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This past March I attended ACRL's 13th National Conference in Baltimore. Several programs on technology, instruction, and advocacy were especially thought-provoking. One memorable talk, "Technology Innovation in Academic Libraries," gave several interesting suggestions. A panel member encouraged the audience to have a library orientation for parents (not just students) on Orientation Day and also suggested that library administrators provide staff with time to experiment with technology. Another panelist felt that, unlike web resources that students use heavily (e.g., Facebook and Amazon.com), online library catalogs do not have enough added features to attract students. He also theorized that new and better Integrated Library Systems won't come from the vendors. In other words, librarians need to tell vendors what ILS's should have.

At this conference, Professor Emerita Luz Mangurian presented an invited paper on "Learning, Emotion and Their Application for Teaching." During this talk she discussed several research findings that can be applied to teaching. For example, short breaks during lectures lead to increases in student attention. Since people are social creatures, including a social aspect like group work in the classroom environment increases attention and learning. She also indicated that student comprehension is greater when they can see the instructor's face. Finally she mentioned that instructor responsiveness is vital to successful learning.

Several programs that I attended discussed advocacy. The workshop "Campus Advocacy: Involving All Staff in Influencing Campus Dynamics" emphasized that in both general advocacy and task-specific (e.g., a budget increase) advocacy, the library must create audience-specific messages. In addition, according to the presenters, since administrators are concerned about what their subordinates think, advocates should be sure to get the message to all the pertinent groups. For example, in order to reach the Dean, advocates should be sure to

communicate with the faculty and the Dean. A panelist from “Inside the Academic Administrator’s Mind: What They Really Think About Library Value and Support” mentioned that, rather than bring only complaints to the administration, library professionals should reframe issues so as to present the library as a solution to the administrators’ problem(s). All of these programs provided useful ideas for library professionals.