



# Report from the Workshop: Finding the Teachable Moment: Integrate, Collaborate, Appreciate

By Scott Hines

*Report from the CCLI Workshop held May 20, 2005 at the San Jose State University/Martin Luther King, Jr. Public Library.*

The 2005 CCLI Spring Workshop began with a panel discussion focused on responses to a quite provocative article published in the Chronicle of Higher Education.

On the panel were Sandy Warming-ton from Sacramento City College, Mari Miller from UC Berkeley, Ilene Rockman from the Information Com-petence Initiative in the CSU Office of the Chancellor, and Kyzyl Fenno-Smith from CSUEB

The title of the article was "Information Literacy Makes all the Wrong Assump-tions", and it presented the views of Stanley Wilder, who is the associate dean of the River Campus libraries at

the University of Rochester and author, most recently, of *Demographic Change in Academic Librarianship* (Association of Research Libraries, 2003).

Librarians would not be teaching students to be- come librarians, but to ab- sorb and add to their disci- plines in ways that make them more like their pro- fessors."

Mr. Wilder sums up his

**Teachable Moments:**  
Spontaneous opportunities to use an ex- perience at hand to demonstrate a skill or principle.

views in the article by say- ing: "The library's educa- tional function would be to make students better writ- ers, according to the stan- dards of the discipline.

Mr. Wilder maintains that students do just fine on their own when searching for information, that they do not want to become  
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## Finding **\*\*Learnable\*\*** Moments Keynote Address — 2005 CCLI Workshop

*"It's all about you: Helping students find \*learnable\* moments in class, in the library, in life" — Keynote deliv- ered by Kyzyl Fenno-Smith*

reported by Scott Hines

When Kyzyl Fenno Smith hears the phrase "teachable moment", she immed- iately thinks "why not the 'learnable

moment?" So she ap- proaches instruction as an opportunity to find "learnable moments" in which instruction is stu- dent-centered.

So how to make instruction student-centered, how to find the learnable moment?

Fenno-Smith sees two im- portant prerequisites to finding the learnable mo- ment -- being cognizant of the knowledge that students bring to the instructional situation, and being cogni-

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http://ic.arc.losrios.edu/~ccli/

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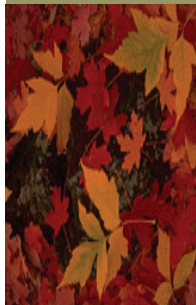
### 2006 CCLI Workshop

**Coming May 12, 2006:**

**Challenges for Information Literacy in the Age of Google and Federated Searching**

**Keynote Speaker:**

**Lynn Lampert  
CSU Northridge**



## Loex 2005 Conference Report

By Elizabeth Nelson, National University, CCLI Steering Committee Chairperson

The LOEX 2005 Conference was held May 12-14<sup>th</sup> in Louisville, Kentucky, and gave both the presenters and participants an opportunity to expand their understanding and awareness of Library Instruction. "Discover, Connect, Engage, and Creative Integration of Information Literacy" was this year's theme. You can view the presentation Power Points at: [http://www.emich.edu/public/](http://www.emich.edu/public/loex/slides.html)

[loex/slides.html](http://www.emich.edu/public/loex/slides.html).

Elizabeth O Hutchins, Keynote Speaker, is a library consultant, educator, and writer. She was previously Assistant Professor and Coordinator of Library Instruction at St. Olaf College, Northfield, MN. Her presentation was entitled: "Information Literacy as Shared Discourse: An Opportunity

for Engaged Pedagogy." In reflecting on her experience at St. Olaf College, she helped us to recognize the enduring value of our roles in information literacy instruction.

"Building Information Literacy Skills: One Class at a Time" by Connie Ghinazzi of Augustana College was an example how excellent teach-

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## CARL-North Workshop

### Is There a Blog in Your Future? Workshop on Weblogs for Librarians Part 1

By Scott Hines, Pacific Graduate School of Psychology

August 12

CARL-North ITIG and CLA Academic Section:  
"Is There a Blog in Your Future?"  
Workshop on Weblogs for Librarians - Part 1  
9:30 AM to 3 PM  
San Jose State, King Library 213

Mari Miller, CARL-North ITIG Chair and Reference Librarian and Subject Specialist in Information Management and Systems, welcomed attendees to the workshop and invited all to communicate suggestions on future speakers and programs and to get involved with

the group if interested. You can email Mari at [mmiller@library.berkeley.edu](mailto:mmiller@library.berkeley.edu) with suggestions or to get involved.

Mari also thanked the CARL-North ITIG team, particularly Christine Holmes serving as program director,

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## 2005 International Federation of Library Associations (IFLA) Conference

### OSLO Norway

By Linda Goff, CSU Sacramento, CCLI Treasurer

REPORT FROM THE WORLD  
LIBRARY AND INFORMATION  
CONGRESS

71st IFLA GENERAL CONFERENCE AND COUNCIL

Oslo, Norway August 13-19,  
2005

Linda J. Goff, Head of Instructional Services at CSU, Sacramento

My first inkling that I might be able to attend the International Federation of Library Associations

(IFLA) conference was in January of 2004 when the LIRT (Library Instruction Round Table of the ALA) was asked to nominate someone as a representative to the IFLA Information Literacy Standing Committee. It could have been in recognition of my long-term and active membership

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## Virtual Reference Desk (VRD) 2005 Conference Report

By Scott Hines, Pacific Graduate School of Psychology

Virtual Reference Desk Conference

San Francisco, CA

November 14-15, 2005

The Seventh Annual Virtual Reference Desk Conference, held this year at the San Francisco Hyatt Regency, was titled "Recognizing the Success of Reference", and the

theme of virtual reference as a given, as a done-deal, as a concept that is no longer new, was much in evidence.

Many of the presentations were centered around not how to do virtual reference, or whether to do virtual reference, but rather on which products to buy or use, success stories from around the world,

and results of almost a decade's worth of research and evaluation of virtual reference services.

