C C L I

CCLI Newsletter

Report from the Workshop:
Collaborating for a cure: Moving students beyond the online quick-fix

By Mari Miller, with contributions from Carol Hall, Reza Peigahi, and Sharon Radcliff

Report from the CCLI Workshop held May 14, 2004 at the Fremont Public Library.

The day began with a video on high school student research behaviors, presented by **Linda Goff**, Head of Instruction at California State University Library, Sacramento. *Real World Research Strategies* by Joyce Valenza, Springfield Township High School, showed that these students think the library is obsolete and do their research almost totally on the web. The audience chuckled when one student commented that a valid search strategy is finding web pages "with as many of my search terms in it". However, several attendees acknowledged that these behaviors are not unique to high school students, but also preva-

lent at their institutions at the University and adult-learner levels, as well.

Dr. Ilene Rockman, Manager of the Information Competence Initiative at CSU Office of the Chancellor, then spoke on *New Direction in Library Instruction*. Ilene's presentation focused on information literacy initiatives and the importance of faculty support. Ilene suggested that "to move students beyond over reliance on the web, information literacy has to be reinforced throughout the curriculum – horizontally through general education

courses, but also vertically through the majors". She offered many practical tips and solutions for how to achieve these goals. For example, one way to motivate and engage faculty is

Librarians and Faculty: Collaborating for a Cure

to share the research data on student retention, which shows that students with information literacy skills have higher rates of retention and success later in

Confessions of a Graduate-level Googler
2004 CCLI Workshop Panel Discussion Report

Challenges to Moving Students Beyond Google Searching

The discussion began with an enlightening presentation by panel member **Julian Marshall**, a graduate student and researcher in energy policy at UC Berkeley. Julian was asked by a panel member "How do

you find sources of scholarly information for your research?" His answer: "Google!"

No librarians in the audience were observed to experience episodes of syncope, possibly because we see undergraduates using

Google constantly, but here was a **graduate student** at a major research institution whose **main source** of **scholarly information** is **Google**...

We wanted to know why...

2005 CCLI Workshop

May 20, 2005

Finding the Teachable Moment: Integrate, Collaborate, Appreciate
Location:
San Jose State University King Library

Program and Registration Form on Page 11

Conferences Reports

Off-Campus Library Service Conference Report

By Elizabeth Nelson, National University, Chair-elect, CCLI

The conference on Off-Campus Library Service was held in 2004 on May 7-9 at the Carefree Resort in Carefree, Arizona. One of the primary objectives of the bi-annual Off-Campus Library Services Conference is to provide a networking arena where librarians and administrators, participating in extended or off-campus library services, can gather to exchange ideas, concerns, perspectives, and relevant research studies. The distance learning and extended campus focus of the conference brings together academic and special librarians from many countries: U.S.A., Canada, New Zealand, British Isles, Australia, and other countries. This year, the program offered a featured speaker, thirty-seven concurrent paper sessions, and discussion groups.

Siva Vaidhyanathan was the featured speaker at the OCLS Conference. Siva, a cultural historian and media scholar, is currently an assistant professor of Culture and Communication at New York University. His topic was a commentary on copyright law, intellectual property, and the effect of copyright law on political speech, academic research, and public policy debates.

LOEX of the West

By Margaret Brown-Salazar, St. Mary's College

Brief notes: Loex of the West Conference 2004 Boise State University June 2nd – 6th

Margaret Brown-Salazar, Librarian, Saint Mary's College

What a difference a decade makes: Transformation in Academic Library Instruction Keynote Speaker: Betsy Wilson

Wilson gave the keynote speech at the first LOEX conference 10 years ago. She was asked to revisit her initial talk and her predictions (1994) for the future. She said Libraries were at the door of opportunity in the following arenas:

1. Changing users
2. Information technology
3. Social frameworks
4. Educational mandates
5. Economic realities

She discussed how these affected libraries during the past 10 years in

CARL Conference Report

By Christy Caldwell, UCSD

Building Bridges to Student-Centered Learning: A Constructivist Approach

10th California Academic Research Libraries (CARL) Conference, Pasadena

April 22-25, 2004

Presenters: Pam Baker, Coordinator of Library Instruction, and Kathlene Hanson, Electronic Resources Coordinator, California State University, Monterey Bay.

In this workshop, the presenters defined constructivist pedagogy as learner-centered, where a learner uses prior knowledge and experience to construct his or her own meaning of new knowledge.

Although this pedagogy is a well-known teaching style among educators, it is not well known among librarians, even though we use many of the elements during a reference inter-

Immersion '04

By Paul Kauppila, San Jose State University

In late July 2004, I attended the Immersion '04 program at the Claremont Colleges in Southern California. Immersion is an intensive five-day course in teaching and administering information literacy in university or community college settings. The event began on Thursday, July 22nd with an evening reception after participants had checked in to their dorm rooms. Room and board in Claremont College dormitories as well as breakfast, lunch, and dinner, was included in the program cost.

