduate students in a College of Education experience in online classes is related to their evaluations of their instructors. Used a university teaching evaluation scale and a second instrument was developed, called *Survey of Student Experiences in Online Courses.*

## DIFFERENT POPULATIONS AND TYPES OF LIBRARIES

Educause Review is a great publication; check it regularly. Available online at http://www.educause.edu/pub/er/. Several articles from the September/October 2005 issue addressed today's students, including:

Dobbins, K. W. (2005) Getting ready for the net generation learner. *Educause Review, 40*(5), 8-9.

Prensky, M. (2005) "Engage me or enrage me": What today's learners demand. *Educause Review, 40*(5), 60-65.

Windham, C. (2005). Father Google and Mother IM: confessions of a net gen learner. *Educause Review*, 40(5), 42-59.

Behr, M. D. (2004). On ramp to research: Creation of a multimedia Library instruction presentation for off-campus students. *Journal of Library Administration*, 41(1/2), 19-30. The tutorial used several different forms of technology and media (Macromedia Flash for animation, MP3 sound files for voice narration, text, still images, and Web screen shots ) to appeal to any learning style a student prefers, and it offers non-linear navigation to allow students to select the section they need, and to repeat any section.

Chau, M. Y. (2003). Helping hands: Serving and engaging international students. *Reference Librarian*, 79/80, 383-394. We do not really know much about the relationship between learners and the Web: what processes are involved, how students go about the search process and what their perceptions of the Web are. To find out more about these questions, a study involving 198 students of Spanish at the University of Southampton was initiated, with the aim of obtaining information on how foreign language higher education students interact with the Web in general and in the context of a search for content/reading tasks in particular. The goal was to produce a descriptive snapshot of student impressions and abilities at one given moment. To measure their degree of online information literacy, a scale was created.

Durrington, V. A.; Berryhill, A; & Swafford, J. (2006). Strategies for enhancing student interactivity in an online environment. *College Teaching*, 54(1), 190-193. Article describes how to establish an interactive online learning environment and provides strategies for increasing student interactivity.

Eshet-Alkali, Y.; & Amichai-Hamberger, Y. (2004, August). Experiments in digital literacy. *CyberPsychology & Behavior*, 7(4), 421-429. A conceptual model that was recently described by the authors suggests that digital literacy comprises five major digital skills: photo-visual skills ("reading" instructions from graphical displays), reproduction skills (utilizing digital reproduction to create new, meaningful materials from preexisting ones), branching skills (constructing knowledge from non-linear, hyper-textual navigation), information skills (evaluating the quality and validity of information), and socio-emotional skills (understanding the "rules" that prevail in cyberspace and applying this understanding in online cyberspace communication). The present paper presents results from a performance-based pioneer study that investigated the application of the above digital literacy skills conceptual model among different groups of scholars. Results clearly indicate that the younger participants performed better than the older ones, with photo-visual and branching literacy tasks, whereas the older participants were found to be more literate in reproduction and information literacy tasks.

Foggett, T. (2003). Information literacy at the primary school level? *Australian Library Journal*, 52(1), 55-64. Retrieved October 3, 2006 from http://www.alia.org.au/publishing/alj/52.1/full.text/information.literacy.html. A case study examines how a cohort of primary school children utilize specific information processes as outlined in the Australian Capital Territory's Information Access Curriculum Support Paper.

Geck, C. (2006). The Generation Z connection: teaching information literacy to the newest net generation. *Teacher Librarian*, 33(3), 19-23; 2006. Focus on the use of the Internet in developing information literacy of young learners. A definition of Generation Z and their technological inclinations are also provided. INSPIRE

Larsen, K. (2004). Sink or swim: Differentiated instruction in the library. *Library Media Connection*, 23(3), 14-16. The goal of differentiation is to bring the ideas and concepts of the curriculum to the learner at a pace and depth that is appropriate for the ability of each student. One of the benefits of differentiated instruction in the library media center is that teachers are very open to doing collaborative lessons.

Viggiano, R. G. (2004). Online tutorials as instruction for distance students. *Internet Reference Services Quarterly*, 9(1/2), 37-54. The online tutorial has gained popularity in recent years and this article addresses Web-based interactive tutorials as a means of providing library instruction to distance learners. Examples of tutorials aimed at distance students are examined, along with studies assessing the effectiveness of online tutorials.

## ASSESSMENT

Brown, C.; Murphy, T. J.; & Nanny, M. (2003). Turning techno-savvy into info-savvy: Authentically integrating information literacy into the college curriculum. *Journal of Academic Librarianship*, 29(6), 386-398. Information literacy instruction must focus on the learning styles and preferences of the target population. This case study reports a series of hands-on/minds-on information literacy activities that dissolve students' misconceptions that "techno-savvy" is synonymous with information literate. Careful and thorough instruction in the mining of popular Internet search engines for authoritative information was coupled with instruction in the use of

traditional library resources. It was found that the college students studied possess a high need for clarity and a low tolerance for ambiguity, and therefore any activities assigned must be thoroughly, yet succinctly, described in order to achieve success. Combining traditional information literacy instruction with novel approaches appeals to the confidence in and reliance on Internet search engines that college students exhibit, while it moves this microcosm toward a higher level of information literacy and commitment to life long learning. INSPIRE

Choinski, E; & Emanuel, M. (2006). The one-minute paper and the one-hour class: Outcomes assessment for one-shot library instruction. *Reference Services Review,* 34(1), 148-155. An "outcomes" assessment tool was created based on the ideas of the one-minute paper and student reflection papers. The tool was administered to one shot library sessions classes in Spanish and Biology. The assessment tool was helpful in pointing out areas where librarians need to improve instruction in their one shot classes. This contribution is unique; there is no other outcomes assessment tool for one-shot classes in the library literature.

Garner, R.L. (2006) Humor in pedagogy: How ha-ha can lead to aha! *College Teaching,* 54(1), 177-180. Researchers have identified that educators who use humor in their instruction are more positively rated by their peers and their students; others have suggested that humor may enhance learning. Although much of this evidence has been anecdotal, the present study assesses the impact of curriculum-specific humor on retention and recall, as well as student evaluations of the course and the instructor. INSPIRE

Gross, M. (2005). The impact of low-level skills on information-seeking behavior: Implications of competency theory for research and practice. *Reference and User Services Quarterly,* 45(2), 155-162. Competency theory suggests that people who function at a low level of skill lack the metacognitive ability to recognize their own incompetence and are unable to accurately assess the skill levels of others. Therefore, they tend to overestimate their own abilities and to proceed with confidence as they develop awkward strategies and make poor decisions. Worse still, because the incompetent do not know they are incompetent, they may be unlikely to seek training or skill-remediation services. This article reviews competency theory and outlines how this theoretical perspective may allow for a new approach to research and practice in the area of information literacy instruction.

