



Iowa Research Online

The University of Iowa's Institutional Repository

[ILA/ACRL Newsletter](#)

[Other Partnerships](#)

4-2011

ILA/ACRL Newsletter, vol. 21, no. 3, April 2011

Association of College and Research Libraries. Iowa Chapter

Follow this and additional works at: https://ir.uiowa.edu/ilaacrL_newsletter

 Part of the [Library and Information Science Commons](#)

Copyright © 2011 Iowa Library Association

Hosted by [Iowa Research Online](#). For more information please contact: lib-ir@uiowa.edu.

ILA/ACRL Newsletter

vol. 21, no. 3, April 2011

ILA/ACRL Spring Conference Reports

The ILA/ACRL Spring Conference was held on March 18th, 2011 at Central College in Pella, Iowa. In this issue of the newsletter, you will find pictures and reports from ILA/ACRL Newsletter Committee members on the different conference sessions.



Picture of Beth McMahon, Spring Conference Chair, Kenning Arlitsch, Keynote Speaker, and Ryan Gjerde, ILA/ACRL President.

ILA/ACRL Scholarship Recipient Report

Dear ILA/ACRL members,

As the 2011 Spring Conference Scholarship recipient, I am writing not only to thank you for the award, but also for your continued support of dialog, active engagement, and collaboration

across the state. Professional development opportunities, like the ILA/ACRL Spring Conference, are so valuable for sharing ideas and creating a sense of community within our profession, allowing us to overcome the barriers of distance and overflowing schedules. Thank you for giving me the opportunity to engage with you in meaningful and enlightened discussion sparked by the topics and issues presented in the presentations and meetings, and for reminding me of how kind and welcoming Iowa librarians truly are.

Whether discussing the shifting library services and attitudes, embedded librarianship, assessment, innovative approaches to acquisitions, or information literacy initiatives, I always found myself involved in dynamic conversation. The keynote speaker, Mr. Kenning Arlitsch, spoke to the shifting economic times and increasing technological advances, and how each impact library services, spaces, and librarian attitudes. With such large shifts he encouraged us all to ask ourselves the following question: What is your response to adversity?

My morning continued with my presentation, “Cultivating Future Librarians: Growing Students into Colleagues through Mentorship.” I was excited to share my internship and mentorship experiences with those who attended and was impressed with the exchange of ideas that came up during the time for discussion at the end of the session (thanks to all who shared their thoughts). Lunch provided the opportunity to meet new colleagues and to catch up on the happenings of various ILA/ACRL committees.

In the afternoon I attended two sessions that focused on information literacy, and one that discussed acquisitions initiatives. The first, presented by Mr. Dan Chibnall and Dr. Amy Getty, from Grand View University, discussed scaffolded information literacy outcomes in literature courses, gave assignment examples in a detailed handout, and the discussed librarian involvement in assessing assignments. The other afternoon session, given by Ms. Andi Beckendorf and Mr. Germano Streese from Luther College, provided a brief history of the Paideia program (part of the core curriculum), how they examined program practices, and how the library was able to modify their instruction approach utilizing LibGuides to support student learning. The other afternoon session I attended was given by Mr. Kevin Engel, Ms. Rebecca Stuhr, and Ms. Cecilia Knight from Grinnell College; they discussed their cost-saving patron-driven acquisitions and pay-per-view journal article access programs.

An important part of being an effective librarian is staying informed about best library practices, learning more about emerging trends, and staying abreast of the issues impacting librarianship. Receiving the Iowa ACRL 2011 Spring Conference Scholarship has allowed me to further expand my perspective and learn more about Iowa library happenings. I am honored to have received this scholarship. Thank you again for this opportunity.

Sincerely,

Cara B. Stone

Advice, Empathy, and Education: Student to Student Mentoring in Reference Service

Presented by Julie Bauder, Beth Bohstedt and Phillip Jones, Grinnell College

Reported by Brett Cloyd, University of Iowa

The presenters provided an overview of a new student to student mentoring program. Librarians, Library Assistants and students have been working together to develop a working model. Trained students are “Reference assistants” and after initial training, students are able to work one of four public service desks – primarily in evening shifts, but also 1.5 hours during the day. Development of training material has included the teaching of Subject Guides, and Journal Finder software. Reference questions and answers are logged and shared with participants to improve service. Students also participate in weekly Reference assistant meetings. Thus far students are largely social studies majors, with lots of foreign language experience. The group would like get science majors more involved. Some assessment data was discussed. Student customers were given a short survey to complete. Do students like to work with students more? So far there’s no great data but the perception is that students are more comfortable with a peer. Resident assistants feel student students are more comfortable with them.