Earlier in June and July, participants were asked to complete a number of readings and a preliminary assignment prior to arriving at Claremont. This preliminary assignment later served as the basis for the final assignment.

On the first full day, faculty member Craig Gibson delivered the morning-long Opening Plenary session. After lunch, participants separated into Teacher and Program Tracks - I was a Teacher Track student. Fac-

CCLI 2003 Workshop

CCLI 2003 Workshop Report

By Mari Miller

Infiltrating the Student Assignment, K-12 through College:
Practical Approaches for Faculty and Librarian Cooperation
Thursday, May 1, 2003
9:00 a.m. – 3:00 p.m.
Fukaya Room
Fremont Main Library

Librarians, working with classroom faculty, are constantly striving to incorporate information literacy principles into class assignments while finding ways to create more interactive instructional sessions. In this conference speakers shared their unique experiences and class materials with program participants.

Speakers:

Wendy Chason
School Library Media Teacher, Patwin Elementary School and Oliver Wendell Holmes Junior High School, Davis

It's Never too Soon to Start: Making a Difference in the K-9 Schools and More!

Ms. Chason described effective practices to encourage teacher/librarian cooperation and the development of effective assignments in the K-9 school environment. She shared successful assignments and tools promoting information literacy to this age group. She recently participated with UC Davis School Credential faculty in educating teachers-in-training about partnership with school library media teachers and effective use of the school library and discussed how this concept can be adopted easily at other colleges with school credential programs.

Karen Guma
Head Librarian, Bishop O'Dowd High School, Oakland

Guerrilla Librarianship

At the high school level, Ms. Guma works with teachers to incorporate information literacy, creativity and critical thinking skills into research assignments. She discussed how she has developed web and computer-based tutorials and tailored curriculum to subject-specific goals and run diagnostic tests on student skills, evaluated student performance, and participated with teachers in assessing the effectiveness of the assignments themselves.

The student assignment reaches out to the student wherever the student lives and works...

She presented teaching materials for the high school level, emphasizing the teaching of library skills within the broader context of teaching skeptical inquiry. I presented evidence I had gathered from my own testing of high school students which showed that they had very little skepticism with regard to material on the Internet. The vast majority fell for even joke pages and obvious hoaxes. I started the freshman with a basic introduction to types and reliability of different kinds of materials, and taught them a few basic library skills, with the purpose of finding, reading and interpreting material in books to answer an assigned question on world history. My sophomores wrote a short paper on a topic for their biology class, in the process learning how to search online databases. The juniors had a more extensive tutorial and were asked to evaluate competing opinions on websites. The seniors were presented with contradictory information from different sources, with the source information removed, and asked to discuss internal clues for the

origin and point of view of the information. Much of my teaching material is still being used at Bishop O'Dowd High School, but I left the job in June of 2003 and some of the library website has been changed since my departure. The home page has been changed, some of the links no longer work, and another's teaching materials are mixed in with mine, hence I hesitate to send people there for more information, but the website is http://libweb.bishopodowd.org

You may contact Ms Guma with questions , she is currently working for Sonoma County Public Library as an adult reference librarian in the Petaluma Branch, and my work e-mail, which is guma@sonoma.lib.ca.us

Tiffini A. Travis
Librarian, California State University, Long Beach

Reiland Rabaka
Assistant Professor of Africana Philosophy, California State University, Long Beach

If You Can Walk You Can Dance: Faculty and Librarian Collaboration to Foster Information Literacy
Librarians have struggled to implement information literacy initiatives on their campuses. Often the hardest people to convert are teaching faculty. This presentation gave participants concrete ideas and a model

Workshop Panel Discussion Report — continued from page 1

Julian went on to explain that the grey literature, outside the usual journal literature, is very important in his area of research, so the journal databases don't help him as much as they might help other researchers. And even for journal literature, he uses google to find the journal article, then tries the journal's website, which often lets him in because Berkeley users are allowed access through IP authentication. He does use ISI's Web of Science, but mostly it's google, google,

Panel Moderator:
Wendy Diamond
Head of Reference Services
Meriam Library
CSU Chico

Panel Members:
Julian Marshall, Graduate Student, UC Berkeley
Wendy Packman, Assistant Professor, Pacific Graduate School of Psychology
Linda Goff, Head of Instructional Services, CSU Sacramento Library
John Kupersmith, Reference/Instruction Librarian, Doe/Moffitt Library, UC Berkeley
Mari Miller, Reference/Instruction Librarian, Doe/Moffitt Library, UC Berkeley

google.

