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California Clearinghouse on Library Instruction
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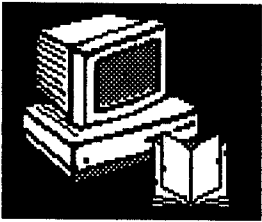
CCLI NEWSLETTER

California Clearinghouse on Library Instruction

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COLLABORATION AND INFORMATION COMPETENCE: EFFECTIVE STRATEGIES AND MODELS
by Tina Peterson

CCLI presented the annual **Spring workshop** on April 27, 2001 with the theme of collaboration for information competence. Approximately 73 attendees enjoyed a day of lively presentations and creative poster sessions given by California leaders in information literacy. The discussions were lively, librarians networked with colleagues from throughout Northern California, and the food was great. It was, in short, another productive and fun CCLI workshop!

Susan Curzon, Dean University Library, CSU Northridge, inspired the audience with her enthusiastic keynote address on the CSU Information Competence Initiative as an effective collaborative model. Dr. Curzon outlined the initiative begun in 1995 when the founding system-wide group endorsed information competence (IC) and provided funding for campus-based projects. "We had money; never underestimate the power of that!" said Curzon. The goals were to **promulgate, assess, and encourage** IC development.

Promulgation began through grants to librarians on individual campuses, using the ACRL standards as a model (**www.ala.org/acrl/infolit.html**). See **http://library.csun.edu/susan.curzon/infocmp. html** for project descriptions. Phase One **scenario assessment,** has taken place. For further information see **www.csupomona.edu/~kkdunn/Icassess/ frontpage.html**. Phase Two will include ethnographic descriptions of how students complete IC tasks with comparisons to experts. **Encouragement** promotes collaboration with classroom faculty through grant monies going directly to academic departments working with librarians.

Dr. Curzon described what she has learned about the collaboration process for information

INFORADIO HITS THE AIRWAVES
by Ross T. LaBaugh

California State University, Fresno is pleased to announce the first series of radio features designed to teach information competency skills to college and university students. Called *InfoRadio* it is a collection of 28 spots which focus on a specific reference source, information literacy skills, or writing strategy. It is similar in format to radio features you may have heard on National Public Radio such as "A Moment in Time", "The Ocean Report" or "Star Date".

InfoRadio is aimed at college and university students via their campus radio stations. The hope is for libraries (like yours!) to buy the CD ($300) and donate it to your college radio station. The station can either sell airtime, or run it as a promo for your library or library instructional program. You can "bumper" the feature with your own message or tag lines. (Ask your radio folks to do this.)

Funds for this first series were made possible from The Information Competence Project of the California State University and the Madden Library at Fresno State. It is still a work in progress, we are very excited about this new venture.

For further information about InfoRadio, comments or suggestions visit our (temporary!) website www.csuinforadio.org or contact:

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COLLABORATION AND INFORMATION COMPETENCE...
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competence. First, collaboration can be fragile. To strengthen and sustain it, she recommends staying the course in the face of resistance to IC, getting continuous feedback on what works and does not, and sending a clear and continuous message about the importance of IC. The library and librarians must make a strong commitment to IC as an important skill for students, and gain teaching faculty's and academic department's endorsement of partnership. The environment must be right for this partnership to start off in an effective manner and partners must agree on clear deliverables, realistic timetables, and well-defined lines of responsibility. Libraries must be perceived as an integral part of the educational program on campus and show flexibility, creativity, and the ability to move out of the comfort zone. An understanding of, and respect for, classroom faculty's role in the curriculum is vital. Finally, librarians must be long distance runners. Persistence is the key to combating the fragility of collaborative projects.

Dr. Curzon reminded the audience of the continuing importance of information competence activities:

- Students are not "an empty bowl into which we pour information", but rather an organism with a working brain who need to know how to evaluate information;
- Critical thinking is embedded in IC;
- IC is a lifelong skill;
- IC skills give a strategic advantage in the workforce;
- IC skills help students to manage their lives effectively;
- Learning is a combination of content plus competencies;
- IC is one of the six important skills for students, including literacy, math literacy, media literacy;
- IC is a vital part of the educational strategy at the University; students turn in better products.

Dr. Curzon went on to enumerate models of instruction, including:

1. Introduction, e.g. freshmen, first year experience;
2. Incorporation into GE;
3. Discipline-based with specific learning outcomes for discipline;
4. IC course for credit;
5. Demonstration of IC mastery (e.g. testing out);
6. Focus on collaboration with classroom faculty;
7. Outreach to and collaboration with high schools;
8. Entrance requirement;
9. On demand.