Kenney, A.J. (2006). The final hurdle? A new test may finally bring information literacy the recognition it deserves. *School Library Journal,* 52(3), 62-65. A new standardized test developed by the Educational Testing Service (ETS) may finally bring information literacy the recognition it merits. Librarians should avail of the test as an opportunity to demonstrate both their significance as instructors of information literacy and the important role that knowing how to properly locate, use, and evaluate information plays in students' lives.

Kohn, A. (2006). The trouble with rubrics. *English Journal,* 95(4), 12-15. Author details his doubts over the efficiency of rubrics in the assessment of students, arguing that the ultimate goal of authentic assessment must be the elimination of grades. But rubrics actually help to legitimate grades by offering a new way to derive them.

Mupinga, D. M;. Nora, R. T.; & Yaw, D. C. (2006). The learning styles, expectations, and needs of online students. *College Teaching,* 54(1), 185-189. Because of the unknown make-up of online classes, the characteristics of online students may be unclear, making it difficult to develop effective online courses. This study sought to establish learning styles, expectations, and needs of students taking an online course. Data were collected from a variety of student communications and the Myers-Briggs Type Inventory. Suggestions to accommodate identified learning styles, needs, and expectations of online students are presented. INSPIRE

Scales, B. J.; & Lindsay, E. B. (2005). Qualitative assessment of student attitudes toward information literacy. *Portal,* 5(4), 513-526. Many distance degree students at Washington State University enroll in General Education 300, a one-credit information literacy course taught online by librarians that exposes students to activities and materials that support the ACRL information literacy standards. In a final assignment, students write about the origins, applicability, and future use of information literacy and their newly minted skills in this area. Authors used ATLAS.ti, (http://www.atlasti.de/), to analyze the text of these assignments and explore student attitudes toward information literacy. The majority of students articulated a broad view of information literacy not tied to a specific course project or to the library as a place.

## LEARNING THEORIES AND TEACHING STYLES

Atlas, M. (2005). Library anxiety in the electronic era, or why won't anybody talk to me anymore? One librarian's rant. *Reference and User Services Quarterly,* 44(4), 314-319. Decreasing statistics reported by reference librarians in academic libraries reflect

the fact that fewer patrons are approaching the librarian at the reference or information desk in the library. Much blame is placed on the availability of online catalogs, databases, and full-text resources, but some explanations have their roots in problems long extant in the reference librarian's world. The idea of fearing the library and librarians was first labeled *library anxiety* in 1986. With the increasing use of electronics, the number and variety of mechanical barriers to comfort in the library have increased significantly. Students who use computer indexes and online facilities were found to have the highest levels of library anxiety with respect to all antecedents. It has also been found that name recognition increased library success, that if a patron knew the name of a librarian they were more likely to have a good library experience. INSPIRE

Cooperstein S. E.; & Kocevar-Weidinger, E. (2004, February). Beyond active learning: A constructivist approach to learning. *Reference Services Review, 32*(2), 141-148. Guided by four principles - learners construct their own meaning; new learning builds on prior knowledge; learning is enhanced by social interaction; and learning develops through "authentic" tasks - constructivist learning moves from experience to knowledge and not the other way around. In a constructivist classroom, abstract-concepts become meaningful, transferable, and retained because they are attached to the performance of a concrete activity.

Jiao, Q. G.; & Onwuegbuzie, A. J. (2004). The impact of information technology on library anxiety: The role of computer attitudes. *Information Technology and Libraries, 23*(4), 138-144. Although many students continue to experience high levels of library anxiety, it is likely that the new technologies in the library have led them to experience other forms of negative affective states that may be, in part, a function of their attitude towards computers. This study investigates whether students' computer attitudes predict levels of library anxiety. INSPIRE

Lee, C.-I.; & Tsai, F.-Y. (2004, February). Internet project-based learning environment: The effects of thinking styles on learning transfer. *Journal of Computer Assisted Learning, 20*(1), 31-39. The purpose of this study, in an environment of Internet project-based learning, is to undertake research on the effects of thinking styles on learning transfer with a sample of elementary school students.

Weiler, A. (2005). Information-seeking behavior in Generation Y students: Motivation, critical thinking, and learning theory. *Journal of Academic Librarianship, 31*(1), 46-53. Research in information-seeking behavior, motivation, critical thinking, and learning theory was explored and compared. The research indicates that only a very small percentage of the general population prefer to learn by reading.

## PROGRAM PLANNING

D'Angelo, B. J.; & Maid, B. M. (2004). Beyond instruction: Integrating library service in support of information literacy. *Internet Reference Services Quarterly*, 9(1/2), 55-64. The Multimedia Writing and Technical Communication Program at Arizona State University East offers the majority of its courses online. To date, the library and program collaboration has focused on an information literacy initiative. This article focuses on the need for library support from the perspective of the program director and librarian as well as potential methods of delivery.

Finley, P.; Skarl, S.; Cox, J.; & VanderPol, D. (2005, January). Enhancing library instruction with peer planning. *Reference Services Review*, 33(1), 112-122. A group of librarians scheduled brainstorming sessions with instructors interested in making changes in their classroom approaches. Most participating instructors chose to enhance their classes by trying either an active learning activity or a group work activity that was new to them. A member of the enhancement team attended each of the peer-planned sessions to take notes and act as an observer, assistant or team teacher, as requested by the instructor. The instructors who participated also filled out brief assessment forms.

Hearn, M. R. (2005, February). Embedding a librarian in the classroom: an intensive information literacy model. *Reference Services Review*, 33(2), 219-227. A librarian was assigned to be a co-instructor in a first-year English course, taught a significant percentage of the research material, and participated in the assigning of students' grades. Each session taught by the librarian is described in detail, and the impact of the experiment on the students, the instructors and the college is addressed.

## THE FUTURE OF INFORMATION LITERACY

Abram, Stephen. (2005, May/June). Once more with feeling: What does information literacy look like in the Google world? *Multimedia and Internet@schools*, 12(3), 18-20. Presents the findings of the report "The Crisis in Canada's School Libraries: The Case for Reform and Reinvestment," written by Ken Haycock, ( University of British Columbia). Impact of having a school with properly stocked libraries that offer library pro-

grams on students; development of programs that linked public and school libraries in Canada; information on several reading and literacy initiatives launched by Canadian companies. INSPIRE

Bell, S. J. (2005, October) Submit or resist: Librarianship in the age of Google. *American Libraries,* 36(9), 68-71. Discusses the importance of user education in the efforts of librarians to avoid marginalization. identification of mechanisms to integrate library content into consumer search engines; significance of meta-searching; limitations of the Google search engine. INSPIRE

Bosc, H., & Harnad, S. (2005, April). In a paperless world a new role for academic libraries: Providing open access. *Learned Publishing, 18*(2), 95-100. Academic libraries should be considered research tools, co-evolving with technology. The Internet has changed the way science is communicated and hence also the role of libraries. It has made it possible for researchers to provide open access (OA) to their peer-reviewed journal articles in two different ways: (i.) by publishing in them in OA journals, and (ii.) by publishing them in non-OA journals but also self-archiving them in their institutional OA archives. Librarians are researchers' best allies in both of these strategies.