An important point, though: Julian is an expert Google user. He uses google commands extensively to increase relevance. For example, he uses the "site:" command to search for materials at the US Department of Energy, and because most of what he needs is in pdf format, he uses the "pdf:" command to weed out general webpages that mention his search terms.

In general, Julian explained, his goal is satisficing. This means that he may not find everything that he could by using subscription databases, but the time and effort he saves by using the web makes his effort worthwhile.

Panel member **John Kupersmith** asked Julian, "How did you learn google searching?"

Julian responded that he learned by experimentation, which is also the method he uses to learn subscription databases.

Panel member **Wendy Packman**, a professor who teaches graduate students at the Pacific Graduate School of Psychology, was then called on to present the faculty perspective. Wendy offered first that faculty should expect a lot of students, not letting them get away with sloppy research. She specifically counsels students to search for review articles and important books in order to step back and get a larger perspective at the beginning of a search.

Wendy has worked closely with librarians at her institution to instruct students in the research process, and very much values the work of librarians and library staff. In fact, she and other faculty at her institution rose up in support of the library when the university's administration began talk of removing the physical library to save space. Wendy and her fellow faculty members voiced their support of the library as a place where students gather to learn the process of doing research. She sees the library as an important supplement to the classroom for instruction in the research process.

Panel member **Linda Goff** remarked that academic institutions are no longer central in their role as information providers because others outside the academy have opened information access to everyone in easily navigated formats. We must make sure that we provide access that is easily navigated, in addition to providing depth and breadth in information content.

John Kupersmith added that navigating the information world used to be a process where concrete cues were everywhere. For example, signs on the walls that said "periodicals" could easily be linked to the physical journals sitting on a nearby shelf. But on the web, these cues are abstract, and students often don't really know what the words mean, words such as "indexes" and "databases", for example. John exhorted us to do a better job of providing cues to students that can be easily understood instead of using librarian jargon.

Mari Miller urged us to focus on teaching critical thinking and how to do quality research, remarking that research is a process of discovery, and wrong turns can be useful. She also echoed Professor Packman's sentiment in urging us to try to help faculty to understand that they should require students to undertake quality research.

A workshop participant in the audience commented that students should be chastised by faculty for doing poor research, and panelist Wendy Packman added that one tactic is to require research papers in addition to tests in all classes.

A comment from the workshop audience centered on the role of assessment in teaching students about the research process. The audience member offered that faculty should include assessment of the research process as part of their assessment for each course they teach.

Another participant added that assessment of writing can include assessment of the research process in paper drafts, including assessment of the quality of information sources and lessons on how to avoid plagiarism, and several other participants agreed that assessment is a strong ally in our instructional efforts.

The panel discussion concluded with comments that simplifying access, redesigning web pages, and working hard to increase collaboration with faculty will serve us, our students, and our teaching faculty colleagues well in the future.

His latest book, <u>Anarchist in the Library,</u> reflects his views of "Fair Use."

Robin Lockerby, Divina Lynch, Elizabeth Nelson, and James Sherman of National University Library System gave a paper entitled, "Collaboration and Information Literacy: Challenges of Meeting Standards when Working with Remote Faculty." James, Librarian of Fresno Academic Center, told how he collaborated with the Director of the Fresno Writing Center to teach IL260, Information Literacy and Report Writing. Robin, Instructional Services Coordinator for the National University Library System, traced the history of the National University Information Literacy program, which has now been expanded into three levels of information literacy instruction. Divina, San Jose Academic Center Librarian, discussed successful collaboration with administration at the San Jose Academic Center, which resulted in teaching advanced research. Elizabeth, Sacramento Academic Center Librarian, explained that by igniting a shared vision with faculty on our campuses, librarians are helping to create what Stephen Bell calls the "Seamless Learning Culture"(2000).

Linda Lillard, Pat Wilson, and Constance Baird of the University of Kentucky, spoke on "Progressive Partnering: Expanding Student and Faculty Access to Information Service."
The UK DLP (Distance Learning Program) delivers quality teaching and support services. Five models were described: statewide onsite workshops, interactive video workshops, individual student consultation, online tutorials and embedded instruction where the librarian is co-faculty within credit courses. The UK multimedia delivery uses Blackboard Course Management system/WEB, interactive video, video tapes, video streaming, cable, open-air broadcast, and hybrid models. Student surveys, taken in 2002, indicate that 61% of the students first asked friends or classmates for help rather than consulting the librarian. Changes are taking place as a result of student feedback. In 2003, one online course featured seventy-five minutes with face-to-face librarian instruction. This 21st century learning environment engages students. The result is that the distance-learning librarians are posi-

tioning their role to be partners in the entire distance learning community.

