

35^h National LOEX Conference

Uncharted Waters: Tapping the Depths of Our Community to Enhance Learning

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Overview

The conference was held at the Bahai Resort Hotel, in San Diego, California, May 3 – 5, 2007. Meals were provided on Friday and Saturday, allowing conferees an opportunity to learn more about each other and practices in other academic libraries. An overview of the conference and some of the presentations are available online at <http://public.csusm.edu/acarr/loex/program.html>. I would certainly be willing to share any information.

Keynote Speakers

The keynote speaker on Friday morning, Dr. Pat Wolfe¹, gave a presentation on Brain Research and Education: The Vital Connection. It was certainly a great kick off for the conference! She was an excellent speaker, using humor to make her point. She provided background on brain development, how it looks for meaningful patterns and how it applied to education using examples from her experience as a teacher.

The keynote speaker on Saturday morning was a panel discussion of with four practitioners² in the classroom who have collaborated with their libraries to provide library instruction and have supported the instruction programs. They discussed how they incorporated library instruction in their classes. The lively, informative presentations and exchange held everyone's attention and provided good insight into "the other side of the house".

Concurrent Sessions Attended

The Marketing and Instruction of New Tools for Libraries: LIBX A Case Study³: This presentation demonstrated a product, LibX, "a Firefox extension that provides direct access to your library's resources" and provided information on how to market the product on campus and provide user instruction in various settings. As the product was unknown to me, I found the session useful to expand my knowledge of new tools and want to share the information with my colleagues at Benedictine.

¹ Friday, May 4, 2007. Presenter: Dr. Pat Wolfe.

² Saturday, May 5, 2007. Presenters: David Bainbridge, Marshall Goldsmith School of Management, Alliant International University; Jennifer Jeffries, College of Education, California State University, San Marcos; Dewi Hokett, Speech Communication, Palomar Community College; Terri Metzger, Communication Department, California State University, San Marcos.

³ Friday, May 4, 2007. Presenter: Kyrille Goldbeck, Virginia Tech.

Taking Immersion Home⁴: after several librarians in the Seattle Community Colleges district attended an information literacy immersion program, they put together a three day summer institute for faculty on information literacy in which the faculty would develop an “action plan and identify a product deliverable” that they would use to integrate Information Literacy in a course. They discussed incentives for attendance at the institute such as stipends and salary credits and strategies to engage faculty on an ongoing basis. A sample template, adopted from Debra Gilchrist, was provided.

“Better Than Average”: Information Literacy Skill Levels, Self Estimates of Performance and Library Anxiety⁵ I found the information provided in this session to be the most interesting of the conference. The presenters provided background on competency theory and discussed the data they collected correlating information literacy (IL) and library anxiety. They discussed the method for data collection. They used the Information Literacy Test (ILT) from James Madison University and measured library anxiety using the Library Anxiety Scale. They then surveyed the students gathering demographic data, exposure to information literacy training and estimates of performance before and after taking the ILT. Over 45% scored in the non proficient range for IL. They found no correlation between information literacy and library anxiety. The results of the study will be published soon. The citation for the article, which will be published in the fall, is:

Gross, Melissa, and Latham, Don. “Attaining Information Literacy: An Investigation of the Relationship between Skill Level, Self Estimates of Skill, and Library Anxiety.” *Library & Information Science Research*, in press.

“Next Slide, Please”: an Analysis and Conversation on the Uses and Misuses of Microsoft PowerPoint at Library Instruction Conferences⁶ : The presenters had reviewed PowerPoint presentations from LOEX 2006 and LOEX of the West 2006 conferences and critiqued the use of the slides touching on the issues of the benefit of the slide for the presenter versus the audience, the “how” and “why” presenters are using PowerPoint (not the content of presentations) based on the advise of presentation consultants. Some of the main points included slide presentation – no little moving characters, color, graphics, using a hand held cards with prompts for information about each slide, providing a written paper as a handout rather than copies of slides, and use of a Turning Point, an interactive student response system which was used during their presentation. The clickers were fun to use during the presentation and certainly testified to their ease of use and attention holding nature. This session was very powerful in demonstrating what to do and not do using PowerPoint. Indeed, after this presentation, many presenters commented that their slides may not be the best use of the tool. In

⁴ Friday, May 4, 2007. Presenters: Karen Michaelsen, Kelley McHenry, Seattle Central Community College; Esther Sunde, South Seattle Community College.