### Instant Messaging as VR Platform

Many presentations centered around using the relatively low-tech (my how that term's meaning has changed in a decade!) mode of Instant Mes-

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# CCLI 2005 Workshop Reports

## Real-World Constructivist Pedagogy

**Pam Baker, CSU Monterey Bay, and Topsy Smalley, Cabrillo College**

*Reported by Topsy Smalley.*

The two presenters, Pam Baker from CSU Monterey Bay and Topsy Smalley from Cabrillo College, have collaborated on a number of projects and presentations, finding that sharing perspectives on learning and teaching has been mutually beneficial. The collaborations have concerned a number of different activities; articulation of information competency classes between their two institutions, and interest in developing instruments for assessing information competency, are two examples.

After a brief review of the recent emergence of constructivist approaches to teaching and learning, outlining how pedagogy guided by behaviorist theories has given way to pedagogy guided by cognitive

psychology, the presentation focused on some examples of constructivist techniques that might be used in a classroom situation, or in those innumerable "teachable moments" of Reference Desk encounters.

Deconstructing the search process -- steps to formulating a well-focused researchable topic -- was represented on a handout which Pam and Topsy reviewed with the group. In the presentation, the major focus was on an early step in the deconstruction process called mind mapping.

Mind mapping engages the learner in the process of charting out words and phrases to represent areas of interest and their relation-

ships, bringing to the fore what is already known about the subject. The process encourages the learner to see new relationships, and discover ways of narrowing and focusing their topic. Pam and Topsy reviewed how the process worked using sample topics of the American family, and Indian casinos, and discussed how they had used some of these techniques themselves in their own teaching.

All the participants were then invited to join in constructing a mind map using identify theft as the topic.

A question and answer session wrapped up the presentation.

## The Element of Surprise in Teaching

**Elizabeth Nelson and Brenda Shook, National University**

*Reported by Elizabeth Nelson and Scott Hines*

This collaborative presentation illustrates the parallels between the scientific method of thinking and information literacy and their relationship to teaching. The speakers, Dr. Brenda Shook, Associate Professor of Psychology, National University, Sacramento, and Elizabeth Nelson, M.L.S. and M.P.A., Librarian, Library Information Center, National University, Sacramento, drew parallels and gave examples of using the "Element of Surprise" with adult learners to

create a more dynamic classroom with teachable moments. Using adult learning theory and practice, the speakers explored the logic underlying the use of the "Element of Surprise" with an emphasis on brain functions.

Dr. Shook has conducted research in psychology and neuroscience. She explained to us that there is evidence that novelty in our environment stimulates neuronal growth and enhances our ability to learn. Thus the element of surprise is crucial to ensuring that we have left no stone unturned in stimulating the

greatest learning possible in our students.

Nelson then led us through an explanation of how the ACRL Competency Standards for Higher Education can blend with the psychological principles and theories of "Problem Solving," the Law of Pragnanz, "Sensory Adaptation," and the uses of information.

The Law of Pragnanz tells us that we see what we want to see, that we filter what is in our environment in order to make sense of it in the simplest way possible and in ways that fit what we already know. The ele-

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# 2005 CCLI Workshop Report — continued from page 1

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zant of power issues in the instructional environment.

We as instructors sometimes focus on what students do not know -- they have a "deficit model" of learning -- but Fenno-Smith prefers to focus on what students do know. She sees that students come to any instructional situation with a lot of background knowledge and a lot of expertise that they have already developed on their own and through previous instruction.

The problem is that instructors are often not aware of the knowledge and expertise that students bring to the instructional situation. This lack of awareness is caused in some cases by the multicultural backgrounds of students and instructors -- knowledge gained by a student in her culture-of-origin may not be immediately apparent to an instructor whose cultural background is different from the student's.

Fenno-Smith points to an article by Isabel Espinal (see bibliography), who helps us all to see that Latino students, for example, already know a lot from their own experience that can help them to analyze information sources. In general, students of color have learned a lot in their everyday lives about how to evaluate information, especially information about people of color. In addition to tapping into students' own knowledge, instructors can get tips from an article by Sanford Berman (see bibliography) that helps us to find multicultural materials in library catalogs.

But Fenno-Smith sees an even broader multicultural issue at work -- the culture of the academic environment is different from the culture of everyday life in which students have lived much of their lives. The instructional situation is colored by the fact that students are forced, for the most part, to acculturate to the "foreign culture" of the academic environment in order to succeed in that environment. This is true of virtually every student, regardless of his or her ethnic background.

Many students know that their personal experience, their personal store of knowledge and expertise, is often ignored in the academic world. They also see discrepancies between what they are taught in school and what they know from their own lives.

As an example, Fenno-Smith had a student who told her of the experience of learning

about the Bering Strait theory in her anthropology class, which presented as fact a particular story about where this student's ethnic group originated. The student felt considerable conflict, as her grandfather had told her a very coherent story of where his people had come from, and the two stories conflicted in many ways. The student wanted to offer her grandfather's story as a contribution to the class discussion, but was afraid that the academic story would be seen as the only "true" story.

Instructors have the responsibility of helping them to acculturate to the academic world and to help students to feel an emotional and social connection to the academic environment.

To do this, instructors should try to make it "all about you" -- instruction should be about the students, about how they feel about school, about their success.

Fenno-Smith offers these tips for making it "all about the student":

- \* give students note cards written by previous students with advice on how to succeed in school and in the particular class they're in
- \* have the students write autobiographical essays
- \* run online discussion boards for students to post information about their research each week
- \* do group work in class -- one exercise that's interesting and enlightening is the "your music store" exercise in which students come up with and are provided with lots of musician's names, and students must organize the musicians into categories for a music store -- much fun ensues as we all see what is put into "other" (LC classification joke: "There is indeed an LC classification for "other" -- it's called HQ")
- \* do a term review to make sure everyone knows what everyone is talking about
- \* do an interviewing exercise to help students to share their own knowledge and expertise and learn from others' knowledge and expertise
- \* have students evaluate each other's drafts of papers
- \* have students do journaling
- \* have conferences and consultations to make sure information is flowing both ways

Fenno-Smith also shared with us ideas about possible topics that take a multicultural angle:

- \* Intellectual property and cultural appropriation -- paisley, genetic patents, pirated music and video, who invented things
- \* Library at Alexandria and the Silk Road
- \* Plundered knowledge from Islamic universities as a source of the Italian renaissance
- \* Ethnonyms (from Berman): Inuit instead of Eskimo, etc.
- \* Hegemony and The Matrix: Neo and Morpheus learn of the world that's been hidden and which controls your life, and of the world that is presented to you to shield you from the hidden reality -- that's hegemony

Fenno-Smith offered that our standards for instruction might also change in order to bring multicultural awareness into the picture -- in Australia and New Zealand, their Info Lit standards include references to production of knowledge by indigenous peoples, for example.