Sheri Sochrin, Librarian at Springfield College (Mass.), presented "Learning to Teach in a New Medium: Adapting Library Instruction to a Video Conference Environment." The Springfield College, with nine remote campuses, now uses video conferencing equipment to deliver remote campus instruction to their campuses across the U.S. Sheri spoke of the collaborative effort between the Library Services Coordinator, the new Dean of the School of Human Services, and the Manager of Video Conference CATV (ITS). In preparation for this type of instruction, the Librarians needed to be trained in the new skill of "on-camera instruction." The new video conferencing instruction saves travel expense and time for the librarians who formerly traveled to campuses in New York, Wisconsin, California, and other states to give instruction.

Another presentation from Central Michigan University was relevant to the needs of Instruction Librarians. Lana Ivanitskaya, Ryan Laus, and Anne Marie Casey presented a paper entitled "Research Readiness Self-Assessments: Assessing Students' Research Skills and Attitudes." The process of examining student attitudes and research skills began in 2000. The Librarians observed that the students were tuning out library instruction; reference use was on the decline; and the Internet was relied upon for student information needs. Discussions began in 2000, resulting in a partnership with CRAL and implementation of RRSA. RRSA (Research Readiness Self-Assessment) has proven to be effective, adaptable, and portable. The start-up costs are minimal. Its measurements are based on ACRL Information Literacy Competencies Standards for Higher Education, and it measures Information Literacy knowledge, library research skills, and library research attitudes.

"Strategic Planning for Distance Learning Service" was presented by National University's Joseph Simpson, Assistant Director for Library Services; Robin Lockerby, Instructional Services Coordinator; and Laura Roach, Librarian for the Costa Mesa Library Information Center. The presentation offered the perspectives of both the administration and the Library Information

Center. The process of writing a strategic plan began with a planning session where the members of the Steering Committee examined the Library's Mission Statement; the values implicit in this statement; the external and internal environmental characteristics, change, and challenges. The focus groups asked members to think about the library as a place, a service, and as people. The planning model given can serve as an excellent evaluative tool for any library's self-assessment. The document, entitled: *Thinking Forward: Innovating, Connecting, and Delivering: the Strategic Plan of the National University Library System,* includes the objectives and goals for the Library's Plan of Action for the next five years.

This conference was an excellent opportunity to share information, learn more about the possibilities of distance learning and extended campus service, and find new answers to the issues confronting Information Literacy and Library Instruction. Proceedings of the conference are available through Central Michigan University. One may view the PowerPoint slide shows at:

http://ocls.cmich.edu/conference/2004/oclscfp.htm

and click on the link for Final Program in the Program section at the left of the page.

Elizabeth Anne Nelson

Librarian

National University

Library Information Center

Sacramento, CA

the following ways:

> 1. Users are more techno-savvy

> 2. Information technology – we can all speak to those changes especially the move from access to excess

> 3. Social frameworks – More global connections

> 4. Educational mandates – Wilson referred to research base for instruction

> 5. Economic realities – Consortial and cooperative agreements

Her predictions for the next ten years include:

> 1. Anytime any place Libraries

> 2. Collaboration (gaming, web conference, blogging – learning as a social activity)

> 3. Large scale digitization

> 4. Info sphere with integration and interoperability

> 5. Increase in quality – moving beyond information excess

Getting Off on the Right Foot: Writing Effective Learning Outcomes and Objectives for Instruction Assessment Presenter: Stephanie Sterling Brasley

This presentation was a good practical piece on writing learning objectives for instruction sessions and the value of the activity. For a reminder of the a commonly acceptable formula for these statements:

1. The (Audience) will/will be able to (Behavior) in (Condition/Circumstance) to (Degree) level.

Upon completion of (Condition/Circumstance) the (Audience) will (Behavior) to (Degree).

Sample Statement: Upon completion of a 15-minute library location and services scavenger hunt, a student will be able to recall the locations of the circulation and reference desks, and the web site for reserves.

Tattoo U: Using PBL to Make an Indelible Impression on our Students Presenters:

Stephanie Brenenson, Cynthia Dottin, Patricia Pereira-Pujol, and Adis Beesting

These librarians used problem based learning and topics such as: body piercing and tattooing to make their sessions student centered and interactive; they reported that student outcomes were positively improved.

For a sample of library support web pages for this unit:

http://library.fiu.edu/assistance/enc1102/index.html

Buried Treasure: We are Teaching but Are they Learning? Presenter: Lorrie A. Knight

Knight (University of the Pacific) is on sabbatical completing her research on using student bibliographies as an assessment tool. She invited librarians considering this type of assessment to contact her for a voice of experience from the trenches. Her research should be published within the next year. She discussed quick in-class assessment could including use of the one-minute paper & the "muddiest point" exercise.

