

**LOEX 2007 – May 3-5 San Diego, CA.**  
**Unchartered Waters: Tapping the Depths of Our Community to Enhance Learning**

Conference report by Kent Carrico, Instruction and Off-Campus Services Librarian  
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I would like to gratefully acknowledge the support of LIBRAS for allowing me this wonderful opportunity to grow and learn in my profession. Venturing beyond the traditional library to enhance student learning was the overall theme of LOEX 2007 presented by the members of the Southern California Instruction Librarians, an interest group of the California Academic and Research Libraries.

**Plenary Speaker: Dr. Pat Wolfe – Brain Research and Education: The Vital Connection**

Dr. Wolfe is an educational consultant whose major area of expertise is the application of brain research to educational practice. Dr. Wolfe spoke about how MRI and PET Scan have brought an analytical tool to understanding the how the brain processes and uses information. Some key points she stressed were that memory is not stored in a single area of the brain, that it is the only organ of the body that sculpts itself from outside experience, and that emotion is a primary catalyst in the learning process. Dr Wolfe is described as both entertaining and interactive in presentation style and I can certainly attest to the fact that she had the assembly laughing and learning all the while. Some of the key concepts put forward include the following:

- Traditional studies focused on the isolation of subject disciplines and memorization. The theory being if students could master content [memorizing] they would retain substantive information
- “What we teach must go beyond the classroom or we have failed”
- “Intuition is sterile – if you can’t articulate it, you can’t pass it on”
- To make learning happen in classrooms, find an experience to attach the learning concept to, create the experience.

Dr. Wolfe’s Website Mind Matters Inc. <http://www.patwolfe.com/index.php?pid=94>

**Breakout & Discussion Sessions:**

**How passion and perseverance steered the course towards a university’s Information Literacy Framework**

Jacqui Weetman DaCosta, College of New Jersey Library

Jacqui Weetman DaCosta outlines how original research was conducted at her former employer De Monfort University, to ascertain academic staff perceptions of information literacy and how skills relating to information and research were being incorporated into student learning outcomes. From this research an Information Literacy Framework was developed by the library with help from “critical friends” amongst the academic staff. Finally after taking the Framework to different Faculty Learning and teaching Committees, the frame work was approved.

**Applying Learning Data to Enhance Instruction: A Case Study**

Cathy Palmer, UC Irvine Libraries

Ms. Palmer discussed University of California at Irvine’s experience in designing, and implementing an assessment method for library research skills session as part of the first-year composition course at UC-Irvine. The trend throughout the conference, as was the case with the UC-Irvine case study, was to embed Information Literacy throughout curriculum as a way to document library contribution to student learning outcomes.

**Building Campus-wide Information Literacy Programs**

Lynn D. Lampert, California State University, Northridge

Catherine Marley Haras, California State University, Los Angeles

Dorothy Warner, Rider University

John Buschman, Rider University

This was an absorbing discussion of how three university libraries garnered support of and built campus-wide information literacy programs with all incorporating information literacy student learning outcomes into general education programming. The key for all members was to become active in campus-wide

curriculum, assessment, and general education committees, get key people to join and sponsor an information literacy advisory committee, detail learning outcomes, and understand that you must think university-wide not simply advocate for the library.

### **Developing a GamePlan: Libraries & Campus Athletic Departments**

Bill Kelm, Willamette University

Diane Mizrahi, UCLA

Julie Tharp, Arizona State University

Marc Mason, Arizona State University

The session described library partnership with athletic departments to deliver information literacy instruction to freshmen athletes. UCLA integrated library instruction from a one-shot into an ongoing program for freshman basketball and football players. Arizona State Library working in concert with the Office of Student Athlete Development produced a library instruction program for athletes and their tutors and mentors and also created a library component of the already established one-credit "Life Skills" course required of all student athletes. Willamette University Library working with their athletic department created a program called Game Plan that ties 7-20 minute library sessions into individual topics and explicit objectives.

### **Understanding Undergraduates: What Does Phenomenography Tell Us about Learners**

Clarence Maybee, Colgate University

Exciting new theory on information literacy described as phenomemography, a research methodology that supports a non-dualistic view that experience is a relation between a person and a phenomenon. Maybee suggest that to "enhance student information literacy, educators should be attempting to guide learners to conceptualize information use in a variety of ways which learners could then use to address their various information needs.

### **Navigating the Information Needs of Online and Remote Students**

Anne Marie Secord, National University

Barbara Stillwell, National University

Robin Lockerby, National University

An interesting ongoing case study where National University, with a multitude of off-campus locations has changed its service model and now provides all its library instruction online via voice, video, chat, and interactive tutorials. They say students want online courses so online library service must chart and support the trend.

### **Exciting, new Information Literacy outreach efforts to international students**

John Hickok, California State University Fullerton

International students are growing segment of student population however many have limited library/information literacy skills and so present many unique service challenges. Hickok presented a hands-on approach to reaching these students with the library of California State University marketing themselves to them rather than waiting for them to come to the library. Hickok's approach included working with overseas libraries in cross cultural librarian-to-librarian exchanges of insights and information. He felt to better serve the international student, he should understand how international students were served by libraries in their own country and from what he learned he also created culturally specific online library guides. Hickok was spellbinding as he discussed his one year sabbatical where he traveled to every country in Asia and personally visited over 200 libraries and their librarians while on his sojourn.

### **Instruction 2.0; Teaching and/or Incorporating Web2.0 Technologies in Your Classroom**

Susan Shepherd, University of California, San Diego

Teri M. Vogel, University of California, San Diego

Susan Shepherd and Teri Vogel asked all attendees if we were teaching and using Web 2.0 technologies to students and faculty or integrating them into our library instruction. They demonstrated using a PBWiki instead of Dreamweaver and were adamant that librarians should know Web 2.0 technologies and teach them to faculty, students, and staff in library workshops.