Burke, G.; Germain, C. A.; & Xu, L. (2005). Information literacy: Bringing a renaissance to reference. *portal: Libraries and the Academy,* 5(3), 353-370. The authors evaluated the increase in reference desk transactions at the University Library reference desk at the University at Albany. Additionally, they surveyed students enrolled in information literacy courses to measure patterns of reference activity. Project Muse.

Cardina, C.; & Wicks, D. (2004). The changing roles of academic reference librarians over a ten-year period. *Reference and User Services Quarterly, 44*(2), 133-142. This study assessed the role changes that occurred for academic reference librarians from 1991 to 2001. A list of traditional as well as newly developed duties of reference librarians was developed and were incorporated into a questionnaire sent to a randomly selected group of librarians. INSPIRE

Gordon, R. S. (2005). The "bridge" generation. *Library Journal,* 130(19), 46. Generation X librarians are nestled between boomer and Millennial colleagues, between long-term librarians and their younger customers, and between traditional librarianship and technology and are in an excellent position to build connections between boomer and Millennial colleagues. This means that they can build solidly on their professional foundations while also forming institutions' technological future. (NEXTGEN column) INSPIRE

Gordon, R. S. (2006). Next generation librarianship: Examining the unique role of GenX and GenY librarians can strengthen our future. *American Libraries,* 37(3), 36-39. Presents an excerpt from the book "The NextGen Librarian's Survival Guide," by Rachel Singer Gordon. INSPIRE

Harley, B.; Dreger, M.; & Knobloch, P. (2001) The Postmodern condition: Students, the Web, and academic library services. *Reference Services Review,* 29(1), 23-32. A framework for the re-evaluation of reference and bibliographic instruction is proposed that focuses attention on two significant variables affecting these services: student attitudes and the World Wide Web. These variables exemplify the postmodern condition, characterized by consumerism, superficiality, and knowledge fragmentation. Academic librarians can devote more attention to facilitating student critical thinking than to training students in the use of library resources to find information. Their primary goal is to enhance librarian-student interaction.

Mathews, B. S. (2006). The inevitable Gen X coup. *Library Journal,* 131(5), 52. Discusses the increase in the number of Generation Xers who are librarians and how they will soon inherit the responsibility of librarianship. It is questioned whether this group is ready for such responsibility. The author believes it is time for this generation to recognize its own significance and start moving toward the path of leadership and responsibility. INSPIRE

Mitchell, G. (2005). Distinctive expertise: Multimedia, the library, and the term paper of the future. *Information Technology and Libraries, 24*(1), 32-36. Multimedia will have a profound effect on libraries during the next decade. INSPIRE

Owusu-Ansah, E. K. (2005, June). Debating definitions of information literacy: enough is enough! *Library Review* 54(6), 366-374. Examines the leading definitional contributions since the American Library Association's 1989 seminal work on information literacy. Demonstrates the lack of substantive definitional differences between those and the ALA definition. Suggests librarians concentrate on the expectations deriving from such unanimity, and outlines those expectations.

Tuominen, K.; Savolainen, R.; & Talja, S. (2005). Information literacy as a socio-technical practice. *Library Quarterly,* 75(3), 329-345. This article introduces a definition of information literacy as a socio-technical practice. Information literacy evolves in the course of realizing specific work-

related tasks and mundane activities, which usually involve a complex system of social relationships, socio-technical configurations, and work organization. From the perspective of a situated understanding of learning and learning requirements, information skills cannot be taught independently of the knowledge domains, organizations, and practical tasks in which these skills are used. The article suggests that studying and understanding the interplay between information technologies, workplace learning, and domain-specific knowledge formation processes is necessary for the advancement of information literacy initiatives.

Walter, S. (2006). Instructional improvement: Building capacity for the professional development of librarians as teachers. *Reference and User Services Quarterly,* 45(3), 213-218. Instructional improvement is a term found in the literature of higher education to describe professional development opportunities for college faculty aimed at helping them to improve their performance in the classroom. Often, the environment for instructional improvement is discussed as part of the broader question of how to foster the development of a culture of teaching across an academic department, school or campus.

Whelan, D. L. (2003, September). Why isn't information literacy catching on? *School Library Journal, 49*(9), 50-53. Presents the result of a survey by "School Library Journal" about information literacy, including percentage of media specialists who encounter barriers to teaching information literacy. INSPIRE

# INFORMATION LITERACY POTPOURRI FROM LIBRARY GRADUATE STUDENTS

*by L554 Students, Summer I 2006,*
*Indiana University-Bloomington*

Readers outside of Indiana or librarians who received their degrees from outside the state may not know that the Indiana University – Bloomington School of Library and Information Science is commonly referred to as "SLIS". SLIS students at both the Bloomington campus and IUPUI in Indianapolis have an opportunity to take a course entitled, "Education of Information Users." The Summer I 2006 section of this course was taught by the editor of this special issue. The last project of the course was to develop a portfolio around a library, instructional, educational, or technological issue, or take an issue and approach it from the information literacy/educational standpoint, and provide a combination of tutorial, web site and article links.

In this second year of assigning this project, a number of topics were covered that, at first glance, might not seem to have much to do with information literacy. However, information literacy has to encompass new technologies as well as old, teaching methods, etc. and can be approached in many different directions. This article provides a selection of those links for the general readership. It is hoped that it will provide you with not only new information but new ideas and approaches as well. Acknowledgement of the students responsible for the selected entries is indicated at the end of the article.

## TOPICS COVERED

- Adobe Programs: InDesign and Photoshop
- African Studies and Information Literacy
- Creative Writing for Elementary Students and Teachers
- Digital Archives
- Distance Education
- Information Literacy for the Very Young
- Learning Communities
- Library Anxiety
- Marketing the Academic Library and Information Literacy Program
- Media Specialists and Classroom Teacher Collaboration

## ADOBE PROGRAMS: INDESIGN AND PHOTOSHOP

*InDesign* is good for layout of paper-based library tools, whereas Photoshop is used mostly for reworking photographs to put into the library tools. Although you may not be teaching these programs to students, it is almost assured that you will need to teach, help, or provide a handout for other librarians and other staff in the university.