She stressed the value of classroom assessment, stating that it informs your teaching, adds to your professional portfolio, provides evidence of student learning, informs faculty of student progress.

Librarians Don't Bite: Assessing Library Orientation for Freshmen
Presenters: Ann Goebel Brown, Sandra Weingart, Judith Johnson, and Betty Dance

A key point from this session is the issue of obtaining IRB (Institution Review Board) approval for conducting assessments. According to the panel and session participants, IRB approval is mandated by law. Each institution handles this differently. In-class library assessment (even the little surveys: "was this session useful") are often covered by a blanket consent the student signs that permit instructors to assess course requirements. Any assessment that the Library makes outside of that parameter evidently needs approval and staff conducting the assessment need to be trained accordingly.

Rediscovered Treasure: The Undergraduate Library as Place Presenter: Sue Gilroy

This was a round table discussion group. Some key points were: Some libraries handle the 24 hours access issue by hiring security guards to supervise the Library between midnight and 8 AM. Student workers man the circulation desk during these hours and check out blankets and pillows and provide cocoa, coffee, and snacks after hours during midterms and finals. Alternate names for the library were discussed such as: information commons and learning commons

Generation X and Y meet the Baby Boomers at the Library Presenter: Jim Kapoun

This was an incredibly informative program. It documented, using advertisements and marketing, how each generation processes information. At one point Kapoun showed a recent 1 min 30 second coke commercial that was tested on Xers, Yers, and Boomers to identify how many images each could recall Boomers weighed in around 9, Xers in the 30s, and Yers around 45. The conclusion was that they probably aren't going to slow down, what are we going to do to catch up?

Polishing Gems: Using Peer Coaching to Develop Innovative Lesson Plans
Presenters: Jennifer Cox, Diane VanderPol, Priscilla Finley, and Susie Skarl

This presentation discussed the value of using library colleagues to develop learning objectives and corresponding teaching activities to create more effective library workshops and sessions. What is attractive about this method is that it encourages individual instructors to consider a wider variety of methods of instruction while respecting individual differences; sort of encouraging a broad range of useful techniques to employ in library instruction.

2004 CARL Conference Report — continued from page 2

view.

The presenters feel that incorporating these elements into a library session will result in better learning and retention, even though fewer concepts may be communicated than in traditional lecture style library sessions (whether any concepts are actually sacrificed seems up for debate).

They discussed the elements of constructivist learning, below, which is from Designing for Learning: Six Elements in Constructivist Classrooms by George Gagnon and Michelle Collay, Thousand Oaks: Corwin Press, 2001.

A situation frames the agenda for student engagement by delineating the goals or learning outcomes, tasks and lesson format. (e.g. What is the purpose of the exercise?)

Groupings are the social structures and group interactions that will bring students together for the task at hand. (e.g., How will the students be grouped for the exercise?)

Bridge refers to bringing out students' prior knowledge before introducing new subject matter, and building a learner-centered context from which new knowledge is created. (e.g. K-W-H-L chart.)

Questions should be instructor prompts that stimulate and integrate student thinking and sharing of information.

An exhibit asks students to share what they have learned with the other students, as well as the instructor.

Reflections offer students and instructors opportunities to think and speak critically about their personal and collective learning.

For the Bridge portion of the class, a K-W-H-L chart is recommended for the student to complete. The letters stand for: What I Know, What I Want to Know, How Will I Find Information? What I Learned. An example of the chart can be found at http://www.ncsu.edu/midlink/KWL.chart.html

The workshop activity consisted of using a Constructivist Learning Design Template to create a task for a one-hour class session that will enable students to find two peer-reviewed articles on a social issue they have chosen. The template consists of the elements mentioned above and is adapted from the Gagnon Designing for Learning text.

The presenters were careful to mention the challenges of such an approach. The design of a constructivist teaching plan can be time-intensive. It can take practice to move from a teacher-centered lecture style to a learner-centered facilitation style. The presenters recommended taking baby steps, perhaps by just having a small portion of a session be in a constructivist style. Their handouts included their PowerPoint presentation, a CDL Template and a brief guide to selected resources on constructivism. An older version of these selected resources can be found at http://www.emich.edu/public/loex/Proceedings03/BakerConstructivismBibliography.pdf

-Christy Caldwell, Instruction Coordinator

Science & Engineering Library, University of California, Santa Cruz

ulty members Joan Kaplowitz and Dane Ward spoke to the two groups respectively. Dinner was followed by an Ice Cream Social later that evening.

The next day focused on presentation techniques (for the Teacher Track) and program design (for the Program Track). Faculty member Susan Barnes Whyte joined the other three in leading the day's activities. At the end of the day, Teacher Track students gave mock information literacy presentations to their colleagues.

