

## **Libraries in the Digital Future – IACRL 2006 Spring Conference**

Report by Linda Fratt – Head of Public Services – Trinity International University

This was my first IACRL conference, even though I have been an academic librarian over 30 years, 15 of those in Illinois. I greatly appreciate the support of LIBRAS which supported my attendance at this conference. I was very impressed with the number of excellent presentations given at this conference. I was again reminded that other academic institutions are faced with the same challenges and opportunities that we are. It was good to soak up the collective wisdom of others.

### **CARLI Pre-Conference**

This day was devoted to learning more about CARLI – the new Consortium of Academic and Research Libraries in Illinois. The new CARLI Executive Director, Susan Singleton spoke about the many parts that make up CARLI. There was a panel presentation from five different libraries on the size, mission and unique status of their institution, and therefore their library. The CARLI staff gave a similar presentation in the afternoon of different people from different parts of their staff. Both of these were helpful to me, to gain a better understanding of who makes up CARLI members and staff.

### **Michael Jon Jensen – Keynote Speaker**

Please see the excellent summary by Nancy Mactague for a complete overview.

**Collection and Use of Library In-House Usage Data with Voyager Reports in the ILCSCO/CARLI Environment** Presented by Denise Johnson and Xiaotian Chen of Bradley University

Their project was to collect in-house usage of both circulating and non-circulating material. The in-house usage of circulating items is called “Historical Charges” and for non-circulating items it is “Historical Browsers”. They stressed the need for collaboration with various functional areas to complete their project successfully. They presented a detailed description of how to collect the data and modify or write an Access report to be able to analyze the data. The main complication from collecting Historical Browse information is that Voyager does not attach a date to the Browse information. So to calculate the actual browses in any given time period you need to have a base figure. Bradley Library solves this by generating Browse reports twice a year and keeps them on file. They can then calculate the number of browses by call number range by subtracting the smaller figure from the larger.

They use their Browse statistics in various ways. Browsing is one element they consider when allocating book funds. When considering canceling standing orders or purchasing new editions, this can influence what action to take. Project enhancements include bar-coding a subset of journals and keeping browse statistics for those titles.

I found their presentation stimulating, because we have been scanning our in-library usage since we came up on Voyager in 1999. Our bound periodical collection was barcoded in 2002 and in 2005 we started barcoding and collecting statistics of the oblique file folders that hold our current periodicals. I was reminded that we need to start tracking browse statistics by date, so that we can have useful information by calendar or academic year.

**Library Support for Lifelong Learning: Remaining Current** By Nancy Mactague and Veronica Oleszkiewicz.

Nancy's research, spreadsheet and powerpoint is at [www.aurora.edu/~nmactag](http://www.aurora.edu/~nmactag)  
Traditional and non-traditional students both go to school for some of the same reasons. However for the non-traditional students school is often the last priority. They want what they need now! Use course management systems for tutorials for specific course assignments. Work with and talk to faculty and students about what five new things they would want to see. Help students learn how to refine their searches. Write subject based tutorials.

**Innovation in Library Outreach: Creative Strategies for Reaching Our Diverse Users in a Digital Age** By Lisa Janicke Hincliffe, Christopher Hamb, Patricia Hswe – UI-Urbana/Champaign

Instant Messaging is seen as a way to help students with a technology that they are already using. Trillian software lets you manage different IM services, such as AIM, Google and Yahoo. RefWorks is a web-based bibliographic software which we use here at Trinity, mainly for our graduate students, but some undergrads as well. We need to think about how we can promote this free product to more users. They spoke about library tours in different languages. This is something I would like to see us implement for our international students who are new to this country, and often new to spoken English. Students do want recommendations or pathfinders from librarians, because Yahoo or Google searches list what is most important at the top of search results. They are accustomed to relying on others for what is important, when it is outside their realm of expertise.

**Beyond "Show and Tell": Library Instruction for the Digital Age** by Meg Frazier of Bradley University.

See Nancy Mactague's excellent summary of this presentation in her IACRL report. Let me add a few additional pearls of wisdom:  
Tests usually find out what student know, **not** what they do.  
I liked her idea of teaching based on how students naturally look for information, such as going to the library web page first. Start with that as a base and then give them practice in taking the next step to evaluate results and then try again.

**Global Issues in Information: A Different Approach to Information Literacy in General Education** by Kimberly Armstrong, Julie Chapman, and Mollie Freier of U of Illinois at Springfield.

The University recently has started to admit lower-division undergraduates along with the development of a new general education curriculum. The library had relied on a hybrid model of course embedded instruction and a stand alone course in Library Research methods. This presentation detailed how they developed a hybrid model for the new lower-division students. It consists of instruction embedded in composition and communication courses, and a 200-level course titled "Global Issues in Information". They handed out the syllabus for this course. The course emphasized differences in availability of information around the world based on such factors as economics, censorship, ethics of information use, ownership of information and access to technology. This intriguing course also covers copyright, piracy and ethical uses of information.

**Promoting Quality over Quantity: Information Literacy across the Curriculum in the Digital Age** by Connie Ghinazzi, Amanda Makula, and Brent Etzel from Augustana College.

This presentation gave details of how they teach Information Literacy Skills at Augustana College. They have a detailed list of objectives for their first year students. This excellent source of objectives, exercises and assignments is an integrated or sequential approach which can be used in different courses. Not all faculty are participating, but they interpret a faculty member's no to mean "not yet". I really liked that perspective. They also passed out a rubric for rating 6 different goals, with the ratings being excellent, good or needs work. The six goals are:

1. How information is organized and how to retrieve it.
2. The best use of any form of information (books, newspapers, articles )
3. How to distinguish between primary and secondary sources.
4. How to distinguish between popular and scholarly sources.
5. How to develop and implement a search strategy.
6. How to evaluate information for accuracy, authority, expert opinion and coverage.

Amanda spoke on developing a search strategy and how to find the best information based on a process oriented, recursive approach. Concept mapping is used a tool to help them think about strategy. They use an Atlantic article which has lots of claims to find the original source as a way of evaluating information.

In their upper division courses they use research logs in Music courses and in biology students learn to use review articles to access how information fits into scientific inquiry. Working with professors also leads to dynamic collection development of subject areas.

