

ACRL 2011: A Declaration of Interdependence
March 30 – April 2, 2011 – Philadelphia, PA

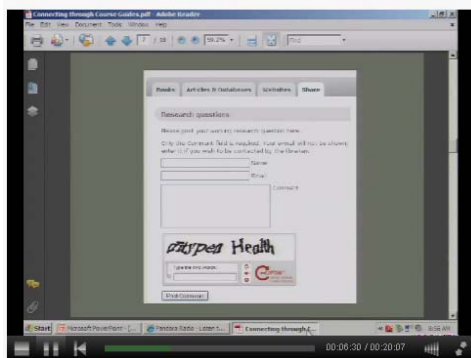
The ACRL national conference is a once every two-year event bringing people together from all across the academic library world. The two major days of sessions and workshops were Thursday March 31st and Friday April 1st 2011. Here are some of the sessions that I was fortunate to attend:

Connecting through Course Guides – Jacqui Grallo CSU Monterey Bay

Grallo discusses ways to use online guides to foster learner-centered teaching in one-shot, face-to-face instruction sessions. Learner-centered teaching is based on active learning, a concept where instead of a traditional transfer of knowledge from the instructor to the student, lesson plans are conceived on the concept of eliciting discovery within students, a shared responsibility for learning. She described learner-centered teaching as “teach them less, and they will learn more.”

The structure of the outcomes-based lesson plan is delivered through course guides product called Library à la Carte which is basically an open source LibGuides-type product and the library session is taught primarily as a supported open lab workshop, with librarian and instructor both there to answer questions. To begin their session Grallo asks students to login to the course guide and post their working research question in the *Comments* module she has placed in the library guide.

Connecting through Course Guides



She then gleans topics from those submitted to use as examples for the research strategy, then she has them begin working independently answering questions by a show of hands or through perusing the topics speaking individually with students. Grallo then will go back to the guide after the session has ended and flesh out content specific to the topics listed thereby assisting students beyond the class session.

Grallo believes this strategy immediately gets the student involved because it challenges them to articulate their research topic in a “public” manner thus creating a more thoughtful, engaged approach. Along with the topical articulation students have a tendency to add additional ideas and comments while discussing their research question, which again allows the librarian additional information to flesh out content to the course guide as well as consideration for potential collection development resources.

Grallo also suggests using a pre-assessment survey (SurveyMonkey) dropping it into the course guide and having student take the assessment as a group the first thing in the session, then immediately

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looking at the results together. This allows for determining on the fly where focus of the session should be directed.

Poster Sessions

GAP: Gaming Against Plagiarism - University of Florida

The purpose of this poster session was to alert attendees to University of Florida's effort at developing an online plagiarism game directed initially to Science, Technology, Engineering, Mathematics graduate students at the University of Florida, to train them to engage in ethical conduct for research and publishing in multicultural global research teams. However, GAP is ultimately intended as an open source plagiarism game that will allow institutions to adapt it to their particular institutional plagiarism as directed by Sec. 7009 of the America COMPETES Act. Very topical concept and the game, once completed, might be a way of conveying ideas of citation and plagiarism to diverse, international student population.

Poster can be accessed through http://www.uflib.ufl.edu/msl/posters/ACRL_GAP.pdf

Making the Connection: Conducting Virtual Focus Groups with Distant Adult Learners - Johns Hopkins University

This poster session focused on the always necessary question of how do we learn about our online library users? Johns Hopkins describes its approach by arranging focus groups vis-à-vis phone conferencing focus groups, which were recorded and then deconstructed. The logic is that richer data is available about our distance learners through qualitative approaches inherent to focus groups as opposed to simply creating surveys.

Poster can be accessed through http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/VirtualFocusGroupsJHU.pdf

Use of Context Videos in Teaching and Learning about Information Topics - North Carolina State University

This poster session focused on context videos (big picture), which are interdisciplinary videos dedicated to key ideas and concepts taught across the college frontier, and how to use them in an instruction session. For example one topic focused on the peer review process and asked students to draw a concept map to demonstrate their understanding of the process. After drawing their concept map, students then viewed the context video on peer review and then were asked to make any changes to their concept map. This was an interesting way to get students attention on key topics using multiple strategies in an easy, engaging manner.