We can also be aware of biases in research structures and teach our students about these biases.

The Australian and New Zealand standards also include references to information underpinned by values and beliefs as well as standard research-based information.

All of these things can help to decrease the contradiction between students' personal knowledge and the knowledge presented to them in the academic world.

Kyzyl Fenno-Smith is Reference and Instruction Librarian and Education Librarian at CSU East Bay and may be contacted at

kyzyl.fenno-smith@csueastbay.edu

## LOEX 2005 Conference — continued from page 2

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ing skills can be applied successfully to an integrated approach to information literacy. Flexibility, responsiveness, integration, and departure from one's own ideas for the larger holistic picture were some of the qualities which enabled their Information Literacy program to become a success. Her educational goals include the ability to inspire both creative and critical thinking as well as communicate with both native and non-native speakers of English. (2002, Ghinazzi)

“Developing Strategies for Integration of Information Competence within the Marketing Area at California Polytechnic State University, San Luis Obispo, CA” was the title of a marketing presentation which elaborated on the skills needed to bring about a collaborative faculty-librarian plan by Business Librarian Frank Vuatto. The four P's of Marketing: Product, Place, Price, Promotion and the five C's of partnership development: Communication, Collaboration, Coordination, Cooperation, and Collegiality combined to create a foundation for the development of a business web site and grant program, which enhanced student success in learning and fostered faculty collaboration. (2002, Vuatto)

Vicki Bloom, of UC Riverside, presented “Where's the Beef? Focusing on the Value and Relevancy of Research” This presentation focused on Integrating Research, selecting not collecting, and sparking creativity. She emphasized that research is the intellectual part of the curriculum and it involves knowledge building, comparative analysis, looking closer, and helping everyone understand the resources needed. (2002, Bloom)

Elizabeth Nelson, Teresa Garcia, and Divina Lynch of National University presented:

[“Bringing New Life to the Library Orientation and Information Literacy Program.”](#)

They spoke of the need to move the library and information literacy program from an isolated activity to an accepted campus outcome by identifying with the campus curriculum and the larger playing field. (Stoffle, Fore & Allen, 2002) The team spoke of the expansion and revision of the Information Literacy Program, Orientation Program, and Library Instructional Guides through a team

approach. Lesson Plans, Learning Outcomes and Objectives, multimedia Power Points, Blackboard tutorials, and use of iLinc distance education software were all a part of this revised plan.

Mary Lee Jensen, Assistant Professor and Head of Instructional Service, Libraries and Media Services, Kent State University, presented a paper on “Increasing Your Instructional Effectiveness Through Student-Centered Learning.” Her goal in presenting was to help the audience feel more comfortable with the vocabulary of student-centered teaching and to put themselves in the student's shoes. To do this, one needs to understand the needs and learning styles of the students and change one's own style from being a lecturer to a facilitator. (2002, Jensen).

### **Elizabeth Anne Nelson**

Librarian

National University

Library Information Center

Sacramento, CA

## CARL-North Blog Workshop — continued from page 2

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Michelle Howard who headed up finance and registration, Carol Pierce, the group's webmaster, Susan Boyd for preparing handouts, Ann Hubble for managing listservs and communications, and Jackie Siminitus who provided information on blogs.

This workshop is was co-sponsored by CLA and they will be doing Part II of this workshop on September 19 at CSUEB. Part II will be focused on how librarians are using blogs.

So -- on to the Workshop.

### **Karen Schneider -- Blogs: Not Just Another Ugly Neologism**

The first session was presented by Karen Schneider, Director of the Librarian's Index to the Internet, a leading virtual library that can be found on the web at [lii.org](http://lii.org). Karen is also widely known through her writing, in particular as the Internet Librarian Columnist for American Libraries, and through her own blogs, notably her [freerangelibrarian.com](http://freerangelibrarian.com) blog.

As a matter of fact, Karen has a post at [freerangelibrarian.com](http://freerangelibrarian.com) for August 12, 2005 in which she outlines her presentation in this CARL-North ITIG blogs workshop.

Karen began by explaining what a blog is: A weblog, or blog, is a website powered by software that simplifies and automates publishing to the web.

In the 90's and early 2000's, software appeared that allowed people to create personal journal webpages very easily.

These webpages, these blogs generally have an epistolary or journal style with a feel of immediacy and often are conversational and informal in tone. They can be highly personal, such as [justinland.com](http://justinland.com). They can be commercial, with content written to communicate information from a corporation or business yet presented in the personal style of the blog -- these blogs are sometimes called "astroturf" -- an example is [scobleizer.com](http://scobleizer.com) which is astroturf from Microsoft. Blogs can also be professional, and here is where we find library blogs.

Karen's favorite library blog is Icarus, produced by the Santa Fe Public Library at <http://santafelibrary.blogspot.com/> This blog

is presented in a personal narrative voice, but works very well to bring the reader back into interaction with the library, with the local community, and with local culture and the local arts scene. It uses a lot of "found information," meaning that it presents information that is generated by other operations but are interesting to the blog's readers. This information includes information from library operations reports, such as "top five reserves at the library" or the fact that "Atkins books are not circulating at the high rate that they once did." Also included on the blog is a direct link to the catalog in the form of a library catalog search box.

Software for creating blogs comes in many forms. One popular blog software option is Movable Type, which is commercial software that requires some IT department help for installation and setup, but is easy for a librarian to use to create a blog. Typepad is also easy to use, and inexpensive at \$16/month.

Karen uses Wordpress, which is open source software that she had installed on the server where her blog is hosted. Wordpress requires IT help for installation and setup, but is also easy to use after it is set up. Karen showed us how easy it is to use the software by demonstrating an update on her own blog that took only one and a half minutes as we watched.