*InDesign* tutorial. Retrieved August 22, 2006 from http://www.design.iastate.edu/LABS/tutorials/indesign/ind0001.html

> This short and simple tutorial is from the College of Design at Iowa State University. You learn how to set up a simple layout and master page, two basic and integral skills with this program. The tutorial has a lot of screenshots, which should make it simple to understand; however, they are from an older version of *InDesign*. Luckily, the content is still relevant, so that will not affect your future understanding of the program.

Viewlets created by IT students. Retrieved August 22, 2006 from http://www.coedu.usf.edu/IT/resources/viewlets.cfm

> This webpage lists tutorials created by IT students from the University of South Florida. They are all set up the same way – flash tutorials using animated full-screen shots. There are a few for *InDesign* and *Photoshop*.

Webmonkkey *Photoshop* Crash Course. Retrieved August 22, 2006 from http://webmonkey.com/webmonkey/design/graphics/tutorials/tutorial1.html

> Webmonkey.com is an enormously useful site for many aspects of web design and computer issues in general. This particular page is a multi-step tutorial of *Photoshop*, created by computer people for others who are comfortable with a computer. It is extremely text-heavy and screenshot-light, so it might be best to print the whole thing out and follow along with pen in hand and program running on desktop.

*Photoshop* Bibliography. Retrieved August 22, 2006 from http://www.digitalretouch.org/hotkeys.html

This is an annotated bibliography of books about *Photoshop* listed under the categories: "Just getting started", "Excellent reference books", "More creative than technical books", "More technical than creative", "Photoshop for photographers", "Photoshop for artists", "Additional Books".

An introduction to '*InDesign*.' Retrieved August 22, 2006 from http://mercury.tvu.ac.uk/%7Ealan/indesign/

This resource is basically an online book. I think it is one of the best places to go to for a full lesson on *InDesign*. It is well laid out, simple to understand, and covers many topics. It is also updated frequently.

Photoshop tips and tricks. Retrieved August 22, 2006 from http://www.graphic-design.com/Photoshop/Tips/index.html

Huge list of how-to's about *Photoshop*. It is very similar to a "help" page, but is set up like a web forum. Because average users have created the answers, this could be the best place to look for those who have a hard time learning straight from the Adobe Creative Team.

## AFRICAN STUDIES & INFORMATION LITERACY

Information competence for the discipline of black studies. Retrieved August 22, 2006 from http://www.csulb.edu/~ttravis/BlackStudies/

This tutorial is geared towards the instructor, not the student. It outlines the ACRL standards and why information literacy is important for those teaching research methods. It walks the user through all of the ACRL standards, although not labeling them as such except for a reference in the introduction. Geared towards Black Studies, which includes African Studies as well as other disciplines such as African American Studies, it is useful for pointing out some of the broader philosophical approaches for race/ethnicity based studies.

AfricaBib. Retrieved August 22, 2006 from http://www.africabib.org

AfricaBib consists of two bibliographic databases: Africana periodical literature and Africana women's literature. Free to the public, they index over 415 periodical titles. Since not all of these journals are located in other databases, this is an excellent source for information.

Africa Online Digital Library. Retrieved August 22, 2006 from http://www.africandl.org/

AODL is an online digital repository of African materials. It is also pioneering new ways to archive African materials in the same way that many American libraries are digitizing their materials. It includes best practices and research on digital libraries.

Electronic Journal of Africana bibliography. Retrieved August 22, 2006 from http://sdrc.lib.uiowa.edu/ejab/

This is a refereed online journal of bibliographies. "Coverage includes any aspect of Africa, its peoples, their homes, cities, towns, districts, states, countries, regions, including social, economic sustainable development, creative literature, the arts, and the Diaspora."

Using Google for African studies research: A guide to effective web searching. Retrieved August 22, 2006 from http://www.hanszell.co.uk/google/

This guide discusses the many aspects of Google, how to navigate it, and the implications for Africanists. This web version is free and available to the public, but an updated version is available in the 2006 edition of the African Studies Companion: A guide to information sources, at http://www.africanstudiescompanion.com/. The updated version deals with newer features, such as Google Scholar and Google Book Search. However, a subscription is required to access it. [Pilot edition, September 2004]

Schmidt, N. J. Africana resources for undergraduates: A bibliographic essay. In, Phyllis M. Martin and Patrick O'Meara (eds.), *Africa*. 3rd. Bloomington: Indiana University Press, 1995: 413-434.

Written more than ten years ago, some of the entries in this essay are outdated and obviously there are many gaps, either because they were outside of the original scope or because they are more recent. It is still valuable for several reasons. First, it is one of the few comprehensive bibliographies of materials strictly for undergraduates. Many of the sources she cites have had newer editions published, or the authors have released newer works which may be applicable. The overall trends noted in this essay and the audience to which it speaks are still present, and so as a "classic" piece, this article should not be overlooked.

Frank-Wilson, M. (2004). Teaching African studies bibliography-information literacy for 21st century scholars. [Electronic version]. *The Reference Librarian* 42(87/88), 97-107.

Frank-Wilson's article has two major components: the ties between information literacy and African Studies bibliographic instruction, and the specific bibliographic instruction program at her institution (IUB). Due to the proliferation of resources, the focus has changed from merely identifying the

relatively small number of sources to teaching students to be information literate, performing effective searches and evaluating the information found therein. (ACRL Standards 1-5)

Wrighten, M. & Rodgers, Laurie A. Librarian/faculty partnerships and library technology resources integrated into the ethnic studies curriculum. Retrieved August 22, 2006 from http://libres.curtin.edu.au/libres14n1/March%2004_Wrighten_Ess&Op.htm

This article was written jointly by a librarian and a faculty member who had come together to explore possibilities for class-integrated bibliographic instruction in the form of a class web page (CWP). It includes a view of the class web page created for an ethnic studies course. It discusses the roles of the ACRL standards in a curriculum-specific setting.

## CREATIVE WRITING

geared for elementary school teachers and librarians

### WEB SITES FOR THE CHILDREN

Writingfix. Retrieved August 22, 2006 from http://writingfix.com/

This site has story prompts and starters, games, etc. It would be especially helpful for upper elementary kids who are stuck and can't think of a beginning to their story.

Kids' Place. Retrieved August 22, 2006 from http://www.eduplace.com/kids/

This site run by Houghton Mifflin has activities on proofreading, a sort of "mad libs" creator, and a spelling game that might be helpful as part of larger lessons on writing. These activities are for a variety of grade levels.

The BookHive. Retrieved August 22, 2006 from http://www.bookhive.org/

This site has, among other things, an area titled "Bee an Author" where kids can create and submit their own stories. Any elementary student may publish. It also has a fairly extensive book listing where kids can search for books according to genre or subject matter.