Poster can be accessed through http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/acrlposter2011-duckett-chung1.pdf

Old School and New School: Engaging Undergraduates in a Discipline-Based Research Course - University of Dayton

Library collaborated with academic departments to develop (ACRL and discipline-based) required for-credit library research courses. The two classes represent different disciplines however research was a key component to the outcome, Philosophy 240: Research Methods and Technologies and International Studies 250: Research Methods. This concept came about due in part to research showing students rate their research skills higher than their instructor rates them and because faculty felt that these two writing intensive courses needed a mandatory research component.

Poster can be accessed through

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/Old%20School,%20New%20School%20poster-final.pdf

Contributed Papers

Put the Pencil Down: Using Student Podcasts to Assess Learning in For-Credit Course – Hunter College Libraries

Hunter College, the largest of the City Colleges in New York with over 22,000 students. In 2006 librarians at Hunter began teaching a for-credit class on information research skills with the goal of improving student's information literacy skills. With success of the course, the need was there to assess student learning and so a pre and post-test were devised to do just that. However, librarians believed they could do better than with their fixed-choice assessment approach and wanted a more authentic assessment of learning to include more descriptive data including higher-order thinking skills among the results.

The results of their exploration into methodology was to create an assignment for students to assessment that would be administered early and later in the class semester, and require each student to create a podcast in response to the question posed, "If you were asked to write a paper on Global Warming, how would you begin and proceed with your research?"

Three-minute podcasts were recorded and results coded for learning objectives and outcomes based on ACRL Standards. Podcasts were created using Wimba tool in Blackboard. According to the researchers, "the podcasting assessment was successful in helping students articulate their current skills and thinking about the research process. Some said that the podcasts helped them get organized and provided a verbal outline. Others said that the podcasts revealed their weak spots and helped raise self-awareness".

The concept of verbally explaining the approach to a research question through a podcast, listening to it in retrospect, and then articulating an answer to the same questions posed 13 weeks into the course (and listening to your fellow students audio answers), seems a comfortable, intelligent approach to get to flesh out real student understanding of the research process. Excellent assessment approach.

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Paper can be accessed through

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/put_the_pencil_down.pdf

Using QR Codes in the Library: The Library Audio Tour – Brigham Young University

Brigham Young University requires of all their freshmen students to complete an audio tour and tour quiz. Michael Whitchurch, Information Commons Section Head, argues that the one-way audio tour does not take into consideration different ways for individuals to interact with their environment, and believes many students learn better when they have to interact with the information they are supposed to learn. Whitchurch wanted to see if it would be possible to create an orientation tour that would appeal to the kinesthetic learners and so incorporated QR codes as the delivery mode of the library tour audio.

Library Audio Tour Stop



What's this?

<http://lib.byu.edu/sites/qrcodes/>

Quick Response or QR codes are defined by the author as, “[QR] codes are two-dimensional codes similar to bar codes, which transmit information to a cell phone by taking a picture of the matrix. This matrix is then interpreted by software on the phone that saves the textual information to the phone”. QR code readers are applications that can be downloaded from the web into a smart cell phone and allows the reading and unraveling of the code, storing the information and access of the information (including audio files) at the individual’s leisure. The results of the year long beta testing were not entirely supportive of the QR approach. ACRL 2011 was replete with QR codes embedded into websites and poster sessions and as the QR code is a way of making information embedded information photographically scannable to PDA or smartphones, it is likely a real use for student engagement will be uncovered in short order.

Paper can be accessed through

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/qr_codes.pdf

Reference Philosophy in a Mobile World: Evidence for Service Provision and Sustainability – New York University

This study looks at the intersection of services models and service philosophy of text reference as it applies to high quality of reference service provided by NYU. The first model utilized a shared mobile device using IM and the second model - the one currently in use - is a web-based chat widget called LibraryH3lp and employs SMS. One of the intriguing discoveries made by NYU through analysis text transcripts was the fact that depending on the type of research being conducted, students didn’t always expect instant answers when using the chat function. There were examples of chat sessions extending

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over hours or even an entire day and it was common for questions to be just as engaging and in-depth as traditional reference sessions.

Paper can be accessed through

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/reference_philosophy.pdf

Poster Sessions

Hitting the Trail: Making Digital Collections Mobile – University of Vermont

The University of Vermont owns a collection of the oldest long-distance hiking trail in America, Vermont's Long Trail. Because the Long Trail is place-based, it lends itself to mobile phone technology. Hikers can use a mobile phone to view historic images of the places where the hiker is located on the trail. The idea being that mobile technology makes it quite possible for digital collections to travel with those investigating historic areas of interest, or as was stated, "libraries' digital collections will need to "hit the trail" with the patron.

