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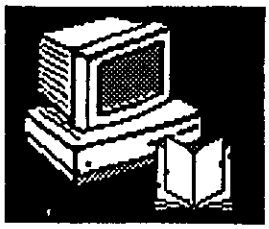

CCLI NEWSLETTER

California Clearinghouse on Library Instruction

Volume 20, Number 1 Fall 2000

CCLI North 2000 SPRING WORKSHOP

Teaching the Nintendo Generation : Ideas and Strategies for Moving Learners to the Next Level

by Kris Veldheer (Graduate Theological Union) and Mari Miller (UC Berkeley)

Do these scenarios sound familiar to you? While meeting with an Instructor to plan a BI session, he complains about how his students turn in term papers with all the citations being URLs and information obtained from the worldwide web? A student approaches you on the reference desk and asks, "I did a subject search on Napster and the library catalog didn't have any information."

On Friday, May 12, approximately 80 people gathered at the Fremont Public Library for the annual CCLI-North spring workshop to explore ***Teaching the Nintendo Generation : Ideas and Strategies for Moving Learners to the Next Level.*** Morning presentations included keynote speaker **Judy Zebrowski** of Bucknell University, and panel speakers **Elizabeth Ginno** and **Kate Manuel** of CSU-Hayward, **Joseph King** of San Jose City College, **Mary Dolan** and **Karen Brodsky** of Sonoma State University, and **Edith Crowe** of San Jose State University. After lunch, the afternoon session consisted of small group discussions focussed on related topics, followed by a report from each group.

In her keynote speech, Judy Zebrowski addressed ***Knowledge in a Nanosecond: Teaching Information Literacy to the E-Generation.*** Drawing on experiences with first year students at Bucknell University in Pennsylvania, she stressed the need for creativity in first year programs. Zebrowski went on to outline several of the methods Bucknell uses to reach first year students including notebooks, pizza parties, help contacts, and flyers. In every form of outreach, the emphasis on basic skills for surviving the college experience--reading, writing, computing, learning how to think--are stressed. Reaching students where they are is very important in teaching the E-Generation.

The panel speakers offered their own spins on how to reach the Nintendo generation. For Elizabeth Ginno and Kate Manuel the solution was adapting instructional materials based on student evaluations so that redeveloped homework, handouts, and classroom techniques reflect student learning styles. Liz and Kate's power point presentation on ***Matching Instructional Design to Student Learning Styles*** and extensive ***Bibliography*** can be viewed at **www.library.csuhayward.edu/staff/ccli.htm.** For Joseph King the emphasis was on taking controversial topics and creating one-page Pathfinders called ***Just Give Me the Facts.*** Mary Dolan and Karen Brodsky addressed starting early with students in the K-13 age group, and how to make learning fun while instilling the basics of information competency. Lastly, Edith Crowe focused on how teams of faculty and librarians at San Jose State experimented with redesigning General Education courses to incorporate library and internet skills.

Afternoon small group discussions allowed workshop attendees a chance to talk about what they are doing, as well as focus on topics not addressed earlier in the day. Overall, a great deal of discussion and learning went on during the day. Fremont Public Library was a wonderful choice for the location with it's central Bay Area location, new building, proximity to BART, wheel-chair access and large meeting room that was well received by CCLI members.

For more information on the workshop and speakers, visit the CCLI-North website **http://library.monterey.edu/ccli/programs.html.**

TEACHING AS PERFORMANCE

by Linda Goff

I have always felt that a good instruction librarian has to have a bit of ham in order to do the job. This feeling was doubly reinforced by the LIRT program at ALA ***Teaching as Performance***, held Sunday, July 9, 2000.

The first speaker, **Monika Antonelli**, is ***both*** a librarian at the University of North Texas ***and*** an actress. In addition to her library career, she is currently the voice of a popular TV cartoon character on the Cartoon Network. She said that theatrical techniques teach us to make full use of our body, voice and environment, and therefore makes teaching more enjoyable.

Monika's powerpoint presentation was enhanced by demonstrations of what she recommended as very practical ways we could use theatrical techniques:

- Take 5 minutes before class for a warm up – do neck and shoulder rolls and vocal exercises, such as sighing
- Use movement for emphasis – take 3 steps forward at the end of a phrase or pause
- Don't walk on you lines – stop to talk
- Use controlled movement – avoid pacing, fidgeting or slumping. Practice to be still
- Use eye contact – scan the room right to left, don't stare at one person. Let your enjoyment of teaching show in your eyes
- Use silence for emphasis
- Use props and humor – a rubber chicken is always handy
- Use music when appropriate – it creates a mood and relaxes
- Humor - use cartoons, tell stories, poke fun at yourself
- Rehearse – ask a colleague to make a videotape so you can see yourself perform.
- Start small – try one new technique at a time

Monika's final advice was: "Don't be afraid to go out on a limb – that's where the fruit is!"

Joe Dempsey the second speaker is an actor with the American Theatre Company. He has toured with the Second City National Touring Company, noted for it's improvisational comedy. His is not a librarian, but is married to one, and so hears all about our challenges and problems. Joe got a little Zen about things at times, and an ongoing joke arose about creating a haiku.

He added to Monika's list of things to do when "performing" for a class:

- Be specific – if they don't get it, change your examples
- If you're nervous, acknowledge it
- Be non-judgmental, go with the flow
- Know your audience, your material and yourself
- Make the students look good

Joe's best advice during the question and answer session was very practical and went beyond just teaching. He said to give a good performance you must be healthy, and recommended being well rested (take naps!), hydrated, to eat a good lunch, and for us to get out of the building for some fresh air. If you are faced with a class or audience that doesn't want to be there, don't waste your time or theirs, end the session early.