### WEB SITES FOR THE TEACHERS

Four Blocks Literacy Model. Retrieved August 22, 2006 from http://www.wfu.edu/academics/fourblocks/about_fourblocks.html

Home of the four blocks language instruction method, this website explains the method and gives some examples teachers can work from. One of the four blocks is writing. The site explains how the daily writing session goes. I've used four blocks, and I think it's one of the better methodologies for teaching language arts.

6+ 1 Trait Writing. Retrieved August 22, 2006 from http://www.nwrel.org/assessment/department.php?d=1

This is the home of the 6+ 1 Traits of Writing, part of the Northwest Regional Educational Laboratory's Center for Research, Evaluation, and Assessment. The 6+ 1 framework was developed to help students and teachers understand what good writing sounds like. It is a widely used model, and is often used in conjunction with various other teaching methods, including Four Blocks. The site includes information on how to teach the 6+1 Traits, how to assess the results, and instruction in writing prompts that will help kids get started.

K-W-L-H Technique. Retrieved August 22, 2006 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1kwlh.htm

This site established by the North Central Regional Educational Laboratory details the KWLH Technique, which is often used in the classroom for everything from science to writing. It can be adapted for writing by having students think about what their readers know, want to know, will learn as they read the student's story, and how they will learn it. This is one way a teacher or librarian might help the students clarify their thoughts when editing their writing. This technique is especially good at addressing Standard 9 of the Information Literacy Standards for Student Learning. http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationliteracy.htm

WriteNet. Retrieved August 22, 2006 from http://www.twc.org/forums/

This site from the Teachers & Writers Collaborative has lesson plans, interviews with writers, and virtual poetry workshops. The virtual poetry workshops could be especially helpful. They are relatively unique, in that the students are given an activity off the computer, often outside the class room itself, to help them write better.

Graphic Organizers. Retrieved August 22, 2006 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm

This site contains various types of graphic organizers that a teacher can use to help her students organize their thoughts. It includes explanations of each of the organizers, for those of us who have forgotten how a particular type works!

Page By Page: Creating a Children's Book. Retrieved August 22, 2006 from http://www.collectionscanada.ca/pagebypage/

This page talks about how the author comes up with ideas, how he goes about writing, publishing, etc. The teacher could adapt it to work with the classroom. It includes lesson plans with worksheets designed for kids. It is not truly a tutorial, but it does have some useful tips that kids can use. The information is presented well, and the worksheets are truly helpful.

Blubaugh, P. (2000, November). *An Author in Residence? Why Bother?*. Milwaukee, WI: National Council of Teachers of English. [Electronic version]. (ERIC Document Reproduction Service No. ED 452 529)

How a visiting author inspired the kids to read and write more. Since the library usually bankrolls visits by authors, through use of a grant or other means, this could be a good way for the librarian to contribute to lessons in creative writing. Kids are probably going to be more inspired by someone who actually writes for a living.

Meagher, S. (2005, May). Teaching with Your Librarian: Reading About Writing. [Electronic version]. *Teaching Pre K-8*, 35(8), 76-77.

This is a very short article with some suggestions for books that would be useful to teachers who were doing lessons on writing.

Vega, E. S. & Schnackenberg, H. L. (2004, October). Integrating Technology, Art, and Writing: Creating Comic Books as an Interdisciplinary Learning Experience. Washington, D. C.: Association for Educational Communications and Technology. [Electronic version]. (ERIC Document Reproduction Service No. ED ED485026)

I've heard that reading comic books can help kids with reading comprehension, but this article talks about how making a comic book can help them learn to write well.

## DIGITAL ARCHIVES

There are two types of archives that can be referred to when digital archives are mentioned. One type is the digitizing of archival material, usually paper format, into an electronic form. The other is the archiving of records that were created and used in a digital format. Even though their beginnings as digital material are very different, once in a digital format these records are subject to the same good points and problems.

Kilbride, W. (2004, October). *Copyright and intellectual property rights: a case study from the web face*. London, Kings College: Arts and Humanities Data Service. Retrieved August 22, 2006 from http://ahds.ac.uk/creating/case-studies/protecting-rights/index.htm

A case study looking at intellectual property and rights issues associated with an online research archive. It is a good place to find information about what you need to be aware of when creating digital/online archives. It shows aspects of the process that need to be looked at in order for things to be legal and to prevent problems down the road. Does not deal with the back side of digital archives just what needs to be taken into account for users to have access to the material.

*Digital preservation management: Implementing short-term strategies for long-term problems*. (2003). Cornell University Library. Retrieved August 22, 2006 from http://www.library.cornell.edu/iris/tutorial/dpm/eng_index.html

Cornell University has put out this lovely tutorial on digital preservation management. Is a very through website that would be very helpful to someone looking to become what they call a "trusted digital repository". It was very easy to navigate to and around this site. This a great place for an organization that is planning to create a digital archive. It has 7 steps outlined for this process. It also provides recommendations covering many key topics, for example archival system development, metadata and preservation strategies. For those who want they also provide further readings on the topic.

Society of American Archivists. Retrieved August 22, 2006 from http://www.archivists.org/

The Society of American Archivists website, it includes many resources for any one in the archive business. A good jumping off point to locate other sites or current debates on the subject of digital archives, or anything else in the archiving world.

U.S. National Archives and Records Administration. Retrieved August 22, 2006 from http://www.archives.gov/

This is the U.S. National Archives and Records Administration web page. Very good place to see what is currently being used by the government, and we all know they are usually on the cutting edge in preserving their records. This is a good place to look to find how some of this works in practice, not just theory. And since NARA has many repositories all over the country you can look at web pages for a variety of archive services around the country.

Besek, J. M. (2003, Summer). Copyright Issues Relevant to the Creation of a Digital Archive, *Microform & Imaging Review*, 32(3), 86-97.

Just as its title suggests, this article discusses copy right issues that come up when creating and maintaining archives, and is a very good article to help you understand the intricacies of the topic.

Will be a help to evaluate how your library/archive is dealing with the issue. The article was published by both the Council on Library and Information Resources and the Library of Congress. Comprehensive and well put together it would be a valuable help to any one looking into copyright and digital archives. Not only does it address issues in the United States but how internationally this, copyright and archive materials, could be a problem.

Hunter, I. (2006, Winter). *Digital Archives.*[Electronic version]. PNLA Quarterly, 70(2), 7-9.

This article looks at the advantages and disadvantages of digital archives, technical difficulties that arise when dealing with digital archives and legal issues arising from copying and archiving material. It provides a very clear cut look at the issues involved with digital arching from a librarians perspective. This article also includes a bibliography of places to look at for further information.