Blogs are very accessible to readers, but the most powerful way to push blog content to readers, rather than relying on them to visit your blog over and over again, is through "subscription." Blog readers can "subscribe" to a blog's content through a special technology called a "feed" that works through the markup language XML and is often known as an RSS feed (for Really Simple Syndication).

The process of reading blogs is made even simpler if the reader uses blog reading software such as Bloglines, which organizes blog subscriptions and allows for easy access to all the blogs that you might be interested in following. You can also subscribe to blogs through your browser if you use Firefox. Karen recommends using RSS 2 if you are going to create a feed for your blog, because RSS 2 allows you to include multimedia content in your feeds.

Karen subscribes to hundreds of blogs herself, though she generally follows closely only a few in which she is most interested. She demonstrated Bloglines for us, and

pointed out that all sorts of information can come to you through RSS feeds. Some information that comes through feeds is not even seen first on a blog, but simply uses the RSS feed technology to hitch a ride to your desktop, information such as package tracking information from UPS, for example, or the US Product Safety Commission feed, or Tables of Contents from academic journals. Karen now receives lots of information through blog feeds that she used to receive through email, with the added benefits of no spam and no need to delete unneeded information.

To find blogs, you can use several finding aids. Peter Scott's index at <http://www.libdex.com/weblogs.html> is one source of information on blogs, and Bloglines <http://bloglines.com/> itself has a blog referral service. Technorati at <http://technorati.com/> has a search engine for finding blogs on particular topics as well as a list of most popular blogs.

One benefit for you if you are distributing information through an RSS feed is that you don't have to rely on folks to set their spam filters to allow your content and thus avoid the risk of their spam filters blocking content from your site that is actually desired by your readers.

Karen reports that she saw a 93% increase in usage of her Librarian's Index to the Internet (LII) site after implementing a feed because people come to LII after seeing links and recommendations to LII that appeared in related feeds.

Blogs are quite flexible, providing the ability to blog not only text but also images, video, and audio. An excellent example of using audio is at <http://openstacks.net/os/> An added benefit of using audio is that accessibility guidelines suggest using alternative formats for presentation of information, so blogging with audio might be an excellent way to accommodate some readers' needs.

With these multimedia capabilities, two new forms of information distribution have arisen -- podcasting and vlogging.

Podcasting is the distribution of audio blog content that is downloaded, usually through an RSS feed, and often loaded onto an iPod or other MP3 player and listened to on-the-go.

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# CARL-North Blog Workshop — continued from page 6

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Vlogging is video blogging -- distribution of video through blogs and blog feeds.

## Creating a library blog

If you create a blog, you might follow the common format, with various sections:

- About the Author
- Recent Entries
- Recent Comments
- Archives (often arranged by categories)
- Blogroll (a list of blogs that the author reads)

You might be creating a blog to distribute "what's new" information for your patrons/users. Good examples of this are the feeds presented by Virginia Commonwealth University Libraries at <http://www.library.vcu.edu/> or the feed at Northwestern University found at <http://www.library.northwestern.edu/> or the "what's new" feed at Simon Fraser University <http://www.lib.sfu.ca/>

To push your content to users through syndication, you can get your technology folks to create an RSS feed for your blog or your website. The IT folks can easily find help on the web on how to create a script to produce the feed and then your webmaster can place an RSS feed icon on your website.

Make sure that your news is up front and easily seen on your website and that your RSS feed icon is prominently displayed.

And don't make the mistake of committing to something that you can't deliver -- if you announce the introduction of a blog, make sure to create new content for it on a continuing basis.

All-in-all Karen gave us an excellent introduction to the "blogosphere". If you have questions, you can contact Karen through her blog at <http://freerangelibrarian.com/>

## **Distance Library Services: Framework for Community Building** **Christina Peterson** **Lirarian** **San Jose State University**

Christina teaches online classes in Distance Learning programs at San Jose State and

decided to create a blog to communicate with those students.

She wanted to create community, to ring users together to teach one another how to use the library at a distance.

She had students all over the world and wanted to present an FAQ on using the library, to push late-breaking news about the library, such as password changes, etc, and she also wanted to facilitate student-to-student teaching and learning.

She decided to create a webpage to present the FAQ, but she also decided to create a blog to present late-breaking news and to integrate the blog into her use of WebCT to facilitate student-to-student teaching and learning.

In choosing a blog platform, Tina wanted to see several desirable features. She wanted it to be hosted, with no need to install software on San Jose State's servers. She wanted it to be private, with no indexing on the web by search engines, and they wanted it to be password protected. She wanted the ability to post anonymously but she also wanted the ability to give credit for contributions. The platform would need to be easy to use both by students and by the librarian editor. It should also be stable and persistent, provide for subject sorting, categorization, and menu-driven interfaces. Lastly, it should provide for administrative reports.

Tina set a tight schedule for getting the new service up and running. She would find a graduate student assistant in the spring of 2005, investigate features of blogging platforms and set up a beta site by April, request and respond to feedback from SLIS students who served as her beta testers, publicize the weblog during May, and have it up and running by the end of May 2005.

She chose Squarespace at <http://squarespace.com/>, which costs \$14/month, as the blog platform. It has menus that provide access to everything, and has a great admin section that provides more options than Blogger, one of the most popular blog platforms. Using Squarespace, Tina could create 5 blogs and set separate options for each one of them, options such as setting permission levels for each element of each blog, for example. Squarespace also provides access logs and logs that present information on the website that a user last visited before

visiting the blog and on websites or blogs that link to your blog.

A member of the audience here at the workshop asked a question as to how long it took for the student assistant to do her work. The student, Carol Pearce, says she spent 5-6 hours to look at blog software, 6-7 hours for filtering possibilities through their criteria, and about 5 hours for setting up the blog and adding a bit of html to supplement the default formatting provided by Squarespace.

Another question concerned the distribution of passwords, and Tina answered that passwords were sent to student through listservs that they already knew about and had access to.

Tina brought up several points in a discussion session about library blogs for instruction...

One of her main interests is establishing legitimacy for weblog-based services and resources. One workshop attendee commented that a library director had asked "are there any blogs that are really worth reading?" and another attendee commented that ALA president Michael Gorman doesn't allow blogging in his campus libraries.