Sunday was Assessment Day - can you hear the groans? Nevertheless, instructor Carol Hansen provided useful ideas on how to assess the efficacy of an information literacy program. The rest of the day was taken up by discussion of pedagogy and repertoire. Later in the evening there was a party at which attendees indulged their taste for fine wine and beer. Fortunately, no one fell off the balcony.

Monday was the last full day and began with a discussion of classroom leadership and management. After lunch, students had the afternoon to work on their final assignment, which was a re-casting of the instructional situation they had described in their original assignment to include elements of information literacy. Later that evening there was a free blues concert in a nearby park and Immersion attendees brought picnic dinners to enjoy the music.

The closing plenary session the next morning featured presentations from all Immersion attendees designed to express the importance of information literacy. Students performed skits, wrote and sang songs, created artworks, and delivered monologues. Then it was time for a last lunch and checkout.

While perhaps not quite as revelatory as I had hoped, Immersion '04 was a valuable learning and networking experience. Information literacy programs are the wave of the future at American colleges and universities and I would particularly recommend the program to institutions just beginning their IL programs. Other institutions farther along in their IL programs will want to consider the cost of the program before deciding whether to attend. As is often the case at professional meetings, some of the most valuable interactions were casual conversations and idea-sharing sessions between attendees, who combined represented an impressive level of skill and experience in library instruction.

Dorm accommodations, while extremely spartan, were clean and comfortable, although the beds were HARD. Don't forget your cell phone, because there are no phones anywhere in the dorm buildings or even close by. Also no TV, radio, or desk lamp, so bring those items if you think you'll need them. Cafeteria food, while not outstanding, was fresh and healthy.

The dorms were only a few blocks from Claremont Village, a charming shopping and dining area, so one could escape the dorm food easily. Temperatures were very hot (90-95) during the day but very comfortable (70-75) at night. All in all, it was a rewarding and educational experience.

Paul Kauppila

for initiating an information literacy course for faculty.

Participants with the tools to implement an online course designed for faculty. Using the recently completed pilot course conducted at CSU Long Beach, this session explored methods for funding, collaborating with a department and getting administrative support. Participant learned how to use a discipline-based approach to information literacy in course content and examined design issues, assignment construction and the possible pitfalls of conducting a course for faculty. In addition, the speakers discussed the faculty perspective of collaborating with librarians on information literacy projects.

For more information see:
http://www.csulb.edu/~ttravis/presentation_pages/CCLI_files/frame.htm

Active Student Learning in the Library Instruction Session

Pamela Jackson
Librarian, San Jose State University

Harry Meserve
Librarian, San Jose State University

As teaching librarians at SJSU, Mr. Meserve and Ms. Jackson developed content and strategies for teaching library instruction sessions. They discussed ways to teach instruction sessions that move away from traditional library orientation and concentrate on the student learning process and learning styles. They also discussed hands-on library assignments for 50-75 minute classes that build critical thinking skills.
The following are tips included in the presentation, a summary of the assignments and a bibliography for further reading.
- Try to include a variety of instructional techniques to reach a variety of learning styles.
  - Kinesthetic: hands on
  - Auditory:
  - Visual: charts, diagrams, illustra-

tions, demos
  - Groups: Partnering to research and complete assignments
  - Individual: self-paced

- Create a positive learning environment.
  - Encouraging
  - Friendly
  - Respectful

- Get students actively involved in the learning process.
  - Hands-on assignments
  - Call and Response
  - Explain why the session is important in terms students can understand
  - Develop assignments that allow students to make and learn from mistakes.

- Know the student's problems.
  - What problem do students need to solve in their course.
  - This problem is what you will help them solve in the instruction session.

- Collaborate with classroom faculty
  - Point of need
  - Meet needs of students
  - Know the assignment and faculty expectations, not just the subject area.
  - Start with a faculty member you know and with whom you expect success. Use this as a model for more resistant faculty.

Working with Faculty and Colleagues to Create Active Learning Library Assignments: Three Real-Library Examples
Library Instruction sessions often consist of the librarian giving a virtual tour of the services offered, resources, and some instruction on the use of resources, particularly the library catalog and select databases of import to the class. These sessions are frequently taught in classrooms with software control features (such as Altiris) where the librarian can lock student terminals and demonstrate research strategies. Student terminals are then unlocked, and, time allowing, they practice their searching skills.

An alternate method of instruction involves a more problem-based approach and holds to the idea that students can learn through doing. Library classroom assignments are created that teach the same skills as traditional

instruction methods, however, the students take on a more active role. Instruction sessions may vary in complexity. Below are three examples that were used in recent library instruction sessions.