Picture of Phillip Jones, Beth Bohstedt, and Julie Bauder

Building an Active Learning Community through Student Collaboration

Presented by Rebecca Stuhr, Catherine Rod and Chris Jones, Grinnell College

Reported by Brett Cloyd, University of Iowa

Finding ways to bring student and faculty into libraries can sometimes require extra attention. It is important to consider the campus community and the library's collections or to consider ideas that bring them together. Stuhr discussed the idea of creating a community of students who can participate in events together. Students create links from scholarly research to their own works. Find ways that students can add voices to public events – this is a core mission of the college, the library, and the user. The work of Richard Ibarro, who was a keynote speaker at an ILA/ACRL conference several years ago, was discussed. Ibarro spoke of context diversity – low and high context learners. These are measures of how welcome people feel and librarians should be familiar with this measurement.

Rod talked about Special Collections Exhibitions. The campus was not using this material. How can it be made more accessible? The Eighteenth Century Collections online resource was used to create a visually attractive poster to highlight local material. The 2009 200th anniversary of Charles Darwin's birth was an opportunity to highlight Darwin's work. Biology professors were recruited to highlight works that Darwin was reading during the writing of *The Origin of Species*. Work for scholars that cited Darwin was also highlighted.

Chris Jones discussed New South Press's edited edition of Twain's *Adventures of Tom Sawyer*. The new edition eliminated pejorative words – words that might offend some contemporary readers. Jones gathered Grinnell's collection of 1st edition Twain materials to see what is worthwhile and what might capture students attention. This offered a chance to work with professors on visits to the library and on assignments. There were places for students to make notes to share and student staff were involved with the curation of the materials.



Picture of Catherine Rod, Rebecca Stuhr, and Chris Jones

A Discovery Case Study: EDS at Cowles Library, Drake University

Presented by Marc Davis, Drake University

Reported by Amy Paulus, University of Iowa

The presentation (PDF) is available online at: http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1628/214314/A_Discovery_Case_StudyREV1.pdf.

Marc Davis gave an informative and interesting presentation about the implementation of the EBSCO Discovery Service (EDS) at Drake University. Drake was an early adopter of this web-scale discovery tool and created a three year implementation plan: first year for deployment, second year for assessing and usability, third year for a review of the service and vendor. Drake branded the EDS “Super Search” and choose this product because of their long-standing relationship with EBSCO.

A web-scale discovery tool was purchased to increase access to resources purchased, especially electronic products; meet the needs for a google-like search that most users expect; and allow library instruction to become focused on research skills rather than research tools. For the most part, “Super Search” addresses all of these requirements. Specialized versions of “Super Search” were developed, such as “Education Super Search” and marketing to the appropriate user group. Training and promotion was done (and attendees received a t-shirt, one of the promotional items developed at Drake) to make sure everyone on campus was aware of this new product. This was done during the first year of deployment. During the second year, they will be gathering quantitative information and statistics as well as anecdotal information related to information literacy and information outcomes. The third year will entail reviewing the service and the vendor, although they don’t see themselves changing vendors.



Picture of Marc Davis

Have I Got a Deal for You: Free Tech Tools to Make the Essentials Easier

Presented by Becky Canovan, University of Dubuque

Reported by Amy Paulus, University of Iowa

The presentation is available online at: <http://www.beckycanovan.com/2011/deals/>

Becky gave an enthusiastic and informative presentation on four free tools that can be used in the lives, both professionally and personally, of library staff everywhere! These tools are: Jing, Doodle, Google Docs, and PollEverywhere.

Jing (<http://www.techsmith.com/jing/free/>) is screen capture software and so much more. It can be used to create tutorials, narrated or silent, to explain services to users. It can also be created quickly to help users with problems (a picture often is easier to follow than words typed into a chat box).