"We could screen blogs as we do any other resource," commented another attendee, "and put the ones that we think are best in our resources lists as 'librarian selected' resources."

Workshop attendees were excited about the possibilities for using blogs in distance learning, and one attendee noted that there is a Harvard University art professor uses blogs, so we can see that legitimacy is spreading.

Tina says she is careful to use the word "weblog" instead of "blog" in meetings in order to foster a sense that blogs can have a more formal side that is appropriate for the educational setting.

This helps, she says both in establishing legitimacy and in obtaining support of the libraries and the broader campus for blogging activities. Workshop attendees commented that to some extent we are battling lag in library staff capabilities, noting that library staff and even library subject specialists often haven't even caught up with the custom of using webpages to distribute information and are somewhat resistant to the new mode of

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# CARL-North Blog Workshop — continued from page 7

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blogging. Other attendees commented that we should bring in management and IT folks when attempting to start blogging, especially since IT people are often worried that anything new will simply create more work for them and managers are always concerned, of course, about cost. Tina mentioned that it can be helpful to sell blogs as tools to address these concerns for IT and management, and that it's often a good idea to involve management first and IT will follow.

Attendees wrapped up the session by commenting that getting feedback from users is always great and that blogs can facilitate that process, and others also offered that it's important to develop privacy statements in conjunction with blogging services.

## Steve Sloan Weblogs: A New Tool for Teaching or More of the Same?

Steve Sloan is at San Jose State University in the Office of Academic Technology and serves as an evangelist for emerging technologies at San Jose State and in the larger world of higher education. He presents workshops on technology, focusing on emerging technologies, to SJSU audiences on a regular basis and runs several blogs himself, most notably his sloantech blog, found at <http://sloantech.blogspot.com/> and his edupodder blog, which presents information on podcasting and blogging in education, found at <http://edupodder.com/>.

At the CARL North ITIG blog workshop, Steve presented an introduction to blogging, including a hands-on session for attendees in which they each actually created a blog using blogger.com and also helped attendees to understand the social context of blogging.

Much of the content of his presentation is available in a powerpoint presentation which is available at <http://www.edupodder.com/sessions/ppt/weblogging/20050606.ppt>

Steve began by asking if any in attendance had heard of the "Cluetrain Manifesto." A few had, and Steve went on to explain that the Cluetrain Manifesto is about the concept that "Business is Conversation" and that communicating on the web, especially

through blogs, is much more than simply a technology skill, that it's a skill that changes journalism, pedagogy, and every other process in society. Communicating through blogs creates a global conversation.

He went on to say that we can extend the lessons of the Cluetrain Manifesto to say that "Learning is Conversation" and that, as Cluetrain says, "Hyperlinks Subvert Hierarchy."

An Example: One day Steve went to do a search on google for photojournalism sjsu and what came up first? Not the official page of San Jose State's photojournalism department, but the blog of a student talking about his experiences in the program.

Lesson: "Institutions like our university may go to great pains to control the message. We may create acceptable use and official web policies and all this is run through enterprise PR departments and are considered by high levels of management. Decisions may be made and mandated across the whole of our domain name space. This approach may work fine in a world defined by portals and specific points of entry. But, that is not the way people use the Internet any more."

"Search engines pierce portals. Plus, sources totally outside our name spaces become authoritative. These are sources totally outside an institution's ability to control or define. It is hard for me to imagine a more important concept to get across when considering Emerging Technology. You cannot control the message, the medium itself does that now! Consider this, I am writing this on my lunch hour. Who controls the message of what you are reading now? Is this incredible or what!" [from Steve's Sloantech blog on May 16, 2005]

The blogosphere is the conversation, and the conversation controls the message.

Steve then went through a brief introduction to blogs, quoting a blog, of course (<http://www.bigwales.com/999458.htm>):

"Put very simply, a weblog is a web-based journal from one author or many authors. It presents the content in the form of a single entry. Each entry is completed with a timestamp and invitation for users to comment. A web page can thus be a composite view of many weblog entries, or 'zoomed in' to just one entry. Each of these is usually finished off with what is known as a 'permalink' - a

hypertext link to a single-page view of one entry, allowing users to link to it from their own sites or for bookmarking."

He also shared with us the definition of weblog presented by Dan Gillmore in his book "We the Media":

A weblog is an online journal that is "post-centric", meaning that posts are the most important units rather than pages, as in the webpage mode, and that these posts are usually presented in reverse chronological order and contain links to other blogs and to webpages.

In terms of technology, blogs require a backend server program that is often installed by the blogger or is installed by a hosting service or by IT staff at the request of someone who wants to set up a blog. There are also services that host blogs, such as blogger.com, which we used in our hands-on session in this workshop.

Steve introduced us to some terminology related to weblogs:

- \*\* blog = weblog
- \*\* blogger = one who blogs ("blogger" is also a blog creation tool available at [blogger.com](http://blogger.com) and owned by google)
- \*\* feed = aka (also known as) syndication or RSS -- a way of providing a stripped-down synopsis of a blog so recent posts to it can be easily scanned -- RSS and Atom are two types of feeds
- \*\* aggregator = a program that reads a feed
- \*\* blogfest = A physical and/or virtual gathering of bloggers
- \*\* Blogosphere = The whole blog world -- Blogosphere is to blogging as "the web" is to http

Weblogs can be about anything! Steve showed us examples of personal blogs in which people simply blog about what they did on a particular day, as if they are sharing their personal diary with the world. He showed us blogs about hobbies and interests, such as fishing or hiking, and blogs about products, such as tabletops, and blogs about interesting miscellanea -- an example is the silly news blog at <http://www.sillydude.com/news.php>

To create a blog, you can use any number of blog creation tools.

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# CARL-North Blog Workshop — continued from page 8

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Movable Type is a popular one that features lots of flexibility. Radio Userland is another, and it provides tremendous power to the blogger, though its setup and use is complex. Blogger is probably the most popular with firt-time bloggers and is easy to use, completely hosted on their servers, and has a free option for small, simple blogs.

