

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

LIRT

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By Linda Colding, LIRT Past President

What another terrific conference! The conference program really hit a home with our guest speakers. I heard a lot of good feedback.

Since this is my last column as President, I want to thank the Executive Board, Steering committee, and all the committee members for their hard work during my term as president. You have made my term a most rewarding and pleasurable experience! I am so honored to have worked with so many wonderful and talented librarians.

If you would be interested in running for a LIRT officer or you know of another LIRT member you would like to nominate, please let me know by mid-September. Just make sure you

Treasurer-elect: Barbara Hopkins
Secretary: Mardi Mahay
Past President: Linda K. Colding
RT Councilor: Timothy P. Grimes
Staff Liaison: Darlena Davis

Inside

Editor: Jerey A. Knapp, Assistant Librarian
Penn State, Altoona - Robert E. Eiche Library,



The 2009 ALA-LIRT Conference Program, "Preparing Yourself to Teach: Touching all the Bases", discussed what instructors can do before, during and after sessions to improve teaching. Over 230 attended the program to hear Lisa Hinchliffe and Beth Woodard, both of the University of Illinois at Urbana-Champaign, and Monika Antonelli, Minnesota State University Mankato, cover the bases.

Up first was Lisa Hinchliffe, Coordinator for Information Literacy Services and recently elected president elect of ACRL, who discussed Assessment as Learning. Hinchliffe reminded us that assessment should be performed for the purpose of improving instruction, rather than for purposes of accreditation or review. Assessing the effectiveness of the instructor improves both the instruction as well as the student's learning. Hinchliffe

Committee Chairperson: Vibiana Bowman Cvetkovic

The main task for the committee remains planning of the LIRT retreat. The following action items were generated at the meeting:

The Retreat will be held on the Friday before Annual 2010 (Washington, DC). A question arose as to whether LIRT can call the retreat as "pre-conference" according to established ALA guidelines since we will not be charging an attendance fee. Vibiana Cvetkovic will check with LIRT liaison Darlena Davis for clarification before close on this Annual.

Giveaway items for the attendees will be purchased by Tiffany Hebb. The committee has agreed on bags, notebooks and pens. Tiffany will check back with the committee online by the target date of September 15.

The committee needs to find and select a facilitator for the retreat. Vibiana Cvetkovic will ask ALA Conference planning office for recommendations. Committee will ask members of LIRT Exec for recommendations at Exec II this Annual.

There will be a maximum of 500 attendees at the retreat. Target date for sending out a "Hold the date" invitation is September 15. The new Organization and Planning Chair, Linda Colding, will oversee the mailing of the invites. Initial attendee list includes:

- Executive Committee (elected and appointed)
- Steering Committee



Instruction Related Events, *continued on page 8*

Check These Out!

Providing information literacy instruction to graduate students provides unique challenges and opportunities. What are some techniques to assess the information needs of graduate students? How can we engage graduate students in the library instruction classroom? What do graduate students appreciate most about library resources and services? Check these out, and enjoy!

Hoffmann, Kristin et al. "Library Research Skills: A Needs Assessment for Graduate Student Workshops." *Issues in Science and Technology Librarianship*. Winter-Spring 2008. 7 July 2009. <<http://www.istl.org/08-winter/refereed1.html>>

The authors summarize the assessment process for preparing a comprehensive series of information literacy programs for graduate students at the University of Western Ontario's Taylor Library. The librarians conducted a survey and met with graduate students and faculty in focus groups in order to assess the students' past experiences with library instruction, and to determine whether specific workshop topics would be useful. More than half of the survey respondents had received prior instruction specific to database searching, using library catalogs, forming citations, and conducting a literature review. All of the students reported having challenges with

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This program brought together three speakers to discuss the millennials' expectations of their university/college libraries and suggested approaches libraries can adopt to engage them. Joan K. Lippincott from the Coalition for Networked Information, began the program by presenting the characteristics of graduate students on U.S. campuses today. The unique characteristics of this cohort led Ms. Lippincott to suggest that academic libraries should collect content for mobile devices, provide needed hardware and tools, and work with students in creating online resource guides. She also believes that libraries can help graduate students by acknowledging their research anxiety, offering study space, and by providing Q&A sessions and tutorials. Lippincott suggested providing social gathering opportunities for international students, who currently make up 30% of all Ph.D. students in the U.S. Susan Gibbons, University of Rochester, reported

on their latest ethnographic study of graduate students, which was aimed at finding out how the library can better support graduate students. She reported that graduate students are the heaviest library users. University libraries can support this population by promoting the services of subject librarians, by introducing key tools to the students, and by putting advisors' names in the library catalog's bibliographic records. Barbara Dewey, Dean of Libraries at the University of Tennessee, suggested supporting graduate students by connecting them to their subject librarian very early on, providing study space, connecting them to graduate students in other disciplines, and accommodating the "graduate students cycle" through such accommodations as linking them to publishing and career opportunities.

ence assistance specific to library services, technology, and collections.