*Preserving electronic records in an era of rapidly changing technology* (1999, July). United States General Accounting Office. Retrieved August 22, 2006 from http://www.gao.gov/archive/1999/gg99094.pdf

*OCLC Digital Archive Preservation Policy and Supporting Documentation* (2006, August 8 ). Retrieved August 22, 2006 from http://www.oclc.org/support/documentation/digitalarchive/preservationpolicy.pdf

## DISTANCE EDUCATION

Barsun, R. (2004). The Walden University library: Reaching out and touching students. [Electronic version]. *Internet Reference Services Quarterly*, 9(1), 93-109.

This article was written by then-librarian of Walden University library. Essentially the article functions as a showcase for the library. The library has no physical location; everything is online. This is due to the fact that Walden University is a distance education institution. Describes how the library functions in relation to Indiana University Bloomington, and to its students.

Cooke, N. A. (2004). The role of libraries in web-based distance education: An account and an analysis of the impact of web technology on distance learning - what remains unchanged, what is changing. *Journal of Library & Information Services in Distance Learning*, 1(4), 47-57.

The article gives a brief overview of the history of distance education and makes the case for why libraries and essential to the success of distance education students. The main focus is on how Web technology has helped bring about the explosion in distance education. Also covered are challenges that libraries face.

Gandhi, S. (2003). Academic librarians and distance education: Challenges and opportunities. (Electronic version). *Reference & User Services Quarterly*, 43(2), 138-154.

A look at distance education from an academic librarian's perspective, this article discusses the challenges, opportunities, and responsibilities that academic librarians face in this new environment. Topics covered include e-reserves and copyright law, access to information resources, bibliographic instruction and information literacy, and more.

Markgraf, J. S. (2005). Librarian participation in the online classroom. [Electronic version]. *Internet Reference Services Quarterly*, 9(1/2), 5-19. The article examines what happens when librarians are directly involved in classroom activities in distance education courses. Detailed analysis of advantages and disadvantages to direct librarian involvement are discussed.

Association of College & Research Libraries. *Guidelines for Distance Learning Library Services.* Retrieved August 22, 2006 from http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm

The ACRL has a web page dedicated to information literacy and distance education. The ACRL gives guidelines for institutions that offer distance education classes and outlined is their philosophy. Directions on management, personnel, resources, facilities, documentation and services are outlined.

Medical Library Association. (2002, May). *Essential library support for distance education.* Retrieved August 22, 2006 from http://www.mlanet.org/government/positions/disteduc_2.html

Focusing on the increasingly prominent role that distance education will play in health profession schools, this webpage contains links to how health science libraries employ a variety of models for distance education library services.

*Information literacy toolkit.* (2005). Open University, United Kingdom. Retrieved August 22, 2006 from http://www.open.ac.uk/iltoolkit/index.php.

The Open University in the United Kingdom is the only distance education university in the UK. They have pages of their website dedicated to information literacy. The target audience is mainly teachers at the university. The pages explain what information literacy is and gives tips on evaluating sources and search strategies. Further, there is a FAQ section where many questions about why using the library is important for information gathering.

Stoerger, S. (2006, June 7). *Distance education resources*. Retrieved August 22, 2006 from http://www.web-miner.com/deindex

This is a site that contains many resources for distance education learners in general. A good starting point for people interested in distance learning, it covers many topics such as articles, listservs, & publications; professional organizations, library support, distance education scams, and many more. Updated frequently.

## INFORMATION LITERACY FOR THE VERY YOUNG

Abilock, D. (2004). Information literacy from prehistory to K-20: A new definition. *Knowledge Quest*, 32(4), 9-11.

Explains information literacy as a life-long, transformational process. Students must be shown that information literacy is not just a school skill or a library skill but a personal, life "habit."

Filipenko, M. (2004). Constructing knowledge about and with informational texts: Implications for teacher-librarians working with young children. *School Libraries Worldwide*, 10(1/2), 21-36.

Building on the definition of information literacy provided by Doyle (recognizing information need, identifying sources, using search strategies, summarizing information sources, organizing information, integrating information and finally applying critical thinking to information), the article presents research on the information literacy of 3-5 year old preschoolers. The children were read to from an informational text (nonfiction) and orally engaged in the learning activities with the text. The researchers found that the children engaged in discussing the text through six different conceptual categories: informational text knowledge, world knowledge about the topic covered in the informational text, representing meaning or descriptive comments, reflective talk, building connections, and relational talk. The researchers use their findings to support their theory of young children's abilities to demonstrate and engage in informational literacy activities. The research suggests a failing of current standards to consider the capabilities of young learners.

Keller, C. A. (2005). What are the information literacy skills needed by early learners to be successful in school? *School Library Media Activities Monthly*, 22(3), 55-8.

Introduces the varied standards of multiple organizations such as the Head Start Child Outcomes Framework, No Child Left Behind, and National Assessment for Education of Young Children. The authors call for collaboration for national information literacy standards for early professionals to create a research process for young children: the Super3 of Plan, Do, Review. Recommendations for public library programs and school media center curriculum are highlighted.

MacDonell, C. (2006). The early years and school libraries: A call to action. *Library Media Connection*, 24(5), 24-5.

Calls for the development of information literacy standards before the Kindergarten level. Since preschool is not mandated by federal law, many states do not require preschool attendance. Thus, no standards for information literacy exist for this young age group in most states. Stresses recognition of very young children's high abilities to learn.

Smolin, L. I. & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. *Reading Teacher*, 56(6), 570-77.

Distinguishes between information literacy, visual literacy, and technological literacy and what it means to be literate in each way. Methods for incorporating all three literacies into the reading literacy curriculum are explained.

*Baby Brilliant*. (2006, July 21). Public Library of Youngstown and Mahoning County, Ohio. Retrieved August 22, 2006 from http://www.libraryvisit.org/baby.htm

An early literacy program at the Public Library of Youngstown and Mahoning County in Ohio. [FOR THE GROWNUPS]

*Do Spiders Live on the World Wide Web?* (2006). University of Michigan, School of Information. Retrieved August 22, 2006 from http://ipl.si.umich.edu/div/kidspace/storyhour/spiders/

This tutorial is presented in the familiar context of a book. The user "flips" the pages or can close the book at any time. The tutorial uses simple words and pictures to introduce basic ideas about computer parts and the Internet. Juxtaposed pictures of, for instance, a rodent mouse and a computer mouse illustrate the concepts. The one drawback is the small size of However, a very young user would still be able to understand the visuals, even without the ability to read the words, and gain a basic understanding of the computer and the "Web". This tutorial (?) fulfills the standards of analyzing information and understanding comparisons.

