

LOEX 2008 Conference
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Oakbrook Illinois
Librarian as Architect: Planning, Building & Renewing

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Summary of Sessions Attended:

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

Laurel Ofstein, instructor in the Department of Management at the Charles H. Kellstadt Graduate School of Business at DePaul University, and Assistant Director of The Center for Creativity and Innovation at DePaul University (<http://creativity.depaul.edu>)

Laurel Ofstein discussed roadblocks to creativity, such as killer phrases (“It’s not in the budget”; “Get a committee to look into that”), and the need to develop creative approaches to collaboration. Key to elements of creative collaboration are being open to possibilities, including many viewpoints, and starting with wild or unusual ideas.

Librarians need to cultivate an environment or climate for creativity, which includes these dimensions:

- **Challenge and Involvement:** To what degree are people personally involved in the business of and in the success of the library?
- **Freedom:** To what degree do people have the autonomy to define much of their own work toward the common objective?
- **Idea Time:** To what degree do people take time to consider suggestions that are not part of their assignment?
- **Idea Support:** To what degree are new ideas greeted with affirming encouragement as opposed to judgments?
- **Degree of Conflict:** To what degree do people engage in departmental “warfare” or spend effort to “best” their internal competitors?
- **Discussion:** To what degree do people engage in lively discussion about the issues (as opposed to discussing each other)?
- **Humor and Play:** To what degree do people feel relaxed and are willing to express humor and tell jokes at work?
- **Trust and Openness:** To what degree do people willingly put forward their ideas and opinions?
- **Risk-Taking:** To what degree do people feel supported to “take a gamble” when there is ambiguity?

Plenary Panel: “The Future of Libraries in Higher Education

Dr. Annette Haggray, Dean of the Academic Alternatives and Instructional Support Division at College of DuPage

Lisa Janicke Hinchliffe, Head of the Undergraduate Library, University of Illinois at Urbana-Champaign

Christopher Stewart, Dean of Libraries at Illinois Institute of Technology

Notes from this panel discussion:

- The overall quality of undergraduate education is declining
- Librarians must collaborate more with faculty to define information literacy together, for each subject area
- Library administrators must be at the table when institutional decisions are made
- For-profit universities are much more about efficiency than are institutions represented at LOEX. We should be talking to those librarians, to learn from their perspective and practices
- To effectively integrate information literacy instruction into the curriculum, librarians need to: volunteer for committees; show up; “do what you’re supposed to do”

Breakout Sessions:

Wiki-ing Your Way into Collaborative Learning

Molly Beestrum, Systems Librarian, Dominican University

Kenneth Orenic, Instruction/Reference Librarian, Dominican University

Librarians are paired with an English 102 section and provide at least two sessions covering basic information literacy concepts such as locating, searching, evaluating and using information. An annotated bibliography assignment is used to assess information literacy, and librarians spend time during the instruction sessions preparing students for the assignment. Students are assigned to work in groups to assess a resource, such as a scholarly article or website, and use a wiki to collaborate on the bibliography. <http://loex2008collaborate.pbwiki.com> (contact me for the Invite Key to view this very helpful site).

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

Librarians used the Camtasia program to create a post-lecture survey to follow up on one-shot instruction sessions. http://library.csun.edu/egarcia/outoftime_loex2008.ppt

Library Instruction and Student Engagement in the age of Google

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

Michelle Kowalsky, Adjunct Professor and Reference Librarian, William Paterson University

A typical library instruction session generally includes demonstrations of how to use the library catalog, how to access information via library-provided electronic resources, and how to use the electronic journal list. Given limited time with a new group of students, many librarians would not opt to include instruction on how to effectively and efficiently use a search engine.

However, since many college student information searches begin with a search engine, librarians should also consider beginning their library instruction sessions at the place where their students would begin—with Google. Such an approach not only motivates students, but it also enables

the instructor to build on the students' prior knowledge and research experiences more quickly and efficiently. The presenters demonstrated using the strategy of starting with a Google search, showing how the search is problematic, and the showing how searching a database produces superior results.

Lesson Study: Building Better Lesson Plans Through Teamwork and Revision

Martja Freeland, Education/Kinesiology Librarian, University of Michigan

Shevon Desal, Communication Studies Librarian, University of Michigan

Eric Frierson, Education and Political Science Librarian, University of Texas at Arlington

Lesson Study is a method of developing lesson plans that involves collaboration and creativity. It is an iterative process in which teacher-librarians brainstorm, discuss and implement lesson ideas, try them out, then come back together to revise and rethink the lesson. The process looks something like this:

Topic selection and
group formation—group
should be diverse, and include
librarians, faculty, and students



Explore issues introduce
Lesson Study process



Discuss topic and
teaching strategies

Meet as a group and revise the lesson



Select a teacher

Solicit feedback from group



Teach the lesson for
the Lesson Study group

The process is repeated until the group is satisfied that the lesson fulfills its teaching goals. The value of Lesson Study comes from the diversity of the people involved, direct feedback from students, and the opportunity which Lesson Study presents to ease new instructors into the classroom. <http://www.lib.umich.edu/college/lessonstudy/>

I wish to thank LIBRAS for enabling me to attend this excellent conference.