Many bloggers make it easy for readers to get new content from their blog by setting up a feed on their blog. Feeds can be RSS feeds or Atom feeds. RSS stands for Rich Site Summary or Really Simple Syndication, according to whose history you read. RSS uses XML to make content available to software that reads the XML. Atom is based in RSS, but works somewhat differently in the technical details. A tool called Feedburner converts Atom feeds to RSS.

RSS capability is now being built into browsers, with Firefox leading the way.

But many folks use a feed reader such as Bloglines, Newsgator, or Yahoo's new reader.

Podcasting is a new development made possible by RSS 2.0, which allows the incorporation of multimedia such as audio in an RSS feed. Podcasting allows you to get audio content in the form of MP3 files and listen to them on your iPod, your computer, or any other MP3 player.

Podcasting is especially promising in education, where educators can use podcasting for all sorts of teaching and learning:

- \*\* for distance learning
- \*\* to facilitate self-paced learning
- \*\* for remediation of slower learners
- \*\* to allow faculty to offer advanced and or highly motivated learners extra content
- \*\* for helping students with reading and/or other learning disabilities
- \*\* for multi-lingual education
- \*\* to provide the ability for educators to feature guest speakers from remote locations
- \*\* to allow guest speakers the ability to present once to many sections and classes
- \*\* to allow educators to escape the tedium of lecturing
- \*\* to offer a richer learning environment

One huge development is the use of blogs as a journalistic medium, sitting along newspapers, TV, radio, and traditional websites.

Ethical, legal, and professional issues are already arising that are related to whether bloggers should or do have the status of journalists.

Many blogs live in obscurity, but some become hugely famous and influential -- the blogosphere is definitely having an impact.

A good case study of the growth and importance of blogging can be seen in the case of a professor at San Jose State, Dennis Dunleavy. Prof. Dunleavy began blogging about things in his classes, but then people started to comment in his blog and share news of his blog around the world, and soon a global conversation had developed around issues raised by Prof. Dunleavy. The conversation included posts to his own blog, translations of his blog posts into other languages, and distribution of his essays around the blogosphere and into areas of the web where his influence would not have been expected to reach.

This case study illustrates the way that blogging changes the nature of education by creating a global conversation, extending the classroom into the world and encouraging community involvement in learning, and creating a global community of collaboration, analysis, and exchange of ideas through a very personal mode of interaction.

Hands-on blogging lab

Having introduced us to the power of blogging in education, Steve put us to work creating our own blogs.

He led us to <http://www.blogger.com> and showed us that we can easily create a free blogging account. We each created an account and then created our first post to our newly created blog.

Creating an account was very easy, though Steve reminded us that choosing a name for our blog should involve at least a bit of thought in order to maximize the effect.

Creating the first post was easy -- simply choose the posting tab if it isn't already showing, and then start typing. You can publish the post immediately by clicking on Publish Post or save it to work on again later by clicking on Save as Draft.

As soon as you've Published the post, your blog is officially alive and can be read by the world.

As long as you're signed in, you can look at your blog and see a little pencil icon next to each post -- click on that icon to edit that post. If you're not logged in, go to the main page and sign in and then go to your "dashboard" and click on Edit to change a post that's already published.

You can add html to your posts, but be sure to avoid carriage returns in your code, since blogger has a problem with them when using any html that you add.

Steve pointed us to [edupodder.com](http://edupodder.com) for more info on creating RSS feeds, and wished us a good day in the blogosphere.

We ended the day as bloggers, and we hope that you can join us sometime soon in the blogosphere.

# The Element of Surprise in Teaching — continued from page 3

(Continued from page 3)

ment of surprise helps us to get past these effects, to shake up the preconceived notions of our students and help them to see things in new ways. It also helps our students to learn how to tolerate ambiguity and to avoid jumping to conclusions in evaluating information.

The speakers showed us several interesting visual effects that illustrate the processes related to the law of Pragnanz as well as a very funny video of a 1950s movie called “The Brain that Wouldn’t Die” to illustrate an example of using the element of surprise in teaching.

They also explained how the scientific method can be of great help in guiding students to surprising results and innovative problem-solving.

Rube Goldberg inventions were also presented as a model of how to “encourage creativity and simplicity in research”, how to “help the students realize that there is more than one way to solve a problem”, and to help students to understand that simplicity is an art worth cultivating.

The speakers further explored: 1) eliminating useless information; 2) evaluating the credibility of resources (consequences and evaluation criteria); 3) information anxiety; and the 4) ethical use of information.

The speakers’ collaboration is an example of how librarians and faculty can work together to form a “Seamless Learning Culture” within the university or college arena. (Bell, 2000).

## Reference List for “Element of Surprise in Teaching” Presentation

May 20, 2005, Martin Luther King Library,

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# CCLI 2005 Workshop Report — continued from page 1

*(Continued from page 1)*

librarians, and that librarians should stop wishing that students should become more like librarians.

In the article he scolds librarians for focusing on student's supposed information illiteracy instead of trying to help them to be better readers and writers. His hope is that librarians will stop trying to teach students to cope with the overload of information coming at them and turn to their own housecleaning by working to reduce the complexity of information funneled through the library.

He also hopes that librarians will focus on their disciplinary specialties and expertise, which is the great gift that librarians do have to give to their students.

Our panel had quite a bit to say about all of this, as you might expect, but there were also some surprises among the panel's responses.

The panel was adamant in defending the position that students most definitely do not get along fine on their own when it comes to information seeking. They re-iterated research findings that demonstrate that students should spend much of their time evaluating information, that students do indeed need instruction in "information literacy".

They agreed with Mr. Wilder that a disciplinary focus is an important part of the mix of instruction, but they also offered that information literacy instruction is the foundation on which disciplinary work is built.

One panelist was open to Wilder's criticisms of Information Literacy, offering that we should not teach mechanics, as we often do, and that we should go beyond mere "information literacy" to "disciplinary literacy", and that we should strive to use our disciplinary knowledge to extend the teaching that disciplinary faculty do, that we should help students to become better scholars as part of our work as subject specialists.

"We have our own discipline, though," said several of the panelists, "and our discipline,

which is Information Literacy and we should work to help teaching faculty to understand that we have disciplinary knowledge to offer as much as they do." In this view, we should not necessarily look to teaching faculty for affirmation or acceptance, but should push them a bit to accept our disciplinary knowledge as legitimate and important.