## LEARNING COMMUNITIES

Washington Center for Improving the Quality of Undergraduate Education. (1995, December). *Assessment in and of collaborative learning*. Olympia, WA: Evergreen State College. Retrieved August 22, 2006

from http://www.evergreen.edu/washcenter/resources/acl/index.html

This is an elaborate collection of assessment tools gathered by the Washington Center. It includes tools to evaluate different aspects of learning communities, including: curriculum development, evaluating student work, seminars, and student self-evaluation. It also includes an assessment of collaborative learning environments. It has a bibliography on assessment.

Maricopa Center For Learning & Instruction. *The Integrated Learning Garden.* Maricopa Community College. Retrieved August 22, 2006 from http://www.mcli.dist.maricopa.edu/ilc/

The Maricopa Community College has a vibrant learning community. They have information about different models of learning communities, components of learning communities, and links to a wealth of useful information. The site also includes links to the Maricopa Center for Learning and Instruction, which has information about learning and instruction in general.

*Website for developing faculty and professional learning communities (FLCS) to transform campus culture for learning.* (n.d.). Miami University, Ohio: Center for the Enhancement of Teaching and Learning. Retrieved August 22, 2006 from http://www.units.muohio.edu/flc/

The Center for the Enhancement of Teaching and Learning at Miami University promotes learning communities as a form of professional development. They have extensive information on Faculty Learning Communities, including resources, recommendations for implementing a faculty learning community, and information about professional conferences.

Price, D.V. (2005). Learning communities and student success in postsecondary education. A background paper. New York, NY: Manpower Demonstration Research Corp. (ERIC Document Reproduction Service No. ED 489 439)

Price gives a thorough description of the different models of learning communities in higher education and summarizes the needs for them. He sums up the research that has been done on the success of learning communities and makes recommendations for further research.

## LIBRARY ANXIETY

Branch, J. L. (2003). Non-traditional undergraduates at home, work and school: An examination of information-seeking behaviors and the impact of information literacy instruction. *Research Strategies*, 19(1), 3-15.

This article looks at the ways in which non-traditional, primarily adult, undergraduates search for information. It reports the effects of an information literacy course upon the students' understanding of information sources and their use of information in both everyday life and for school. The nature of the study relates to information literacy standard number two with emphasis on how search strategies impact the information experiences of adult learners and their information anxiety.

Harrell, K. J. (2002). Reducing high anxiety: Responsive library services to off-campus non-traditional students. *Journal of Library Administration*, 37(3/4), 355-65.

This article presents a nice profile of the average off-campus non-traditional student and the special pressures they face when attempting to access information. It provides a list of suggested things to contemplate when setting up programs to assist these users in the conclusion. Aside from this one practical aspect, the article is best used for gaining an overview of the ways library services can extend to this segment of the student body.

Sarkodie-Mensah, K. (Ed.) (2000). *Reference services for the adult learner: Challenging issues for the traditional and technological era.* New York: Haworth Press.

This special issue of *The Reference Librarian* (69/70) is filled with articles pertaining to information literacy instruction for adult learners. Issues such as library and technology anxiety, special needs of adult learners, and off-campus issues are addressed along with many other subjects that should be considered in addressing the information needs of non-traditional undergraduates.

## MARKETING THE ACADEMIC LIBRARY AND INFORMATION LITERACY PROGRAM

You may have a great library and information literacy program, but unless your academic community knows what you have to offer, your services will receive little use. We must become ***advocates*** for our libraries and show the academic community what the 21st century library has to offer.

Association of College and Research Libraries. *Marketing @ your library* http://www.ala.org/ala/acrl/acrlissues/marketingyourlib/marketingyour.htm

The Association of College and Research Libraries (ACRL) website provides specific marketing materials for academic and research libraries, including a downloadable toolkit that provides strategies and ideas. This site also offers a list of trainers who can work with you as you utilize the @ your library materials. ACRL maintains an academic library PR discussion list and offers downloadable ads.

Davis-Kahl, S. R. (2004, September 28). *Creating a marketing plan for your academic and research library*. Chicago, IL: Illinois Library Association. Retrieved August 22, 2006 from http://www.iwu.edu/%7esdaviska/ILA2004/ILApreconference2004.ppt

This link will open a PowerPoint presentation used at a 2004 Illinois Library Association Conference and posted on the conference website for down loading. This presentation offers a clear breakdown of the marketing process and offers many valuable suggestions and techniques. This 85 slide presentation uses ALA's @ *your library* campaign frame work.

Library Media and PR. Retrieved August 22, 2006 from http://www.ssdesign.com/librarypr/

Library Media and PR offers free strategies and tools for library advocacy. This site is probably aimed at public libraries, but does provide many downloadable ads and images for use in publicity campaigns. The free images and clip-art tend towards childish themes, but might be useful in some circumstances.

LibraryU. Retrieved August 22, 2006 from http://learning.libraryu.org/home/

LibraryU offers free web based training developed by a cooperative of Illinois Library systems. This site offers five online courses on developing marketing and publicity for your library. These classes vary from explaining very specific software to broadly themed courses on understanding the marketing process. These online courses are very easy to navigate and offer related course discussion groups. This site does require free registration and saves your courses and progress in your account information so you can continue or review a past course on another visit.

Marketing the Library: A online tutorial for librarians. (2005). Ohio Library Council. Retrieved August 22, 2006 from http://www.olc.org/marketing/index.html

Although intended for public libraries, this site offers some nice tips on planning and promotion. This is a simplified and easy to understand guide that outlines the basic steps for someone just entering the world of marketing. Commissioned by the Ohio Library Council, this site offers a succinct overview.

Bartheld, E. (2001). Tips and techniques: Promoting an academic research library. *Indiana Libraries, 20*(2), 24-6.

Bartheld looks at strategies for promoting an academic library. Using examples from his own experiences at Indiana University, Bartheld examines the role an academic library should play in a university setting. Emphasizing that self-promotion is a constant requirement, he provides useful tips to keep in mind when considering your own marketing scheme.

Dimattia, S. S. (2005). Recruiting advocates for information services: They are waiting to be asked. *Information Outlook, 9*(12), 28, 30-31.

Dimattia discusses advocacy within libraries as middle ground between marketing and public relations. She also describes a five step plan for advocacy success, including: listing key issues, prioritizing, identifying audiences, preparing messages, and building a team and network.

Nikami, K. (2005). A public relations image strategy of academic libraries in information literacy education: How can librarians' professional competencies appeal to the public? *Journal of Information Science and Technology Association, 55*(7), 310-317.

Nikami claims that with the increased opportunities for Information Literacy education in academic libraries comes a need for marketing an improved library image. After considering the stereotypical image of the librarian, Nikami suggests a new strategy for an improved image of librarianship.

Nims, J. K. (1999). Marketing library instruction services: Changes and trends. *Reference Services Review, 7*(3), 249-53.