The Long Trail Collection can be accessed through

<http://cdi.uvm.edu/collections/getCollection.xql?pid=longtrail&title=Long%20Trail%20Photographs>

The Art of Liaison Outreach: Using Library Exhibits to Strengthen Campus Connections – Michigan State University

Discover the process of using exhibits as a tool for outreach, and learn how to develop informative and visually appealing exhibits at your library. This very hot topic of generating, transmitting, applying, and preserving knowledge is demonstrated through examples of outreach focused on several areas of study supported by the library and library archives. For example the "What Does Feminism Mean Today" was the overarching research question posed by the MSU Center for Gender in Global Context supported through exhibits imagined and created by library and archival displays and resources.

The Top Ten Tips for Using Exhibits to Strengthen Campus Connections can be accessed through

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/ACRL_2011_Ladenson_Flynn_Top_Ten_Tips.pdf

The Library Term Paper Clinic: F2F in the Age of IM – West Virginia University

This concept takes the research consultation and reference desk sessions and combines elements of marketing, outreach and semester-specific timing to create an event called The Library Term Paper Clinic. This poster session demonstrated best practices approach and tips on organizing, conducting, and following up with students. For example be consistent in location and make it in a heavily foot traveled area of the library or college, set clear boundaries with type of help provided, market to faculty and parents, market more heavily to departments whose students are frequent patrons, keep stats on what students liked about their appointments etc.

The Library Term Paper Clinic can be accessed at

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/TermPaperClinicsACRL2011.pdf

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From Notebooks to eBooks: How to Bridge the Gap between Research Skills and Writing Skills – Emory University

Staffing cutbacks at the Writing Center and Library created a situation where neither group by itself could serve all student needs for research and writing. The solution was to join forces with the Writing Center to provide a two-pronged approach to this need. A branch of the Writing Center and the library Reference Desk situated themselves next to one another in the Library, cross-trained each other in services and tools, cross-marketed their services through LibGuides, websites, Facebook and Twitter connections, and gained huge student and university support

The Emory Writing Center LibGuides page http://guides.main.library.emory.edu/writing_center

Contributed Papers

Uncovering the IL Disconnect: Examining Expectations among Librarians, Faculty, and Students – Sonoma State University

Interesting results of a needs assessment of librarians, faculty, and students of the California State University (CSU) system needs assessment, survey findings, and offers suggestions on how practitioners can use the results to inform and improve collaboration with faculty and enhance their work with students. Target survey invitations were distributed by information literacy coordinators over 23 campuses to faculty, students, and librarians. The actual survey was created using the professional version of SurveyMonkey.

Questions asked in the survey compared faculty and librarian responses. For example one question asked compared responses to faculty and librarian expectations, “Which IL skills do you want or expect students to acquire in general education courses?” The response indicated that 94% of librarians responded that the top priority would be whether students understand the difference between scholarly and popular articles, where 87% of the faculty surveyed indicated that their top priority for students was to be able to quote and paraphrase information in their research assignments.

In the librarian versus student perceptions, students indicated that the most difficult part of the research process for them was in choosing a topic (38% response) and this was totally the inverse for librarians who felt this skill was easier for the students to master.

The upshot of the study is to declare that faculty and librarians need to be on the same page in regards to IL components and that librarians need to have a conversation with students letting us know what they need and where they are having troubles in the classroom and reference settings.

Access to the report

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/uncovering_the_il.pdf

Librarians as Teachers: Definitions, Challenges, and Opportunities – Simmons College

This paper defines the teacher leader from a librarian's perspective, and identifies the challenges and opportunities for librarians looking to take on a leadership role. Laura Sanders from Simmons College argues that the role of librarian as teacher is becoming a more of a part of the academic norm than ever before and through this there are opportunities for librarians to take on leadership roles beyond the

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library. Sanders defines teacher-leaders or instructional leaders as, "...a teacher's influence beyond the classroom environment to initiate change among peers, administrators and within the institution. She argues that librarians in the area of information literacy display many of the same competencies as teacher leaders in the broader field of education as they build relationships and collaborative partnerships with faculty, student and staff university-wide and as they become more aware of how the institution works, will be in a great position on how to influence it.

Access to the article

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/librarians_as_teacher.pdf

Poster Sessions

Competence vs. Confidence: Assessment Knockdown! – Golden Gate University, Portland State University

An Information Literacy skills test was administered to 40 students to measure their learning and one additional question was added to the survey that asked students to rate their own ability to do research. The student's self-reporting did not correlate to their IL quiz scores at all. The upshot is that self-reporting does not provide reliable data for learning assessment because there is little correlation between what students think they know and what they actually know as it relates to research skills.