Research, reading, and writing can be integrated, said the panelists, and life long learning is an activity that should be revered as much as the disciplinary work of scholarship -- we should teach students to pursue both competently.

The panel was greeted with general agreement from the workshop attendees, though several librarians found some value in Mr. Wilder's willingness to step back and question our work. A lively discussion was exactly what was needed to start off the day, and the panelists provided us with nourishing discussion as well as a great chance to affirm our collective purpose and rally around a defense of our lives as instruction librarians.

After the panel presentation, our Keynote speaker Kyzyl Fenno-Smith from CSU East Bay delivered an address that emphasized the "Learnable Moment" (See the report on the first page of this newsletter).

Linda Goff, CCLI Treasurer, then led a discussion among the attendees of our own experiences in the classroom with the "teachable moment".

Attendees shared their ideas about whether teachable moments can be created or whether they must simply be taken advantage of when they arise spontaneously.

One attendee offered that teachable moments can be created only when the conditions are right, but that creating that moment is definitely possible.

For example, one attendee says that she watches for heated discussions among students and then jumps right into the fray to offer lessons from critical thinking and research.

Another attendee looks for surprise or puzzlement on students' faces and swoops in to take advantage of their attention.

Students sometimes create teachable moments, reported on attendee, when they ask an unexpected question that makes the instructor rethink her perspective.

In the public and school library world, teachable moments walk through the doors daily as children and adults bring queries based on personal interests. These queries can lead to instruction on information sources, critical thinking, and search processes that are used by the patron later for work, school, and further investigation of personal interests.

Another technique is to draw on life experiences that patrons bring to the instructional situation (see especially our Keynote Speaker's talk presented on page one of this newsletter).

An example of this is using awareness of cookbooks to teach various aspects of information literacy, especially taxonomies, classification schemes, and information structures.

Teachable moments can also be created to some extent by going out and doing "instruction and reference by wandering around" — getting out from behind the reference desk and walking around the library to see if a patron is having trouble or could use some help or clarification or guidance. This reaches the patron at the moment of their need, and creates the perfect teachable moment.

After a fine Italian-focused lunch, we heard from our two other groups of presenters, Dr. Brenda Lee Shook, professor of psychology, and Elizabeth Nelson, librarian, both of National University's Sacramento campus, on "The Element of Surprise in Teaching", and Topsy Smalley, of Cabrillo College, and Pam Baker, of CSU Monterey Bay, who led us in a presentation and exercise on "Real-World Constructivist Pedagogy" that included a demonstration of the technique of mind-mapping.

All-in-all it was an instructive day, and we thank all of our presenters and attendees for creating a wonderful workshop experience.

(Continued from page 2)

saging (IM) as the virtual reference platform of choice (or necessity). Some libraries have used IM from the beginning as their VR platform of choice, others have moved to IM after using the full-blown VR products and either finding them wanting or finding them too expensive. Other libraries are considering using IM as their first venture into VR in order to avoid the cost and time and effort involved in implementing a more complex VR platform. Some libraries, Duke and UNC Chapel Hill, for example, have added IM as a parallel service alongside the service provided through their full-blown VR software platform.

## Discontinuation of VR Services

Some libraries have discontinued VR services -- and there are some surprises in the group: MIT, for example, discontinued its VR service, partly because of technical issues with its users' tendency to use a variety of technology that doesn't play well with Windows-only, Internet Explorer-only VR software.

"Cyberspace Casualties: An Inquiry into Cases of Discontinued Virtual Reference Services" was presented by Marie Radford, a researcher at Rutgers University in New Jersey, and Kathleen Kern, a librarian at the University of Illinois at Urbana Champaign. This research provides wonderful insights into the challenges of offering VR services. The authors of the presentation identified 6 primary reasons for discontinuing VR services:

- \*\* Funding -- Budget Cuts
- \*\* Low Use
- \*\* Low Use by Target Audience
- \*\* Staffing
- \*\* Technical Problems
- \*\* Institutional Culture

The researchers wanted to know -- Why did these services have such low usage? The primary answers seemed to be lack of marketing and restricted hours. But their research could not answer the usage question completely.

They also found that staff training and inability of staff to practice because of low volume resulted in low proficiency in using the technology and low staff satisfaction with working in the VR environment.

The authors' research will appear in an upcoming issue of LISR (Library and Information Science Research).

## Instruction in the VR Environment

Another presentation at the conference was particularly interesting because the presenters have a particularly instruction-centered approach to virtual reference. Christina Desai, the Science Librarian, and Stephanie Graves, the Humanities Librarian at Southern Illinois University Carbondale presented the results of their research on the question "Does Co-Browsing Enhance Instruction in Virtual Reference?".

Desai and Graves had 5 questions that they wanted to answer in their research:

- \*\* Do chat users want library instruction provided during chat sessions?
- \*\* Are librarians providing instruction?
- \*\* How are librarians offering instruction?
- \*\* Do users feel they are learning via chat?
- \*\* Does co-browsing enhance our ability to provide instruction?

At SIUC, they use a homegrown VR system that recently was upgraded to offer co-browsing as well as chat service. The researchers conducted surveys of students before the co-browsing capability was installed, and then conducted further surveys after co-browsing became available. They also analyzed chat transcripts to determine rates at which patrons asked for and received instruction. They also wanted to know about the use of what many consider to be questionable instructional practices in the VR environment, namely providing citations without instruction as to how the patron might actually locate the resource and pushing pages to the patron through the VR system without adequate instruction on how to use resources

represented by pushed pages.

The researchers found that instruction was provided in a little over 80% of VR chat sessions both before and after co-browsing was available, and so they concluded that co-browsing did not increase the likelihood that instruction would be offered. They also found that instruction was being provided in many cases even when patrons did not clearly and directly ask for instruction, which they deemed to be a good sign that librarians at SIUC are proactively deploying instruction in the VR environment.

In terms of the effects of co-browsing on instruction in VR, the research did not allow for clear conclusions, though the researchers did find that both page-pushing and pushing citations decreased dramatically with co-browsing capability, which may indicate that co-browsing allowed for more leading and showing, though the transcript analysis did not show that more leading and showing actually occurred after co-browsing was made available. They did find, though, that if patrons asked for instruction that co-browsing was more likely to occur, so it may be that co-browsing did indeed become the tool of choice for instructional processes in VR at SIUC.

