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Attendance Report

I begin this report by thanking LIBRAS for providing the funding that made my attendance possible. This was my time attending a LOEX conference and I found it to be a valuable experience. As an instruction librarian, I am interested in staying abreast of current trends in instruction librarianship and come away from the conference with many new ideas for improving my own instruction.

Opening Plenary – Creative Collaboration: Setting the Course for the Future of Library Instruction

Laura Ofstein, Instructor, Department of Management, Charles H. Kellstadt Graduate School of Business, DePaul University, Chicago, Illinois

Wiki-ing Your Way into Collaborative Learning

Molly Beestrum, Systems Librarian, Dominican University
Kenneth Orenic, Instruction/Reference Librarian, Dominican University

My colleague Molly Beestrum and I presented a workshop on using groupware in library instruction, specifically using wikis in the integrated library component of English 102 Composition courses at Dominican University. During our workshop, we reviewed the history and implementation of the Annotated Bibliography assignment, which is used in assessing student understanding of Dominican University's English Department's Information Literacy Foundation Requirement. This was followed by an overview of wiki technology used by librarians and examples of past in-class assignments. A discussion of the effectiveness of collaborative learning took place, which was then followed by two workshop activities. In the first activity attendees were asked to evaluate a scholarly article and write an annotation based on evaluative criteria. In the second activity attendees were asked to create collaboration-based assignments using several prompts provided by the facilitators. These activities were then followed by a comment and question and answer period.

We're Out of Time! Extending the One-Shot Session Virtually

Danielle Skaggs, Coordinator of Online Instructional Design, California State University, Northridge

Eric Garcia, General Reference Librarian, California State University, Northridge

Skaggs and Garcia relate their experiences in extending library instruction through the use of asynchronous tutorials specifically designed to address areas that students experienced

difficulties or a lack of understanding of the materials presented. A post-lecture survey including a one-minute paper was used to assess student comprehension. Results were used to create a set of ADA-Compliant tutorials that were then emailed to the students.

Library Instruction and Student Engagement in the age of Google

William H. Weare, Jr., Access Services Librarian, Valparaiso University

Michelle Kowalsky, Reference Librarian & Instructor, William Paterson University

Weare and Kowalsky assert that most students start their research by using Google, and suggest that an effective way to teach database searching is to begin by using a search engine in the classroom and apply the skills learned to library databases. The presenters compared search results found using resources available on the open web and library databases, illustrating that the results found on open web resources are often too broad, but that the terms found in the results can be effectively used in searching library databases. The presentation included an example of locating “free” resources on the open web, such as Google Scholar and Google Books and illustrating how information found on free resources is not always available in full-text or is truly free, as compared to resources found using the library’s databases and book catalogs. Weare and Kowalsky also suggested incorporating a discussion of the differences between keyword and subject searches, using Google as a platform for illustrating these differences.

We built it, They came, Now what? Lessons learned from creating a successful course integrated information literacy program

Margaret Fain, Head of Public Services, Kimbel Library, Coastal Carolina University

Jamie Graham, Assistant Instruction Librarian, Kimbel Library, Coastal Carolina University

Lisa Hartman, Outreach Librarian, Kimbel Library, Coastal Carolina University

The presenters offered their reflections on the internal and external challenges faced in developing a course-integrated information literacy program through Coastal Carolina University’s First Year Experience course. The First Year Experience course is compulsory for all incoming freshman. Internal challenges include the strain on library resources and staff as a result of the number of instruction sessions requested. Librarian burnout was a concern and was addressed by ensuring even distribution of instruction sessions among librarians and the creation of two new librarian positions. Library space and equipment was another area of concern. The library was able to add an additional instruction classroom, with plans underway to increase classroom space in a new Information Commons. The library purchased additional laptops to meet the increased demand as requested for IL sessions rose. External challenges include lack of support from the past university administration, a disinterest in information literacy, and funding issues. At the end of the presentation participants were asked to assess their own respective IL programs, and were followed by a group discussion and reflection of the results.

Plenary Panel: The Future of Libraries in Higher Education

Annette Hagra: Dean of the Academic Alternatives and Instruction Support Division, College of DuPage

Lisa Janicke Hinchliffe: Head of Undergraduate Library, Coordinator for Information Literacy Services, University of Illinois at Urbana-Champaign

Christopher Stewart Dean of Libraries at Illinois Institute of Technology

Leslie Warren (Moderator) Information Literacy Librarian, Moraine Valley Community College

Improving Teaching and Learning through Instructional Partnerships:

Building Librarian Relationships with One-on-one, In-depth Conversations

Rebecca Payne, Reference/Instruction Librarian, University of Wisconsin-Madison

Sheila Stoeckel, Associate Academic Librarian, University of Wisconsin-Madison

Payne and Stoeckel discussed forming relationships with library colleagues to improve librarian teaching and the overall effectiveness of library user instruction through creating an Instructional Partnership Program. The goal of this program is for librarians to work with colleagues to formulate goals for improving instruction through discussions with partners and observing other librarians in the classroom. The presenters discussed their experiences implementing the program, and commented that many librarians felt more comfortable partnering with librarians with whom they did not directly work. Attendees were given a worksheet that outlines UW's Instructional Partnership Program structure, and an Observation Worksheet that gave suggestions for identifying teaching goals and/or focus areas, and examples of the types of questions librarians' can use in meeting their goals.