Curzon reminded the audience that in reality, most institutions employ several of these models working together. After a spirited Q&A session, Dr. Curzon extolled the audience to keep on collaborating and to make connections with our colleagues who advocate reading and literacy.

Patricia Bolds, Media Library Teacher at Alhambra High School in Martinez, spoke about lessons learned from participation in the Digital High School Technology Grant Program (DHSTP) – www.cde.ca.gov/ditalhigh/. She captivated the audience with her strong and stimulating **advocacy for the proactive stance** when working collaboratively with teachers. The DHSTP aims to provide technology literacy in all high schools, with a strong information literacy component. Collaboration is required within the project, usually in the form of partnerships with post-secondary institutions. IC is incorporated into the curriculum and taught by both library media teachers and classroom teachers. Ms. Bolds advice to us was "pay the staff and they will come" and the DHSTP allows just that. She advocates working with teacher-peers through a flexible, gradual plan to build IC skills through courses such as English, Social Studies, Business, Math, and Science. She serves as a consultant on technical aspects of the intranet and internet, assists in developing lesson plans, and supports technical literacy through a teach-the-teachers model. IC becomes the focus of the entire school-wide staff with chosen teachers as mentors in charge of a group of other teachers. Onsite training, food, and premiums such as bookstore certificates keep the training program convenient and attractive.

Ms. Bolds recommended that **collaboration invitations should be initiated by college and university librarians.** Typically, college, university, and high school librarians might start out by meeting twice yearly to exchange information on what IC programs, initiatives, and goals are in operation at their institutions, and only in the second year begin planning for IC articulation. The audience came away from her presentation with strong motivation to start this process in their home institutions.

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Poster sessions provided an opportunity to chat with colleagues who have been involved in successful collaborative projects. They included:

- *Information Competency and California Communty Colleges* by Beth Fain and Andy Kivel from Diablo Valley College;
- *The Information Literacy and Technology Project: Developing a University and High School Collaboration* by Janet Martorana and Sylvia Curtis from UCSB;
- *Library 1010 and other Collaborative Information Competency Activities at CSU, Hayward* by Doug Highsmith, CSU Hayward;
- *From Workbook to Web: Building an Information Literacy OASIS at SFSU* by Ned Fielden and Jeff Rosen, SFSU;
- *Successful Integration of Information Competence into the Communication Studies Curriculum at CSUS* by Linda Goff, CSUS;
- *InfoRadio* by Ross LaBaugh, CSU Fresno.

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by Linda Goff

The CCLI Spring program on *Collaboration and Information* seemed to foreshadow the instruction programs at ALA this year. Collaboration, Partnerships and Information Literacy seemed the key to all the programs that interested me at ALA this year.

The Library Instruction Round Table (LIRT), presented an excellent program on Sunday, June 17, *Partnerships for Instruction*. The first speaker was from San Jose Public Library and spoke about how their merger with San Jose State University would affect their training efforts as they consolidate their program with the much larger Library Education (LEAP) at the University. She emphasized that public and academic libraries now find themselves linking with other library types to facilitate information-seeking skills.

The second speaker was a former school and public librarian who has been active in providing library services targeted at teens.

A poster session featuring examples of library instruction partnerships followed the speakers.

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Forging Library Partnerships in the Networked Age

A one-day conference designed to help you look at new opportunities offered by the networked environment to forge innovative partnerships and collaborative relationships. The conference is sponsored by the Librarians Association of the University of California, Berkeley (LAUC-B) and the University of California, Berkeley Extension. Join a host of creative thinkers, including **Paul Duguid**, co-author of *The Social Life of Information*, keynote speaker, **Carol Tomlinson-Keasey**, Chancellor, UC Merced, featured speaker, and a panel of partner-savvy players who will stimulate and challenge you to more effective strategic planning.

Friday, Nov. 2, 2001; 9:15 a.m.- 4 p.m
Clark Kerr Campus, UC Berkeley
$25 - UC Berkeley faculty, students, staff
$55 in advance, non-UCB affiliated registrants
$65 at the door

Registration includes breakfast, lunch, parking. For more information and registration check out the conference website:
http://www.lib.berkeley.edu/LAUC/Partner

***How to Keep from Glazing Over When You
Hear the Word Assessment: Realistic
Strategies for the Library Instruction
Community***
by Brian Quigley

Assessment certainly has been generating a lot
of interest lately. To capitalize on this interest,
the ACRL Instruction Section offered a pre-
conference on assessment at ALA Annual in
San Francisco. At the preconference,
attendees benefited from the considerable
expertise of the presenters.