Access to the poster <http://www.slideshare.net/muumuulibrarian/competence-vs-confidence-assessment-knockdown>

Access to the handout

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/Competence%20vs%20Confidence%20Hofer%20Hanson3.pdf

Student Success, Retention, and the Academic Library - California State University Monterey Bay (CSUMB)

This is about student retention and how the library, as a collector of student data, can and should be a key player in the university towards that goal. Simply put CSUMB collected student questions (Gimlet-type software) and separated the pure reference questions from those concerned with software, directions, referral, hardware etc. This insight of student experience is forwarded to the retention committee to add to their pool of information, and is used to help strategically plan how to better serve students immediately thus encouraging student success. Simple but elegant approach.

Access poster and abstract <https://sites.google.com/a/csumb.edu/acrl2011poster/>

Are Students Ready to Declare their Independence from the Printed Text? An Explorative Study of the Use of E-textbooks – The College of Brockport, State University of New York

Brockport librarians wanted to survey students regarding e-textbooks. They were able, for purposes of this study, to issue a free e-textbook to their sample students most of which were kept on students own laptops and then they were given a pre and post-survey questionnaire plus students also took part in a focus group about their opinion of e-textbooks. Researchers found that a majority of students liked the ease of use, searchability, highlighting capabilities, and lower price (hypothetically) of e-textbooks. They

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also discovered that the majority of students using e-textbooks often were often compelled to check their Social Networking sites while reading. Finally 63% of all students said they would definitely buy more e-textbooks in the future.

Access poster

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/ACRL2011poster.pdf

Sharing Ben's Kite: Collaborating with Staff and Students on Online Tutorial Creation – North Georgia College & State University

Very interesting approach to tutorial creation for a broad-range of reoccurring reference questions using quick, on-demand short tutorials. The thought is to make them non-slick, rough around the edges using the voices of student workers, staff members so that the tutorials have a more conversational, approachable feel. They used the software Jing Pro because it is cheap (approx. \$15.00 a year can post all the tutorials on YouTube), has a short learning curve, is easy to update, and edit.

The use of multiple staff and students to create the tutorials also has the added benefit of being a great collaborative tool for bringing news ideas and approaches to the forefront and leads a sense to collaborators of contribution to the library mission.

What is a Library Courtesy Clerk? – Drexel University

This was a poster session by Adam Mizelle, Courtesy Clerk for the Drexel University for the past two-years. Food was becoming a big problem and discourteous behavior by some Drexel students lead the library to consider an initiative to close off the food in the library situation, but instead of placing the ones completely on professional staff, a full time Courtesy Clerk was hired to not only enforce the process of change, but to also do so with a firm yet gentle approach of respect and persistence.

Mizelle put together a handout called, How to say no politely: A guide to a food-free library and here are the key points he suggests for soliciting support from students:

1. Assume support! Most students understand what is expected of them, that you have a job to do, and break rules either expecting that they are not enforced or out of honest ignorance. Yes, a small minority of patrons will be rude, but you should not let their behavior affect how you deal with the majority who are acting in good faith. If you expect cooperation, you are more likely to get it.
2. Be courteous. Smile and say "I'm sorry to have to bother you" when approaching someone. Address patrons as 'sir' or 'miss". People expect to be left alone in a library, and know that your attention usually means something is amiss. Since courtesy goes both ways, make sure that you have the patron's attention. Make eye contact and ask them to take out their headphones.
3. Keep it short and simple. It helps to have a sign nearby to point to, with the most direct expression of the policy (e.g. "NO MEALS") easily readable. Then it's a simple matter to point and say something like "That sign is really easy to miss, isn't it?" Then wait for their

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reaction, which will usually be something like “Oh, sorry.” Then, it’s a simple matter to move on to step four.

4. Ask the patron to do something specific. Try to phrase your request in the form of a solution: “The café is open. Will you please put this away and finish it there?” Then wait for compliance. (Your library management sets policy on how to follow up with patrons who do not comply, such as demanding ID or calling public safety).
5. After the patron has complied, tell them “Sorry about the inconvenience.”, and move on. Again this shows good faith that the patron does not need further monitoring.

