

IACRL—Bloomington
March 29-31, 2006
Report to LIBRAS by Nancy J. Mactague, Aurora University

Keynote Speaker: Michael Jon Jensen of the National Academies Press, also helped develop Project Muse. The National Academies Press provides free e-books and other online documents.

www.nap.edu

www.nationalacademies.org

Jensen is a bibliophile who sees his favorite format becoming an evolutionary backwater. Why, then are books still being printed? Because, according to Jensen, technology isn't the driver of change; humans are the drive of this change.

What does Jensen think is the “artifact of authority?” For those over age 30, it is the book or print document; for those under age 30, it is electronic information.

What are the strategic problems with the publishing industry?

- Tenure is tied to publishing
- Chain bookstores are conservative
- Electronic publishing is expensive
- Printing books is expensive
- University press books are expensive
- Amazon.com exists
- People watch too much TV
- Commercial publishers charge exorbitant prices

How is publishing like evolution?

- Evolution is neither fair nor equitable
- Pressures cause change
- Dramatic pressures cause dramatic change

What are the pressures on the ecosystem in general?

- Population density
- Resource availability
- Climate variability
- Ecosystem interdependence

What are the pressures on the scholarly ecosystem?

- Population change
- Internet

The Academy advises the nation on engineering, science and medicine; it publishes the national science education standards. What is the pressure on the Academy? It must give away as much information as possible, while still being self-sustaining. Forty to fifty percent of those

attempting to buy books from the Academy will still pay good money, even though the PDF format is free!

They adapted the paper environment to online to adapt to the climate change caused by the Internet. Their online software allows “skim view” that offers up sections with keywords highlighted to actively engage the reader. They made conscious choices to enhance access and readability. Other features of their website include:

- Find more like this
- Web Search Builder—in right margin are key terms to combine and search
- Reference Finder—student enters rough draft of paper and it finds relevant book citations
- Open Book Page—navigation, search & purchase options

Jensen’s boss actually told him to take MORE risks. The Academy wanted to be in on the ground floor with search engines, and permanent web pages that are easy to link to by URL, easy to copy and paste. The average browser of their site reads ten book pages. Twenty-five percent of their annual income comes from online sales.

To many readers, the quantity and speed of online answers found is more important than the quality. Therefore, in response to the climate change that equals more uncontrolled information on the Internet, the Academy publishes only the BEST. They have editors, peer reviewers and collection developers to provide quality control. Because the online culture is more participatory, the Academy tries to make its site responsive.

Take a look at:

- Tim O’Reilly, Web 2.0: The Web as Software Platform
- Flickr.com: folksonomy, not taxonomy (self-indexed)
- craigslist.com
- boingboing.net: a directory of interesting things by five unpaid, interesting people

O’Reilly’s Key Elements of Web 2.0 Business:

- Services with cost-effective scalability
- Control over unique, hard-to-recreate data sources
- Trust users as co-developers (Participatory: wikis, Flickr.com)
- Harness collective intelligence (Participatory: wikis, Flickr.com)
- Leverage “The Long Tail” (google it) through customer service
- Lightweight user interfaces

What does the rise of a participatory environment mean?

- Niches mandated by physicality are declining
- Not all output is valuable

Climate is changing:

- Free trumps cost
- Open trumps firewalled
- Easy trumps intricate
- Fast sufficiency trumps clumsy quality
- Integrated and linked trumps siloed
- Findable trumps precise
- Recommended trumps available
- Updated trumps static

Scholarly communication continues to change. In the past, people went to libraries, but that is changing. What can we do?

- Prove our value by adapting to change
- Work with publishers to adapt to change
- Develop specialized skills such as remote reference service
- Develop web brand identity
- Develop a web seal of approval
- Make content available online, especially our own special collections
- Work with search engines and scholarly societies
- Catalog the best of the Web
- TAKE MORE RISKS
- RECOGNIZE OUR ROLES AND JOB DESCRIPTIONS WILL CHANGE

Stephanie Davis-Kahl, Lynda Duke, Kristin Vogel (Illinois Wesleyan) Teaching, Learning and Assessment in the Digital Age: Millennials and Information Literacy

See handout

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

See www.aurora.edu/~nmactag > publications and presentations section for a copy of the research article, spreadsheet of the raw data and powerpoint presentation

Lisa Janicke Hinchliffe, Christopher Hamb and Patricia Hswe (U of I – Champaign Urbana), Innovation in Library Outreach: Creative Strategies for Reaching our Diverse Users in a Digital Age

Goal: speak to students in words that make sense to them.

Instant Messaging + Reference = New Service Model for Libraries!

Benefits:

- Students get immediate response
- Users know the tool
- Librarians seen as cutting edge

Instant Messaging Disadvantages:

- No Queuing
- One Machine, one user
- User needs IM account

Instant Messaging Advantages:

- Fast
- Inexpensive
- Stable
- Users know already

Librarians see instant messaging by students from within the library, because they don't want to lose their good seat, or pack up and carry all their stuff.

RefWorks: web-based, personal bibliographic software, mainly used by faculty and grad students; interfaces with SFX.

RefShare: librarians and other users can share bibliographies with others

Christopher Hamb developed a *Google-like library toolbar*. Appears on univ. website and course Blackboard sites.

Librarian's Office Hours:

- Reserved the computer lab and did roving reference in there.
- Offers more extensive consultation than at the reference desk.
- Students can ask many followup questions.
- It's more private than at the reference desk.
- It gets people who don't go to the reference desk for help.

