

Presentations

Pushing Boundaries: Convincing Yourself to Let Go

Kelly Myer Polacek

When faculty requests for librarian instruction are rare, librarians can feel pressured to use the one-hour instructional session to describe all of the library's hard-earned resources and services. As members of a service-oriented campus entity, we naturally default to showcasing the vast resources and services we've collected. However, research on cognitive load reveals that students are limited in the amount of new working knowledge they are able to successfully comprehend. Thus, when we bombard learners with our vast resources, we actually prevent the deep conceptual understanding about information organization and retrieval that we're trying to achieve. In this 50-minute session, I'll convince you to push the most dangerous boundary of all: Saying No to Multiple Databases! I'll show you how you can teach 26 ACRL standards using just one database. We'll start with a simulated instruction typical of a lower-division assignment. The session will include participation of attendees as both students and experts and includes regular opportunities for reflection and collaboration. I'll also briefly introduce constructivist pedagogy and how it maximizes student mastery of database navigation. Throughout the session, we will modify our LibGuide live making it constructed by participants (aka students) and thus more meaningful for students, increasing the likelihood they'll use it. Librarians should no longer feel pressured to "cover" all the important library resources and services in one hour, because just one database is enough. By focusing on a few highly transferable database skills, you can overcome the limitations of cognitive load and ensure deep conceptual understanding of information organization and database navigation. This conceptual understanding is applicable across the multitude of other databases the library offers.

Librarians are in the challenging position to foster the long-term academic development of 4-year college students without the opportunities of taking multiple courses from the same instructor. By focusing on specific conceptual skills, librarians have the opportunity to make a lasting mark in these learners, even without repeated opportunities to work with the same students. Attendees will leave with: 1) a new perspective on database instruction; 2) a self-authored constructivist plan for their own informational seminars; 3) a short annotated bibliography of relevant articles; 4) and a new appreciation for LibGuides and the ultimate constructivist opportunity and how to encourage students to make their OWN research guides.

Use of Moodle (LMS) Discussion Forums to Increase Student Engagement with Information Literacy

Michelle Van Hoeck, California Maritime Academy, CSUM

I teach a 2-unit semester-long class called Information Fluency in the Digital World (LIB100) at the California Maritime Academy, a campus of the Cal State University system. I'm new to academic librarianship, having worked as a news researcher for 13 years before coming to Cal Maritime in September 2009.

After my first year at Cal Maritime, I felt discouraged by my students' lack of engagement in our class. After a so-so response my first semester, I received very positive student evaluations from LIB100 students in the second semester. Yet their work was mostly lackluster and their energy was bored and restless in the classroom.

I revamped the class over the summer of 2010, including the addition of some more challenging reading material. To encourage engagement with the reading material, I created online discussion forums in which students were required to post a comment before class.

Students surprised me with their level of engagement and maturity in the posted comments. As the semester progressed, I began to use the discussion forums for in-class peer-to-peer exercises related to traditional information literacy material, such as database searching and bibliographic citation style.

In one exercise (that I called the Fishing Hole Scouting Report), students compared one traditional reference source (supplied by me, some print, some online) with Wikipedia, looking for answers to supplied questions. In pairs, they evaluated and compared their experiences with both sources in the discussion forum. Each response was grouped with other student responses to create an informal "knowledge-base" of student experience. I posted summaries of what the group found and added my own experience.

In another exercise, students worked with partners to describe a popular movie with tags in a discussion forum. I grabbed all the tags to create a Word Cloud (via Wordle) that was displayed within the same class session to illustrate the disadvantages of "uncontrolled" vocabulary and present the advantages of using controlled vocabulary terms in an iterative database search.

Besides the reading responses, I have used discussion forums in four different exercises so far this semester, and will likely create at least one or two more before the class ends in December. I'm observing two things that are different from last year: 1) students are having fun with what we're doing; and 2) they are turning in higher quality assignments.

Frankly, I'm surprised that this has worked so well. I would love to present my observations at the SCIL mini-conference. I will provide examples of several types of in-class exercises using discussion forums, including details of actual student work. I'll talk about what has worked well and what needs refining, based on my assessment of student work in graded annotated bibliographies, midterm exam, and a final portfolio after the semester ends.

Let's be Direct about Assessment': Making the Leap from Indirect Data to Direct Evidence of Student Learning

Henri Mondschein, California Lutheran University

This presentation will illustrate the evolution from the collection of indirect data to direct evidence of student learning outcomes for information literacy. The presenter will highlight how librarians and faculty at California Lutheran University blend information literacy instruction into courses using curriculum maps developed for program reviews and will illustrate the unique challenges of implementing information literacy assessment in a multicultural population of international MBA students. Practical examples of curriculum maps will be showcased as a framework for creating direct measures of student learning and will underscore how information literacy student learning outcomes are integrated into courses. In addition, the presentation will provide examples of quizzes and "quick writes" as approaches for gathering direct evidence of student learning. The presentation will also show how California Lutheran University librarians and faculty collaborate in creating and updating curriculum maps as part of an ongoing program review process. The presenter will review how the Skylight Matrix Survey System and Blackboard were used to create assessments and will discuss the advantages and disadvantages of both tools. Discussion and problem-based learning exercises will enable participants in small groups to work with information literacy assessment data and student learning outcomes. Participants will leave the presentation with practical ideas for implementing Skylight and Blackboard in direct assessment, a model for creating an information literacy curriculum map, gain practical insight on the challenges of teaching and assessing information literacy competencies in multicultural classrooms, and gain a broader understanding of assessing information literacy competencies at their institutions.