Junior-level Mathematics and Computer Science Course
Working closely with the faculty coordinator for this course, and based on in-depth reference questions from students in this course, the librarian developed a four-part hands-on library assignment. Students were given a brief introduction to library services and obtaining help. They were then given two articles and a handout on the difference between scholarly and popular articles. Working in small groups, the students decided if the articles were popular or scholarly and if they would use them for their research assignment in this course. Working individually, students were asked to track down the full-text of a number of citations. Citations were carefully chosen by the librarian, giving students the opportunity to find articles in print, online and via Inter Library Loan. Students were then given instructions on developing a search strategy and asked to do so for their topics before conducting live searches and refining ideas. Traditionally, this library instruction session was a one-hour lecture with fifteen minutes reserved for active student participation and hands-on searching. This new format involves the students in close to 75 minutes of active, hands-on learning. The outcome: Reference appointments made after the session regarding how one obtains the full-text of journal articles plummeted, while reference questions about topic development and refining searches skyrocketed. What failed: The faculty member had not assigned the research paper and the students had not yet picked their topics before the session as was expected by the librarian. This may have led to the marked rise in topic-related reference appointments. The librarian is collaborating with the course coordinator to include a component on primary research, develop an online tutorial on plagiarism, and hold the instruction session at the students' point of need, after the assignment is given and topics are chosen.

First-Year Freshman Seminar: Biology
Librarians created a three-part evaluation assignment, requiring students to determine whether or not they would use a given resource in their papers. Evaluation worksheets with questions about the re-

source prompted students to think critically about a book found in the catalog, an article found in Expanded Academic Index, and a Website found using any search engine. Students were brought into an Altiris classroom. Terminals were locked for a very brief (5 minute) introduction to the library and services available. At the beginning of each of the three segments, terminals were locked to show students how to get to the resources needed (Catalog, Expanded Academic Index, Google). Navigation and search skills were not covered, allowing students to learn by doing. Students worked in pairs, taking turns at the terminal and recording their answers. At the conclusion of the session, students became teachers and shared their results both verbally and visually with Altiris. The problem for students to solve in this library instruction session was whether or not, based on critical evaluation and research criteria, the resource should be used in scholarly university-level work.

First-Year Freshman Seminar: Hospitality Management
The librarian created a four-part introduction to resources and finding assignment. Students in this hospitality management class were conducting research on a country of their choice. Similar in style to the previous class outlined, this instruction session was given in an Altiris classroom and terminals were locked for a brief introduction to the library and services available. At the beginning of each of the four segments, terminals were locked to move the class along and to show students how to get to the resources needed (Library Catalog, Country Watch, Expanded Academic Index, Department of State Website). Unlike the above class, students were not asked to critically evaluate the resources. Their worksheet asked them to provide information about their country that could only be found by correctly navigating the system at hand. The problem students had to solve here, then, focused on correctly navigating a system and paying attention to the details in order to gather information about their chosen countries.

In each of these classes, students were given problems ranging in complexity, requiring a heightened use of critical thinking skills and/or requiring students to successfully navigate the maze of information found in catalogs, databases, and websites. Evaluations from faculty and students show that these instruction methods were successful. Informal evaluation from the librarians found that students were able to learn evaluation, searching and navigating skills traditionally taught using the demonstration method. Perhaps a crucial difference in the learning curve is that students from these classes have hands-on experience conducting their research and solving the problems of navigation and evaluation.

Further Reading

Teaching and Learning Websites

http://www.LibraryInstruction.com

(Library instruction lesson plans, resources, and articles)

http://www.merlot.org

(Online learning materials and resource sharing for higher education)

http://ocelot.calstate.edu/

(Online Center for Excellence in Learning and Online Teaching. Resources developed by the CSU for CSU faculty, staff, students and administrators.)

Learning Styles/Multiple Intelligences Websites

http://www.metamath.com/multiple/multiple_choice_questions.cgi

(A questionnaire to discover your learning style)

http://lesley.edu/faculty/kholmes/presentations/ACRLnotes.html

(Brainstorming ways to accommodate diverse learning styles to teach library skills)

Selected Articles

Brownstein, A. (2000, October 13). The next great generation? *The Chronicle of Higher Education,* A71.

Enger, K., Meserve, H., Vella, S., et al. (2002). Problem-based learning: evolving strategies and conversations for library instruction. *Reference Services Review, 30(4),* 355-58.