Perhaps the most important element Mizelle discussed was to use progressive discipline, giving clear information with increasingly strict penalties for noncompliance. For library directors, Mizelle makes this point clear, “A good Library Courtesy Clerk can walk with presence: In an unhurried, confident, and approachable manner. This is a visible position and the person doing it must be seen as supported by Access Services, Library Administration, Public Safety, and anyone else working with patrons.”

Access poster <http://idea.library.drexel.edu/bitstream/1860/3429/4/Mizelle.pdf>

Learning from Our Students’ Freedom of Speech: Assessing Whiteboard Questions in the Learning Commons – University of Wisconsin, Milwaukee

A very interesting take on impulsive communication with students using graffiti as a way to create through solicitation their insights, responses to questions, and a way to create engagement between the space and students who use it. Twenty-six questions are posed per semester for example one question, “What is your favorite banned book?” Student responses to the posed question (or any comments at all) are photographed and transcribed using a “Comment Analysis” to breakdown content into useful topical areas such as space compliments, amenities we should have, encouragement to other students venting frustrations etc.

Access poster
http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/ACRL%20Learning%20Commons%20Program.pdf

Panel Sessions

One Good Turn Deserves Another: Arming Instruction Librarians with the Necessary Arsenal – SUNY-Geneseo

A Two librarians, Michelle Costello and Kim Davies-Hoffman organized small, grass-roots workshops in pedagogical training for the improvement of library delivery for SUNY New York libraries. The parameters are the same for each of their sessions is the same:

- Little or no cost to the participants
- A mix of librarian and teacher presenters from K-16
- Presenters forward sound pedagogical theory
- Programs encourage active involvement

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They began with a one day, home-grown professional workshop designed for new library instructors called “Teaching Tips from the Trenches” that brought in attendees from all over the library spectrum including students in library school. Topics covered included:

- Creating rapport with students
- Providing initial focus with anticipatory sets and goals/objectives
- Developing stage presence
- Designing a lesson with clear demonstration of skills and hands-on activities
- Assessing student learning.

Costello and Davis-Hoffman choose from new attendees those who seemed particularly engaged and enthusiastic to become the presenters/trainers at later training events they called “Train the Trainer” workshops. Here “young” librarians would “teach it forward,” transforming themselves from student of pedagogical theory to teacher. These workshops worked on effective teaching techniques and encouraged librarians to take risks and shed “sage on the stage” pedagogical model.

Poster Sessions

Civility @ Our Libraries – Pennsylvania State University

Based on three climate surveys taken from 1997 to 2007, Penn State University Libraries (PSUL) decided to provide targeted training with focus on civility in the workplace to all members of its library staff. Taking a total quality management approach to improving workplace climate, the PSUL Civility Team presented library members seven different events such as business etiquette and non-verbal communication training and brought in experts on the topic of workplace civility to begin the process of change.

The Civility Team followed up efforts by collecting information from library members via surveys and focus groups and completed the process by creating a civility statement that was approved and became one of the library’s mission documents posted throughout the university library locations.

University Libraries Civility Statement and Guidelines

<http://www.libraries.psu.edu/psul/groups/civteam/statement.html>

Listening to Students: A User-Centered Assessment of Incoming Graduate Students Research Skills – University of Kansas

Librarians Amalia Monroe-Gulick and Julie Petr from the University of Kansas focused their pilot study on the research skills of incoming graduate students believing that library services and support for them should be based on data that identifies strengths and deficiencies in their research skills. Students participants for the pilot study were interview for approximately 40 minutes and were asked 41 open-ended questions answers of which were recorded, transcribed, coded and for each participant their responses were evaluated based on the ACRL Standards performance indicators.

The results of the study showed that the library researchers began the study believing that the graduate students would not possess high levels of information literacy, but upon carefully analyzing the transcripts during coding discovered that students had higher levels of information literacy skills than they earlier believed. Researchers stated that “early results suggest that these widely-used Standards

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may be more useful for undergraduate instruction and that information literacy instruction for graduate students could focus more on the research process itself”. The interview process itself also provided researchers with a deeper understanding of individual research approaches and their understanding of the process of academe and publishing (academic socialization).

Monroe-Gulick and Petr decided based on their evidence to try a different approach to graduate students. Instead of standard orientations and library sessions, librarians would meet with the cohort in an informal discussion session where students would openly discuss their research processes. Additionally they would follow up with a series of discussion sessions where additional ideas and issues could be discussed thus alleviating the early anxiety jitters of many new graduate students.

Access the study

http://s3.goeshow.com/acrl/national/2011/client_uploads/handouts/listening_to_students.pdf