The final version of the instruction haiku was suggested from the audience based on Joe's lead:

Going with the flow
Take the judgment out of it
It's not about us.

A perfect way to end the session.

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A Message from the CCLI Chair

Dear Colleagues,

As another school year gets under way, CCLI begins another year of planning and preparation. After another successful Spring workshop, I would like to thank Kathlene Hanson and the CCLI Steering Committee for all of their hard work. If you happened to miss the workshop, see the article on page one.

In the coming year, CCLI will be tackling two main projects. First, the CCLI website will receive some attention. After a successful poster session at LOEX of the West in June 2000, Kathlene Hanson and Helene La France want CCLI to look at how it is unique. They also want to look for ways to distribute the work of maintaining the website to other CCLI members. Secondly, another workshop is being planned for Spring of 2001. Working loosely with the topic of ***The Future of Library Instruction***, the Steering Committee will be looking for speakers and locations.

If you want to be a part of the planning process for the 2001 activities, please feel free to contact me or check the CCLI website. Our next meeting will be Friday, December 9 at San Jose State University. If you are interested in attending the meeting please contact Tina Peterson **(peterson@mail.sjsu.edu)** for details and directions. The address for the CCLI website is:

http://library.monterey.edu/ccli/meetings.html

As a reminder, all members of CCLI are welcome to attend the meetings and encouraged to participate in the planning process.

I am looking forward to another successful year for CCLI, and welcome your participation in the process.

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UPCOMING PROGRAMS OF INTEREST TO INSTRUCTION LIBRARIANS
CLA ANNUAL CONFERENCE

Sunday, November 12, 2000
4:30 PM - 5:15 PM
Certified Library Users : Teaching Library Skills to Patrons
Sharon Kornhaus, Sunnyvale Public Library
How to teach library skills to patrons and provide life-long learning opportunities.

Monday, November 13, 2000
8:00 AM - 9:15 AM
From Cradle to ? : Information Competency Continuum
How do academic librarians from each academic level integrate information competency into their curriculum/programming? What collaborations might exist among academic institutions to optimize their outcomes? A panel will discuss current standards, common goals, and assessment techniques.

Information Competency Takes Center Stage

by Ruth Sisoon and Andy Kivel

Information competency has taken center stage at Diablo Valley College (DVC) as a result of a three-year faculty review of the college's General Education Requirement. The effort to integrate information competency into the curriculum is ongoing.

After comprehensive review, the General Education Review Plenary Committee accepted new areas of study to be included in the Associate of Arts degree. Of the four proposals, Information Competency was the only one voted by the committee to be presented to the faculty. In May 2000, DVC faculty voted for acceptance of the new Information Competency requirement.

DVC Library has also embarked on the following information competency programs funded by the Chancellor's Office's **Fund for Student Success**:

- **Intersegmental Joint Faculty Project** established active involvement and input from representatives from local institutions including high schools, community colleges, universities and public libraries. We've held three Information Competency Colloquia provided a general overview of information competency focusing on needs assessment and solutions to create effective educational environments. Nearby College Park High School has agreed to adapt our information competency courses for use by secondary students. Our outreach efforts will continue within our own district to increase cohesive understanding and support of information competency.

- **Information Competency Expansion Project** began with the revision of our transferable course, Library Studies 120-Introduction to Library Resources. The content has broadened to include information competency skills such as search strategies, evaluation of sources and critical thinking. The grants will enable us to develop an online format of this course.

- **Basic Skills/ESL Institutionalization Project** allows us to "pilot" course offerings of ESL and Basic Skills Classes during the 1999-2000 academic year in both the traditional and online course formats. It is clear that conversion of traditional course content to online mode of instruction requires additional course design to fit the virtual environment.

The stage is set. The effort to integrate information competency into the curriculum is ongoing and to be successful it will involve librarians working closely with faculty. It is a collaborative effort.

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Web Site and Depository of Instructional Materials UPDATE

by Kathlene Hanson

Web site visitor statistics:

Since the announcement in September 1999 that the Depository was moving to an online format, there have been 1014 visitors to the CCLI-North website. Over 400 of these visitors have linked to various sections of the Depository itself. 175 of you also read our annual newsletter online.

Web site publicity:

The Depository also got a bit of publicity in June 2000 when Helene La France and Kathlene Hanson presented a poster session during the LOEX of the West conference in Bozeman, Montana. After the conference, we had a number of suggestions for additions to the Depository.

Plans for the Online Depository:

Some of our plans for this year include sending out acknowledgement letters to those libraries whose sites we are featuring on the web site. We also plan on adding searching features. Of course, we would very much like to continue to expand the Depository. You can help, by contributing links to your instructional materials via the online form at **http://library.monterey.edu/ccli/deposi.html.**

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START PLANNING EARLY . . . . .

LOEX 2001 Conference

Conference Home Page

Call for Proposals

Tentative Schedule

29th National LOEX Conference

"Managing Instruction Programs In Academic Libraries"

June 15-16, 2001

Hilton Wilmington Riverside
Wilmington, North Carolina

LOEX 2000

"First Impressions, Lasting Impact: Introducing the First-Year Student to the Academic Library"

The theme of the 2001 conference will deal with managing library instruction programs in academic libraries.

The conference registration fee will be $235. This fee includes three meals on June 15, and lunch and dinner on June 16.

Details, including program and travel information, will be available in March, 2001.

URLs For Library Instruction Websites:

CCLI-North: **http://library.monterey.edu/ccli**
(Reminder: check here for new Depository items)

CCLI-South: **http://gort.ucsd.edu/dtweedy/ccli.html**

ACRL-IS: **http://www.libraries.rutgers.edu/is**

LOEX: **http://www.emich.edu/~lshirato/loex.html**

LOEX of the West: **http://www.lib.montana.edu/loex/**