Macauley, Peter and Rosemary Green. "Can Our Relationships Be Reconceptualized? Librarians, Information Literacy, and Doctoral Learners." *Journal of Education for Library and Information Science* 50.2 (Spring 2009): 68-78.

Macauley and Green review two studies (based on their own doctoral research) that focus on information literacy in the context of multidisciplinary graduate studies. The first study explored quantitative data specific to approximately 2000 Australian doctoral students in the arts, humanities, social sciences, education, and sciences, as well as their supervisors. Qualitative research (interviews with sixty doctoral candidates and twelve doctoral supervisors) was also conducted for the first study. The second study involved interviewing academic librarians, doctoral advisors, and doctoral students in order to assess how Ph.D. students learn to conduct literature reviews, and what they learn from the process. The authors found that the students developed information literacy skills independently, without seeking assistance from librarians (graduate students under 25 years of age were less inclined to consult a librarian than those over 55). The authors highly recommend that librarians engage graduate students in careful dialogue in order to assess their diverse needs.

Rempel, Hannah Gascho and Jeanne Davidson. "Providing Information Literacy Instruction to Graduate Students through Literature Review Workshops." *Studies in Science and Technology Librarianship*. Winter-Spring 2008. 7 July 2009. <<http://www.istl.org/08-winter/refereed2.html>>

Providing information literacy instruction at the graduate level presents many challenges. Faculty members often assume that graduate students have acquired research skills prior to starting their programs, and, consequently, they may not incorporate library instruction into their courses. Graduate students often rely on their peers for research advice, and the constraints limit their willingness to learn about new library resources and search strategies. In order to overcome such obstacles, librarians at Oregon State University (OSU) designed information literacy programs specifically for graduate students. The OSU library appointed

a graduate services coordinator who researched such services at other libraries, and conducted a survey to assess the user needs of incoming graduate students. Next, the library developed a graduate student services committee to design and conduct programs for students at the graduate level. Based on a review of the research conducted by the graduate services coordinator, the committee

Many factors, including professional standards, our institutions, and our own sense of librarianship create high expectations for library instruction programs.

When one considers these competency standards, it can be difficult to even consider attempting to squeeze that much information into two hours of class time (one in the Fall and one in the Spring). It's really not possible. Some libraries with larger staffs have been able to convince faculty members to have their students come to the library for several sessions in a semester. If you have a small staff, this is not feasible. You also must have faculty that are willing to give up those class hours to library instruction. Another option is to develop for-credit information literacy programs. This also takes support on several levels from your institution and may not be practical for every library. Fortunately, these are no longer the only options an instruction coordinator has when considering ways to increase and improve information literacy instruction.

At Samford, we are one of those libraries with a smaller staff. Our program is similar to most. We see a majority of freshmen in connection with a required core writing course. We found that the one-shot session at the beginning of the semester just was not sufficient. Many students ended coming back to the reference desk with issues that were covered in the instruction session. We frequently received feedback from professors that resources being cited by their students were not in line with their expectations. In the students' defense, it can be difficult to process and remember large amounts of unfamiliar information when stuffed into a 50 minute session. "Cramming in" all that wonderful information was not meeting our standards, so we needed to take a different approach.

We don't have enough reference librarians to cover two or three sessions per semester. Even if we did, it would be difficult to get buy-in from faculty to give up that much class time for library instruction. A for-credit course is not practical for us either. So we went to the literature to see what was working for similar libraries and created an approach that would enable more librarian interaction with students without using too much class time or staff time.

We approached the faculty of the core writing course and proposed embedding a librarian in their on-line course space (using Blackboard in our case). We started with the traditional, in-person one hour instruction session. The next step was to embed a librarian in the Blackboard space to supplement information literacy instruction over the duration of the semester. This caused no extra work for the professor. They simply added the librarian to the course. The writing instructors were also asked to incorporate the library component into the students' participation grade. This step provided a clear and necessary incentive to get the students to participate in the information literacy instruction discussion. Each week the students were asked questions or prompted to respond to statements using the Blackboard discussion board feature. All questions were designed to make them think about information literacy, library resources, and the research process. When possible, questions were tailored to P

Photos from ALA Annual 2009 in Chicago!