Doodle (<http://www.doodle.com/>) is scheduling software. You can send out polls to see when people are available for meetings but also use it to collect other information – like what book to read for your next book club or a task list for a group.

PollEverywhere (<http://www.polleverywhere.com/>) is polling software and a free alternative to “clickers”. After creating a poll, you can embed in course pages, presentation slides, blogs, or other websites. Responses can be sent from the web, text, web-enabled phone, or twitter. This would be useful in keeping students engaged during an instruction session, gathering feedback from students, or brainstorming ideas in an anonymous fashion.

Google Docs (<http://docs.google.com>) is office software and a free alternative to the Microsoft Office suite of products. Collaboration is available in real-time and you can access these from any web-enabled device. The formats available are: document, presentation, spread, form, drawing, and collection. You can use these for reference question statistics, book lists, student evaluations, collaborative strategic planning, and many others.



Picture of Becky Canovan

In Any Language: Libraries Translate to Learning

Presented by Jonathan Helmke & Meghann Toohey, University of Dubuque

Reported by Clint Wrede, University of Northern Iowa

The library at the University of Dubuque has begun offering its users "seats" in the web-based language-learning program Rosetta Stone, in order to meet curricular and co-curricular needs and strategic plan initiatives.

The university offers no programs in foreign languages and only a few courses in Spanish and Chinese. For students who wish to learn languages on their own, the library has in the past made available CD-ROMs from Rosetta Stone and other language learning materials.

Now the library has purchased ongoing "seats" in Rosetta Stone's online environment for taking the company's self-paced language courses. With the 30 purchased seats, 30 university students, faculty, and staff can be taking a Rosetta Stone course at any given time.

The library has chosen to break the seats into 8-week sessions, which are given on a first-come, first-served basis. Library users may use the university's Moodle course management system to register for one of these 8-week sessions. Users are then taken to a Google Docs form, where they provide their name and other necessary information. A library staff member uses this information to give out the seats for each session and communicates to the seat-holders when their sessions are about to begin or end. When all seats for a session are taken, the staff member will communicate with the user about reserving a seat for the next session.

The library's technical services department was chosen to manage these efforts, since they already deal with vendors and manage other similar resources.

So far, the majority of the library's Rosetta Stone users, 57%, have been students not enrolled in a language course. Another 18% are students in the university's Spanish or Chinese courses, and the remaining 27% are university faculty and staff.



Picture of Meghann Toohey and Jonathan Helmke

A Map, A Vehicle, a Destination: Using an Embedded Librarian to Implement the Information Literacy Campus Plan

Presented by Pam Rees, Megan Tedell, and Dr. Avilah Getzler, Grand View University

Reported by Brett Cloyd, University of Northern Iowa

The team from Grand View University explained how they are incorporating information literacy skills and activities into their campus' learning environment. A few years ago, the University was revising its general education requirement curriculum including desired outcomes. The Library was able to participate in these conversations. Basic, Intermediate and Advanced Outcomes were described in a Tiered matrix. Foundational and Intermediate Level modules were also developed. These were connected to the course curriculum. English courses were targeted for the Foundational Level and Subject specific courses were defined for the Intermediate Level. A librarian was embedded into these classes and welcomed as part of the teaching team. This has taken pressure off the faculty when it comes to finding sources and refining a student's research question. The librarian has learned more about how the courses are structured and has been able to offer feedback to the faculty. Assessment tools have been developed to measure student success and these results look promising. Faculty have been impressed. There are times when librarians are not available at the library, but alternatives are being considered. The work in the classroom is considered important and fits into the library's mission to support information literacy on the campus.

On Being Essential: Making Connections and Facilitating Access, Collection Development as Public Service

Presented by Kevin Engel, Rebecca Stuhr, & R. Cecilia Knight, Grinnell College

Reported by Clint Wrede, University of Northern Iowa

Several years ago, the library began simply purchasing copies of some books requested by interlibrary loan, instead of borrowing them from other libraries. Over the last three fiscal years, the costs of these acquisitions has declined from \$34 to \$32 to \$29 per book. The library purchased 330 books by this method in 2008–2009, 517 in 2009–2010, and 283 so far in 2010–2011.