⁵ Friday, May 4, 2007. Presenters: Melissa Gross and don Latham, Florida State University.

⁶ Friday, May 4, 2007. Presenters: David Brier and Vicky Lebbin, University of Hawaii at Manoa

addition, after reviewing my notes on copies of slides from the PowerPoint presentations, position papers or essays would have been very helpful!

Understanding Undergraduates: What Does Phenomenography Tell Us About Learners⁷: I went to this breakout session because I have not had an opportunity to explore phenomenography and was hoping to gain some insight into what it is and how it is used in academic libraries. The session did not disappoint! Maybee reviewed some of the major concepts about Information Literacy, some of the models and standards and some phenomenographic projects by Limberg, Lupton, and Webber, Boon and Johnson. He talked about his interview questions and the phenomenographic analysis process. He then proceeded to present his results and how the research changed his teaching strategies. He said he now asks more reflective questions in his interactions. He provided a select bibliography on phenomenography and information literacy and several sources on phenomenography. He has an article in press about his study that will appear in *Reference Services Review*. The title is *Understanding Student Learners: A phenomenographic study revealing the ways that undergraduate women at Mills College understand using information*.

Ask an Interesting Question: Insights from a Reflective Survey of Senior Biology Students⁸: As I am always interested in any insight into student perceptions and learning, I was interested in the survey conducted with senior biology students. I learned about an alternative to Survey Monkey for surveys: FAST (Free Assessment Summary Tool) available at <http://www.getfast.ca>. The presenter reviewed the questions and statistical answers or comments made by students. One of the surprises of the survey was that a very high percentage of students were using a resource (Pub Med) that he had not presented to them and that not as many were using Google Scholar as expected. Students did change research habits through time and formal library instruction helped. This was a very engaging presentation.

Discovering Buried Treasure: Teaching Strategies for the Aging Population⁹: I was intrigued by the title of this breakout session and wanted to see what strategies were used with older students and if they applied to a more general audience. I learned that there is a very concerted effort at community outreach by the Indiana State University. The presentation centered around teaching retirees at the Westminster Village Retirement Community (WVRC) to use personal computers. The ISU library staff went to the WVRC and started out with a traditional lecture and then a lab session. They felt as if they “were herding cats”. They went on to classify the students according to Martinez’s learning styles and provided examples from the WVRC students. They then used some of the techniques such as mirroring and storytelling traditional students at the university with success.

⁷ Saturday, May 5, 2007. Presenter: Clarence Maybee, Colgate University

⁸ Saturday, May 5, 2007. Presenter: Don MacMillan, University of Calgary

⁹ Saturday, May 5, 2007. Presenters: Susan M. Frey and Juliet Kerico, Indiana State University

Campus Collaboration to Build a Series of Information Competency Workshops¹⁰:

This presentation about online workshops developed at Glendale Community College provided an interesting look into the California Community College system as well as the process used to engage faculty in the development and assignment of the resources to students. The term information competency is used for information literacy. Eight workshops are currently offered. They include

- Research Strategies
- Searching Online Catalogs
- Locating journal & Newspaper Articles
- Internet Essentials
- Academic Research on the Web
- Critical Evaluation of Web Resources
- Improving Library Research
- Government Resources

Other workshops are being developed.

A grant funded the project. Many of the faculty recommend or require the workshops. Attendance between 1999/2000 and 2005-2006 increased by 36.8%. Assessment was written into the grant.

A very interesting approach that may have wider application.

Thank you, LIBRAS, for supporting attendance at this conference!

¹⁰ Saturday, May 5, 2007. Presenters: Nancy Getty and Deborah Moore, Glendale Community College