Last, there is a strong push to ensure that students have “21st century” literacy, which includes:

- Digital literacy – the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help;
- Global literacy – the capacity to read, interpret, respond, and contextualize messages from a global perspective;
- Technology literacy – the ability to use computers and other technology to improve learning, productivity, and performance;
- Visual literacy – the ability to understand, produce, and communicate through visual images;
- Information literacy – the ability to find, evaluate, and synthesize information. (Robin 224)

Consequently, in recent years numerous articles have been written to demonstrate the benefits (for both students and instructors) of digital storytelling as a teaching and learning tool (Benmayor; Coventry; Gregory and Steelman; Kulla-Abbar and Polman; Leon; More; Nelson, Hull, and Roche-Smith; Nixon; Oppermann; Royer and Richards; and Sadik). Some of these articles include enabling the retention of information, developing critical thinking skills and improving communication.

Digital storytelling – by its very nature – is a social activity and, consequently, flourishes in a social environment. Therefore, learning the concepts of digital storytelling within a social context is the most appropriate technique. In the multiday workshops provided by the Center for Digital Storytelling (<http://www.storycenter.org/services.html>), attendees have the opportunity to learn and implement digital storytelling processes (script development, storyboarding, production editing, etc.) and use appropriate digital tools (software and hardware); but – more importantly – they have the opportunity to develop and share their stories with others (in story circles) and through this social interaction they refine and refine their stories into effective, if not powerful, statements.

If attendance at a digital storytelling workshop is not possible – at least initially – there are a number of tools available that can assist in the development and evaluation of digital stories, including:

- Alan Levine’s “50+ Web 2.0 Ways to Tell a Story” – <http://cogdogroo.wikispaces.com/50+Ways>
- Alan Levine’s “The 50 Tools” – <http://cogdogroo.wikispaces.com/StoryTools>
- American Film Institute ScreenNation -- Learn -- <http://www.screennation.org/Learn.aspx>
- Create – http://digitalstorytelling.coe.uh.edu/getting_started.html
- Elements of Digital Storytelling – <http://www.inms.umn.edu/elements/>
- Evaluate



- Emotional Content – emotionally engaging the audience and also exposing the emotional vulnerability of the storyteller;
- The Gift of Your Voice – the storyteller’s voice (literal voice) in the narrative
- The Power of the Soundtrack – the power that music and/or sounds can provide to a story – which is a double-edged sword in that selected music makes a significant impact on a digital story, but it also brings significant copyright issues to the table;
- Economy – stories are “easily illustrated with a small number of images and videos and a relatively short text”, through the use of implicit vs. explicit illustrations, metaphors, and symbolism;
- Pacing – the “timing”, “rhythm”, “beat” of the story.

Below is a list of libraries (and even one library vendor) that have experimented with digital storytelling:

- Cengage Thomson Librereo ©h

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Should libraries make use of digital storytelling? All libraries have stories to tell and can build within their communities. Digital storytelling – if done well – can be a powerful tool. Ending with the words of Fields and Diaz:

“The final big lesson of digital storytelling is . . . the lesson of how transformational digital storytelling can be not only in telling the library’s story, but also in discovering the library’s story. Digital storytelling allows us to talk to each other well and to engage our users in conversation about libraries.” (Fields and Diaz, viii)

Additional Resources

- "Seven Things You should Know about. . . Digital Storytelling." EDUCAUSE Learning Initiative 2007. <<http://net.educause.edu/ir/library/pdf/ELI7021.pdf>>.
- Adamson, Pat, et al. "Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity." *School Library Journal* 54 (2008): 78.
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As always, send questions and comments to:

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Adult Learners

This committee is charged with assisting library professionals to more effectively serve adult learners.

Newsletter

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

Top 20

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

Conference Program

This committee shall be responsible for annual program preparation and presentation.

Organization and Planning

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

Transitions to College

This committee builds and supports partner sites

Liaison

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Research

The committee will identify, review, and disseminate information about in-depth state-of-the-art research about library instruction for all types of libraries.

Instruction

This committee identifies and makes

Membership

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

Teaching, Learning, and Technology

This committee will be responsible for identifying and promoting the use of technology in library instruction.



Library Instruction Round Table News

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***Please see our online committee volunteer form at
<http://www3.baylor.edu/LIRT/volform.html>***

Photos in this issue by Susan Gangl