Active Learning

Discussion and problem-based learning exercises will enable participants to work in small groups to practice aligning information literacy outcomes based on Association of College and Research Libraries (ACRL) standards to information literacy test items. Participants in their small groups will also analyze data from a Skylight assessment, interpret results and draw conclusions about student learning.

Lightning Rounds

The librarian in the class: embedded librarians online

Judi Windleharth, National University

I've been taking the library to online students who often aren't aware of the resources that we have to offer them as an embedded librarian in their online course. By running a library discussion thread I've been able to help with searches, suggest databases, discuss peer review, and steer students towards using our electronic and print book collection. I would be happy to succinctly share strategies with other librarians for getting faculty on board with this type of collaboration.

Student-centered Course Guides

Jacqui Grallo, California State University, Monterey Bay

During this lightning-round, participants will learn how to initiate a conversation with students in instruction sessions by pushing the boundaries of the web-based, course-specific research guide. CSUMB librarians are leveraging the open-source research guide tool Library a la Carte to accomplish goals that are typically associated with the learning management system and require close collaboration with the course instructor. Learn simple ways to use technology (and not necessarily Library a la Carte) to save time and energy while putting the student at the center of your information literacy classroom conversation.

Outreach on a Shoestring: Library Support Distance Education Students at Chaffey College

Carol Hutte, Chaffey College

One of the mandates of the School of Instructional Support at Chaffey College is to work towards providing an equal level of services to our Distance Education population particularly in regards to two populations of DE students, those taking courses fully online and those taking courses via correspondence at Chino Institute for Women(CIW). This presentation will focus on the some of the initiatives of Library faculty to improve support to these DE students while working within the framework of currently available resources and staffing.

Engaging International Students in Active Learning

Lan Shen, Purdue University Calumet

Teaching information literacy in classrooms with international students can be challenging for instructor. The proposed lightning-round presentation is addressing how to provide active learning techniques to engage international students in their problem solving and critical thinking skills in information search. The use of power point lecture, visual database search, and database with listen text-to-speech feature is helpful in such classroom environment. Think-pair-share activates after presentation give all students the opportunity to build search strategies and discuss their ideas. It also enhances the student's oral communication skills as they share their ideas with the class. Active learning techniques help all students regardless of their language proficiency equal access to the library resources.

“Do I have to?” What I learned from jumping into my organization's sandbox.

Lucy Bellamy, Fashion Institute of Design and Merchandising

As a new manager, part of my responsibilities includes participation in college committees; a task, which I expected, but did not eagerly anticipate. The reputations of many of the participants seemed a polar opposite to my approach to library services. However, I have found that participation in these committees is the ONLY vehicle in which to not only exchange ideas with those in a position to “make things” happen, but to also invite the opinions and feedback from those that influence a larger community (i.e., faculty and students). It’s been a year since my participation began and my attitude and theirs have changed for the better, paving the way to some exciting new changes and service offerings benefitting the campus community! Some ideas that have gained some traction since my college committee participation began:

- Active WASC accreditation/strategic planning
- Information Literacy-focused class presentations
- Focus on faculty information literacy
- Faculty/Library Collaboration
 - embedded Librarian model
- Roving Reference/Library Lunch hour proposal

“If I controlled the Internet...”

Allison Carr, CSU San Marcos

As an extra credit assignment, students were asked to write poems about research, the library or the Internet. What originated as a fun activity, turned out to be much more. As a result, we know more about how our students use the Internet and the library, as well as their fears and emotions about doing research. Participants will view a clip of a slam used to give the students inspiration, as well as examples of student poems. These fun and refreshing examples provide a glimpse into our students’ creativity and personal views on the Internet, research or the library.

Two-minute yoga

Joan Kaplowitz, UC Los Angeles

I demonstrate a brief yoga routine that can be used as a quick warm-up before teaching to help alleviate stage fright and relax instructors as they prepare to teach. The routine can also be used as a stretch break during longer instructional sessions.

Beyond the Reference Desk: Library Reference and Outreach Services at the Atlanta University Center Robert W. Woodruff Library

Angiah Davis, Atlanta University Center

The Atlanta University Center Robert W. Woodruff Library is privileged to be the sole library for four distinguished Historically Black Colleges and Universities. This role can be a challenge when trying to reach library users on all the campuses since the physical building of the library is not centrally located. With the help of technology and campus contacts, Woodruff librarians are taking their reference services to where the researchers

are – on campus. This presentation illustrates the library's need for this service, approach in coordinating the program and which aspects of the program have been successful and what can be improved.