Betsy Wilson, University of Washington
(**betsyw@u.washington.edu**) opened the
preconference with a presentation on ***Educa-
tional Collaborations and Partnerships***.
Within her presentation, Betsy advocated the
creation of "engaged colleges and universi-
ties" – institutions that systematically struc-
ture, reward and encourage collaboration with
the community. She listed several attributes of
collaboration, including shared vision, ability
to negotiate, comfort with ambiguity, and hard
work. She stressed that collaboration differs
from coordination and cooperation.

Mary Jane Petrowski, Colgate University
(**mjpetrowski@mail.colgate.edu**) spoke next
on ***Best Practices and the Fine Art of Collab-
oration***. Mary Jane noted two primary ex-
pectations of information literacy managers:
(1) to develop information management
competencies in student populations; and
(2) to expand the influence of the library
within the college or university. To do so, we
each need to be "an articulate, collaborative,
creative, enthusiastic manager." Mary Jane
then showed an interesting video called
Tactics of Innovation. The video outlined
five guidelines for selling new ideas:

- Upside yes, downside no – emphasize the
  clear benefits of success over the minor
  consequences of failure;
- Seemingly simple, small steps – make
  new ideas appear simple and implement
  them gradually;
- Clear message, compatible fit – use
  familiar language (i.e., don't create new
  jargon) and emphasize the compatibility
  of new ideas with the current structure;

- Credible messenger, reliable performance
  – use credible, reputable colleagues to
  present new ideas and be sure the new
  ideas work consistently from the
  beginning (i.e., work out the bugs before
  implementation);
- Easy in, easy out – make new ideas easy
  to implement and easy to "opt out" if
  unsuccessful.

Joan Kaplowitz, UCLA (**jkaplowi@library.
ucla.edu**) followed with a talk on ***Assessing
Your Teaching***. Although she mentioned
several assessment techniques, she focused on
peer appraisal. In peer appraisal, two librar-
ians form a team to observe each other's in-
struction, then share feedback. Joan stressed
the requirements for successful peer appraisal
teams:

- Collaboration
- Reciprocity
- Equality
- Encouragement
- Discussion and reflection
- Mutual support
- Confidentiality
- Trust
- Commitment.

Finally, Debra Gilchrist, Pierce College
(**dgilchri@pierce.ctc.edu**) concluded the
morning session with her presentation on
***Improving Student Learning: Assessing
Information Literacy***. She listed five
questions librarians can use "to facilitate the
process" of student assessment:

1. What do you want the student to be able
   to do?
2. What does the student need to know in
   order to do this well?
3. What activity will facilitate the learning?
4. How will the student demonstrate the
   learning?
5. How will I know the student has done
   well?

Debra then discussed her own experience
developing an information literacy assignment
within the context of these questions.

After a break for lunch, attendees reconvened
for two breakout periods in the afternoon
session. Each attendee chose two breakout

topics from a list of four: assessing collaborations, assessing impact, assessing instruction and assessing student learning. The sessions varied greatly in quality, but provided an opportunity to discuss and work with the concepts covered in the morning session. Overall, it proved an entirely worthwhile exercise. No website currently exists for this preconference, so you should contact the speakers for more information on their presentations.

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MODELS FOR DISTANCE LEARNING SERVICES

I attended a most excellent program at ALA annual conference on Distance Learning and asked Susan Davis to write a short summary for the CCLI Newsletter.   The Editor

The Distance Learning Section of the American Libraries Association presented *Integrate, Separate, or Outsource: Models for Distance Learning Services* on Saturday, June 16, from 2-4 p.m. Alexander (Sandy) Slade, Executive Director of the Council of Pacific and Prairie Universities (as of July 1), began the program

with an excellent review of current trends, issues, and hot topics in distance learning library services, based on his ongoing and extensive review of the literature.

Steve Schafer, Director of Library Services at Athabasca University (AU), Canada's Open University, discussed his library's 30 years of experience with the integrated services model, that is, providing distance services with the same units that provide in-house services.

Anne Marie Casey, Director of Off-Campus Library Services (OCLS) at Central Michigan University, presented the separated model for DL services, where services are staffed and often funded separately from in-house library service units/staff.

The outsourcing model was discussed by **Kim Dority**, Vice-President of E-Global Library. Ms. Dority outlined the type of services our libraries or commercial service providers should be offering to distance learners, using specific examples of EGL services to illustrate her points.

Sandy Slade took the podium again to conclude the program with an outline of future Distance Learning library service trends, and a list of issues specifically for library administrators.

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URLs For Library Instruction Websites:

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

sCIL: **http://clics.ucsd.edu/scil/**

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/**