Nims offers a clear and concise explanation of what marketing is and why instruction librarians need to know how to do it. She also looks at the difference between marketing, promoting, and public relations. Marketing is developed out of user needs and this ties directly into a major concern of all instruction librarians. This is a useful article to help understand the broader issue and clarify terms and trends.

Welch, J. M. (2005). The electronic welcome mat: The academic library web site as a marketing and public relations tool. *Journal of Academic Librarianship, 31*(3), 225-8.

Welch examines the potential for the academic library's website to serve as a marketing tool. Clear primary and secondary goals for library marketing are outlined. Using a survey of 106 academic library websites, Welch takes a very specific look at link placement to examine the use and effectiveness of using websites to market library services.

## MEDIA SPECIALIST & CLASSROOM TEACHER: COLLABORATION!

Dempsey, A. (1999, September – October). Two for the road. [Electronic version]. *Library Talk, 12*(4), 6-8.

Dempsey encourages media specialists to change from being reactive to proactive when communicating with teachers. Pointing out that many teachers are unaware of what the media specialist offers, she gives methods of making multiple resources and technologies noticeable, necessary and useful to educators for the purposes of student learning. (Principle 5).*

Harada, V. H. (2002, November – December). Taking the lead in developing learning communities. [Electronic version] *Knowledge Quest*, 31(2), 12-16.

Harada states the case for the need of collaboration in a learning community, as well as proposing the media specialist as a preferred leader in this endeavor. She gives ways in which the library can serve as a center for this learning community, and how the media specialist can work with various departments to better student learning through the learning community (Principle 1).

Sanders, D. (2002 November – December). A principal's perspective. [Electronic version]. *Knowledge Quest, 31*(2), 30-1.

Sanders gives a principal's perspective for the need of collaboration between teachers and specialists within the school (Principle 4). He suggests looking at the media specialist as a teacher, and expecting him or her to teach information literacy in the classroom, as well as facilitate in the library, rather than providing a weekly dose of "library time."

Young, T. Jr. (2003, January). No pain, no gain: The science teacher and you working together. [Electronic version]. *Library Media Connection, 21*(4), 14-21.

Young details potential hesitations in collaboration between the school library and the science department, but also provides tangible examples of promoting this relationship through activities, projects, and resources (Principle 4).

Lamb, A. (2005). *Information inquiry for teachers.* Retrieved June 1, 2006, from http://eduscapes.com/info/planning.html

Housed within an online graduate course created for future school librarians, this page presents several steps to creating a "culture of collaboration." Lamb advocates building a sense of trust, shared responsibility, and planning (Principle 4).

Logan, D. K. (2001). *Strategies for developing teacher contacts or: How to pester your teachers.* Retrieved June 1, 2006, from http://www.deblogan.com/pester.html

How to Pester Your Teachers is a humorous but useful networking tool in the K-12 setting. A large part of collaboration is simply getting people to the table.

McKenzie, J. (1997). *The module maker.* Retrieved June 12, 2006, from http://questioning.org/module/module.html

The Module Maker is a tool for educators, delineating the various steps of the research process. An instructor moves through the steps of the site, using templates to create an online learning project. Instructors can also look at modules created by other teachers covering a variety of topics. This site is useful for beginning teachers trying to work together to create a project (Principles 3, 4, 9, 10).

Carroll, C. (2002). *A better place.* Retrieved June 12, 2006, from http://www.lubbockisd.org/technology/carolync/ABetterPlace/

A Better Place is a 6th grade level social studies Webquest. This site, however, is not for the student webquest, but rather, a process for sixth grade teachers to collaborate in the creation, maintenance, and completion of a similar webquest for their own schools. Carroll provides instructions, timelines, and even evaluation opportunities for groups to assess their collaborative efforts. This site is very useful as a guide to creating a collaborative project among multiple instructors (Principles 10).

*Standards based upon the *Learning and Teaching Principles of School Library Media Programs* developed by the Information Power Vision Committee and approved by the American Association of School Librarians, found in Information Power.

## CREDITS FOR EXCERPTS

Adobe Programs by Kate Moody

African Studies by Amanda Lewis

Creative Writing by Amanda Kerstiens

Digital Archives by Valerie Lewis

Distance Education by Anna Pougas

Information Literacy for the Young by Erin Gabrielson

Learning Communities by Lisa Raymond

Library Anxiety by Jennifer Fowle

Marketing by Megan Glass

School Media Specialist/Classroom Teacher Collaboration by Katie Logemann

# Discussion Questions

**QUESTIONS SPECIFIC TO INDIANA***

1. What is the next level of effectiveness for information literacy in Indiana?
2. How can it get there?
3. What do Indiana students' deserve by way of the lifelong learning skills inherent in information literacy?
4. How will success be measured?
5. What collaborations are needed to reach that goal?
6. What role could the Indiana Library Federation play in reaching that goal?
7. How can the Bibliographic Instruction / User Education Division, Indiana Academic Library Association, and other divisions of ILF evolve and expand as organizations to impact information literacy?
8. Does your campus have an Information Literacy requirement written into the curriculum?

**QUESTIONS FROM A NATIONAL LEVEL****

1. How has use of the Web changed perceptions and use of the library?
2. What impact does the relationship between students' actual and perceived library and research skill levels have on their information-seeking behaviors?
3. Is library instruction an appropriate setting for teaching critical thinking skills and evaluation of information? If so, what are the best ways to approach these concepts?
4. What professional roles and responsibilities would enhance the ability of librarians to provide high quality instruction?
5. How can standards for information literacy be coordinated with and complement other professional organization standards, subject-area standards, K-12 standards, or other model academic standards?
6. How are the skills and knowledge developed through library instruction transferable to other research assignments, adult life situations, and the workplace?

*Thanks to Patricia Senn Breivik for most of these questions.

** Courtesy Assoc. of College and Research Libraries, Research & Scholarship Committee's *Research Agenda for Library Instruction and Information Literacy*. Retrieved August 10, 2006 from http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/research/researchagendalibrary.htm

# *Indiana Libraries*

## Submission Guidelines

*Indiana Libraries* is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library.

Practitioners, educators, researchers, and library users are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library.

For information and to discuss ideas for article topics, contact the *Indiana Libraries* editors:

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## Instructions to Authors

**Style.** Manuscripts should follow the parenthetic citation style of documentation modeled by the American Psychological Association (APA). The Publication Manual of the American Psychological Association: Fifth Edition

was most recently updated in 2001; some online information on using the APA Manual is available at http://www.apastyle.org/. The article should be double-spaced throughout with one-inch margins on all sides. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

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**See Also:**

1. The Librarian's Guide to Writing for Publication (Scarecrow Press, 2004)

2. APA Style Home at www.apastyle.org

# Forthcoming Issues of *Indiana Libraries*

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