Meserve, H., et al**.** (2003, March). We live in a new world: we can no longer teach the same way. *SJSU Spectrum.*

ACRL Research Agenda

http://www.ala.org/Content/ContentGroups/ACRL1/IS/ISCommittees/Web_pages/Research/
Research_Agenda_for_Library_Instruction_and_Information_Literacy.htm

(Asks a lot of good questions, including a focus on learners and learning styles)

Spring Workshop

Date: **May 20, 2005**

San Jose State University
King Library
Meeting Room 2nd Floor

9:00 Coffee/registration

9:30 Welcome

9:45 Panel discussion

10:30 Kyzyl Fenno-Smith:
Helping Students Find
Learnable **Moments**

11:30 Audience
Discussion
12:15 Lunch

1:15 Brenda Shook and
Elizabeth Nelson: **The**
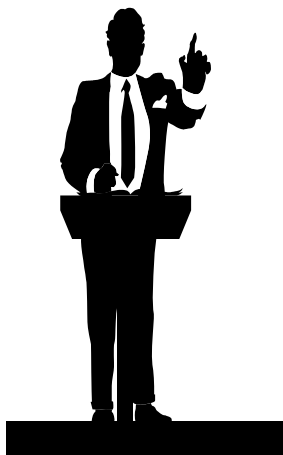**Element of Surprise**

2:15 Topsy Smalley and
Pam Baker: **Real World**
Constructivist Pedagogy

CCLI

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Teachable Moments are
spontaneous opportunities
to *use an experience at*
hand to demonstrate a
skill or principle

Finding the Teachable Moment:

Integrate, Collaborate, Appreciate

Panel Discussion: **Responses to "Information Literacy Makes all the Wrong Assumptions",** with panelists Ilene Rockman, Mari Miller, Kyzyl Fenno-Smith, and Sandy Warmington

Speakers:

Kyzyl Fenno-Smith, Education/Instruction Librarian, CSU East Bay: It's all about you: Helping students find *learnable* moments in class, in the library, in life.

Topsy Smalley, Cabrillo College, and **Pam Baker**, CSU Monterey Bay: **Real-World Constructivist Pedagogy: Deconstruct and Build from There**

Dr. Brenda Lee Shook, Associate Professor of Psychology, and **Elizabeth Nelson**, Librarian, National University: **The Element of Surprise in Teaching**

Audience exchange: **Share and discuss your own strategies for finding the teachable moment**

Thank you for your interest in CCLI's Spring workshop. Our mission is to offer quality professional development for librarians interested in instruction at affordable rates.

The cost of the workshop is **$40** for those who register by **April 29** and includes morning coffee, tea and lunch. If space is still available, you may register **after April 29** for **$45**. Please print out this form and mail with your check enclosed, check made payable to CCLI, to: **Scott Hines**, Reference Librarian, Pacific Graduate School of Psychology Library, 935 E. Meadow Dr., Palo Alto, CA 94303, email: shines@pgsp.edu, phone: 650-843-3555, fax: 650-856-6734. Directions to San Jose State University King Library are available at**:**
http://www.sjlibrary.org/about/locations/king/directions.htm
Questions about directions or the program should be directed to Scott Hines via email: shines@pgsp.edu or phone: 650-843-3555.

Registration Form

Name:

Institution:

Address:

Email:

Telephone:

Lunch choice (please circle one): Veggie (not vegan)   Meat-based

To help us in priming our discussion, we'd love to hear from you about your own Teachable Moments… Please share a short description of your own strategies for finding the teachable moment or of a memorable teachable moment (for many, Sept. 11, 2001 was the ultimate teachable moment, for example, but teachable moments can arise every time we interact with students, and, some say, can actually be created…):

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

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

Workshop Report — continued from page 1

life. Another way is to read their literature and speak the language of their disciplines. Pointing out where their own literature documents the importance of information literacy for the future success of students can be a powerful persuasive tool.

John Kupersmith, Reference/Instruction Librarian at the University of California, Berkeley, then spoke on *Creating Effective Student Research Assignments*. John's presentation focused on developing productive assignments and working with faculty by building on common goals and stating learning objectives. John explained the concept of "satisficing" in which the students' approach to research is setting a goal of attaining "good enough" results. Nevertheless, there are several things we can do to work with faculty to create good assignments and provide alternatives to the "online quick fix". A good library as-

signment does not impose unnecessary stress, engages student's interest, and involves the student in higher-order skills such as analysis, synthesis and evaluation of information. The role of the professor and librarian in designing assignments is to define learning objectives and to provide a structure to teach the research process. Materials from John Kupersmith's talk are also available at: **http://www.jkup.net**

Mary Reddick, Head of Online Curriculum Library Services at CSU Sacramento Library, began the afternoon session with a talk on *Reframing Library Technologies To Promote Use and Collaboration*. As a response to the trend toward faculty creating more course related web pages, she and others at CSUS developed a software program called *Locus: Online Memory Palace,* which can be used to create customized resource pages for students. A faculty person with no coding experience can create a page with links to various online web and library

resources, and integrate these sources into syllabi and assignments also placed within the Locus program. LOCUS can be seen at: **http://library.csus.edu/locus**