The "Experts" Recommend:

- Students WANT recommendations from librarians
- Helps them to get more manageable number of results
- Focus, broaden, narrow
- Specific topics and collections

- Pathfinders

Hierarchy of Technology:

Instant Message

Chat

Email

Phone

See the Pugh Report ([online](#))

Meg Frazier, Beyond “Show and Tell”: Library Instruction for the Digital Age (Bradley Univ.)

When you're teaching in a computer lab, remember that when they're searching, they aren't listening to you!

How can we change our instruction so that we know they're doing what we want them to do?

Will Thalheimer, Five Learning Factors (see bibliography in Meg's handout)

- Aligning Contexts (how will they perform in realistic situations)
- Retrieval Practice
- Feedback
- Repetition
- Spacing

Aligning Contexts: learners will retrieve more information from memory if they retrieve the information in the same context in which it was learned (as in sit in the same seat in class and that very same seat to take the test). How can we provide the same contexts? How can we give them retrieval and decision-making practice? Practicing retrieval decreases forgetting.

Feedback: works by correcting errors, produces major improvements when provided for incorrect responses.

Repetition: works!

Spacing: ask faculty “what are you going to do to reinforce what I've taught?”

Scaffolding/Supported Learning: create clues or conditions that help students go beyond what they can do by themselves.

How do students walk through the searching process when no librarian is there to help them?

1. Start with the library's home page > Where's the catalog link? Where are the databases/indexes?
2. Support and give clues so they can do it themselves > Search, Evaluate, Try Again

Meg has them work in teams in a fashion similar to some of the reference material exercises I use with Social Workers. Do the exercise first and provide feedback, so that we aren't lecturing to the lowest common denominator.

Kevin F. Huse, AIA, Timothy R. Fleck, RA, (Woolen, Molzan & Partners), Generational Trends and the Academic Library

What is shaping the lives of millennials (or Gen Y)? Wide distribution of PCs (similar to TV for baby boomers). More than 27% of four to six year olds use a computer. Therefore:

- They want instant feedback just like with a computer. Example is the T-Shirt saying “It’s not ADD – I’m just not listening.”
- They need individualized attention.
- They’re interested in collaboration and working together—boundaries are breaking down between my work and your work, just as the boundaries between students and faculty are breaking down.
- They want interactive learning.

Continuum of Changes in Education from broadcast teaching to interactive learning:

- School seen as torture – School seen as fun
- One size fits all – Customized
- Instruction – Construction/discovery
- Absorbing information – Learning to learn
- Teacher as transmitter – Teacher as facilitator
- Teacher centered – Learner centered
- Linear/sequential – Hyper-media

Change Factors:

Electronics & Media

- Disbursed rather than just in a “computer lab.”
- Located in more casual & social settings, such as cafes.
- Used to support group as well as individual work.

Information Literacy & Expertise:

- Students want fast information, not necessarily good information.
- Students need professional to help and coach, not act as a gatekeeper.

Collaboration & Termwork:

- Everyone shares knowledge and skills.
- Three or four people may work around one large monitor.
- ***Need group study rooms, OR just let it happen: let people “nest” where they will.***

Flexibility:

- Change is coming increasingly rapidly.
- Students ***expect*** to move the furniture around to suit themselves.
- Boundaries are breaking down. What is a library? What is a classroom? Wi-fi across campus.

Funding Models are Changing:

- The current model is unsustainable.
- High cost of storage.
- Reduction or shift in funding for staffing.
- People & Services vs. Print Collection Maintenance.

Economical Storage of Print & Media:

- Compaction – hard to interact with materials.
- Shared depositories – remote depositories, high density & robotic solutions.
- Twenty four hour retrieval from remote storage - click and it arrives the next day just like ordering from amazon.com.

Library's Changing Role as a Destination:

- Information commons.
- Coffee commons.
- Academic center.
- Museum/exhibit center
- Faculty center.
- Center for teaching & learning.
- Campus center.
- Writing center.
- Technology is still a draw if students don't have it at home or in residence hall room.
- Food is a draw (boundaries breaking down, eat when and where I want, in car, in library, etc.).

Growing Importance of Special or Rare Collections:

- A library's defining asset.
- Library to showcase them.

Library as Institutional Icon:

- Symbolism.
- Pride.
- Marketing.

Ethical Design:

- Sustainability.
- Accessibility.
- Community Involvement.
- Green Design (will become irrelevant because everything will be sustainable).

The Third Place (Ray Oldenburg):

- The New Town Square, a Welcoming Place.
- Accessible.
- Integrated into Daily Routine.

- Unconscious and Unintentional.
- The Intellectual Student Union.
- Social Condensers (places to make friends, discuss issues & interact & exchange ideas.)
- Nourish Human Contact.
- Information Gathering.
- Promote Serendipity.

Students want greater physical comfort in library buildings, “hotel comfort,” with a variety of seating and lighting.

Michael J. Duffy IV, Jitka M. Hurych, Ladislava Khailova, Nestor L. Osorio (NIU), The Crucial Roles of Specialists in the Academic Library of the 21st century: Reference and Instruction

see handouts

vendor demo: SCOPUS (citation analysis database), Elsevier

SCOPUS can be used to:

- Evaluate specific authors
- Find most cited authors
- Identify hot topics
- Access cross-disciplinary subjects

SCOPUS interfaces with:

- RefWorks
- SFX
- OPAC
- WebFeat

SCOPUS contains:

- 15,000 titles (12,850 academic journals, including 535 open access academic journals)
- Conference proceedings
- 800 trade publications
- Patents

Subjects covered:

- Social Sciences
- General Sciences
- Life & Health Sciences
- Bio & Ag
- Environmental Sciences
- Physics
- Chemistry
- Math
- Engineering
- Law
- Education
- Humanities