On the other hand, the survey data indicated that fewer patrons perceived the presence of instruction in sessions after the introduction of co-browsing. The survey data also found less perception on the part of patrons that they had actually learned something from VR sessions conducted after the introduction of co-browsing capability.

Overall, though, the surveys showed that users were quite satisfied with their VR experiences, both in the chat-only world before co-browsing was introduced and in the period after co-browsing became available. Users reported low levels of frustration with co-browsing and 90% of survey respondents answered that "yes, guiding my web browser was a good way to learn." They also reported thinking in many cases that co-browsing would have been helpful even when the librarian didn't try co-browsing. All of this satisfaction was reported despite reports of technical difficulties in the same surveys.

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## **The Future of VRD**

The conference was quite stimulating and provided a lot of useful information, creating quite a bit of satisfaction in me and other attendees, but in the closing session of the event we received some news that left us with questions about the future: The organizers of the event, who created the conference 7 years ago and have been putting it on since then, have decided not to lead the conference next year. The organizers were an ad-hoc

group of librarians and researchers interested in VR, and there is no organization that focuses specifically on VR, so there is no continuity in leadership built in to the conference. This group of leaders have had a very productive involvement in organizing the conference but would like to turn the conference over to a new set of organizers, but no obvious group of new leaders has emerged.

In December they will be having a conference call to discuss the situation, but unless new leadership is created, the conference will be no more.

Some attendees and some of the leaders are of the opinion that the conference's topics

should simply be allowed to blend in with other conferences, as they are already doing - ALA, SLA, AASL, PLA, ACRL and RUSA events already include sessions on VR as part of their programs, and it may be that VR has finally arrived, that VR is simply another tool in the librarian's toolbox and thus a specialized VR conference is no longer necessary.

In any case, this year's VRD conference was well worth attending, and I'll be looking for VR sessions at other conferences to come.

Scott Hines

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## IFLA Conference Report — continued from page 2

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that LIRT Executive Committee nominated me, (or maybe it was my willingness to pay my own travel expenses), but in February, 2005, I received notice from the ALA Executive Board that my nomination had been accepted by IFLA and in March my official letter of appointment for a four year term arrived from IFLA headquarters in the Hague.

IFLA has 115 member countries and most of them were represented in the cacophony of voices I heard when checking in to the conference in Oslo, Norway. Luckily English is one of the official languages of IFLA. All programs offered simultaneous translations in five languages via headsets, so librarians and information professionals from all over the world had little trouble understanding each other. Attendance at IFLA would dispel the stereotype of librarians as quiet or reserved. When they weren't intently listening to programs, the IFLA delegates were engaged in lively discussions of common interests.

The Information Literacy Standing Committee met twice, the day before and the day after the main conference, so I was invited to sit in on the discussion of the previous year's activities before officially joining the ILSC. Jesús Lau from Universidad Veracruzana, México chairs the committee and reported on the publications and programs. Many similar reports are available at the committee's web site: <http://www.ifla.org/VII/s42/index.htm>

The IFLA conference coincided with Norway's Centennial celebration of independence from Sweden and also the opening of the newly remodeled National Library, so other activities abounded. The Opening Ceremony on Monday was attended by King Harald V of Norway, so delegates were asked to be in their seats early. The ceremony included music, drama and speeches and was capped off with a parade of national flags carried in by over 100 volunteers.

The structure of IFLA is not always clear, so I attended the US caucus meeting on Saturday and the orientation for newcomers. IFLA consists of 44 sections, and 8 divisions grouped by interest or geographic region. One representative from each division make up the Professional Committee and the Governing Board has 10 members elected by Council plus the Professional Committee members.

IFLA membership is automatic if you are a member of a national association that belongs to IFLA. Council meetings are open to all members.

I was lucky to have a friend and colleague, Sharon Chadwick, from Humboldt State University as a traveling companion, so we divided up to attend more meetings. I attended sessions from the Knowledge Management, University Libraries, Information Technology sections as well as the Information Literacy program done jointly with the Management and Marketing Section.

Monday, August 15 was the official reopening of the National Library of Norway. IFLA delegates were invited to view the opening ceremony with the King on a mega screen monitor from the park across the street

Library visits are integrated into the IFLA program and I was lucky to visit the National Library the next day when it opened to the public. I also toured the Nobel Peace Prize Library and had the thrill of standing at the podium where the peace prize winners are announced!

A Cultural Evening is traditional at IFLA and Tuesday we were bussed to the Norwegian Museum of Cultural History, an open air museum featuring 155 historic buildings from different regions of the country. We were each issued an IFLA backpack containing a boxed meal and a small pad on which to sit to eat our dinner as we wandered through the park. Entertainment abounded culminating with a troop of medieval acrobats, jugglers and fire eaters.

The Information Literacy program "Information Literacy: A Voyage of Discovery for Citizens" was held on Wednesday and was jointly sponsored by the Management and Marketing Section. It was divided into two parts. During the first, presentations were given by librarians from Singapore, India and Germany. It was followed by an interactive workshop focusing on learning more about our users and it allowed us to interact with others in the audience more freely. That was where I ran into Valerie Bannerman from Winneba, Ghana who was a visiting scholar at my library several years ago, studying how to start an information literacy program. It was great to hear that her program is now well established.

The closing session on Thursday featured Korean dancers and drummers inviting us to the conference in Seoul next year.

On Friday my standing committees met to work on our strategic plan, divide up the work assignments for the year and to set the program topic for the next conference. One of the most ambitious projects is being funded by UNESCO. The major undertaking will produce a snapshot survey of international activities relating to Information Literacy. Our committee divided up the world and I got Canada and the U.S. I also will be a co-convenor with Barbara Ford and Jarma Saarti from Finland of a program on "Transitions to College" jointly sponsored with the University Libraries Section. I've always thought the best way to get started is to jump in with both feet. Wish me luck!

*The purpose of CCLI, the California Clearinghouse on Library Instruction, is to share information among California librarians from school, public, academic and special libraries interested in instruction and information literacy/competence.*

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