The library has historically done a serials review about every 10 years, and initiated one in 2008 in response to a budget crisis. They worked extensively with faculty members across campus to identify the best candidates for cancellation.

The Grinnell library has also converted the money spent on a number of journal subscriptions from two journal publishers into pay-per-view opportunities for articles from all journals published by those same publishers.

The library formerly subscribed to 70 Elsevier journals, at an annual price of about \$145,000. In 2008, after consultation with faculty members, they canceled 55 of those 70 subscriptions. Instead, they enabled library users to choose articles from all 2,500 Elsevier journals on a pay-per-view basis. During 2008–2009, they spent \$31,000 for subscriptions to the remaining 15 journals and an additional \$31,000 for 1,400 pay-per-view downloads of articles from other Elsevier journals.

This total of \$62,000 for articles from all Elsevier journals contrasts with the \$145,000 formerly being spent on the 70 subscriptions. Now in 2011, the library has reduced its Elsevier subscriptions to only 5 journals.

The library has more recently also switched to a pay-per-view model with Wiley journals. They canceled 27 subscriptions with an annual price of \$56,000 and instead spent \$13,500 to prepay 1,000 article downloads from all Wiley journals. In September 2010 through mid-March 2011, 273 downloads (\$3,686 worth) had been used.

The library analyzed the downloads and the journals they came from and found that the use was scattered, with no single journal consistently remaining among the top three downloaded from.



Picture of Rebecca Stuhr, Kevin Engel, and R. Cecilia Knight

Rethinking Instruction: Designing Specialized Online Courses

Presented by Erika Raber, University of Iowa

Reported by Jodie Morin, Buena Vista University

Erika Raber, University of Iowa, was faced with taking a one credit, one hour research skills course from the traditional face to face teaching environment to an online format. Her session, “Rethinking Instruction: Designing Specialized Online Courses” covers the challenges she is dealing with as she teaches this online course for the first time this semester. In preparation for this transition, Raber took a three-week online ACRL course entitled “Designing Online Specialized Information Literacy Courses.” From this course Raber learned of the importance of clear learning outcomes, continuous (even instant!) feedback, and using a variety of modalities to reach her student’s various learning styles.

Challenges that Raber faces include creating a sense of community in her online class and connecting with individual students. The ways she seeks feedback and appeals to her students in the traditional classroom are not easy to emulate in an online environment. The steps involved in breaking an online class up into small groups for discussion, for example, are much more difficult and take much longer than in an traditional classroom. Raber also mentioned the struggle of keeping the demands of her course in line with the amount of credit the course is worth.

Raber closed by advising others considering teaching in the online environment to be aware of the big time commitment for instructors, to simplify the course structure as much as possible, to incorporate existing materials (from YouTube, Merlot, or ANTS for example) and to let go of perfectionist tendencies. Online courses are attractive options for students and the online environment should be a place where librarians are comfortable teaching.



Picture of Ericka Raber

Seeking Wisdom in Community: Shaping a First-Year Research Experience

Presented by Andi Beckendorf and Germano G. Streese, Luther College

Reported by Jodie Morin, Buena Vista University

Andi Beckendorf and Germano G. Streese, Research & Instruction Librarians from Luther College, presented “Seeking Wisdom in Community: Shaping a First-Year Research Experience.” For over 30 years, Luther first-year students have taken a required course called Paideia. As that course has evolved over the years, Luther librarians have become increasingly more active with it. That interaction began with collection development to support course content. Librarian involvement with the research unit of Paideia dates back to at least 1981. Now librarians are teaching sections of Paideia and are members of the Paideia Planning Team.

The way information is disseminated and library skills are taught to students in Paideia has also evolved. Rather than presenting overwhelming “one-shot” library lectures, LibGuides now incorporate all the important elements of the research process in one central location for students to access. The LibGuides page for Streese’s Paideia section was displayed as an example. Based on the questions librarians are getting at the Reference Desk during the research unit of Paideia, it was determined that 75% of the student queries are generated by the Paideia research assignment. It is the impression of the librarians that student questions have become more complex, which may be due to the students being better able to answer their own questions because of the instruction and information contained on the LibGuides pages.

Plans for the future include surveying instructors about how they see students use the Paideia LibGuides, obtaining statistics for the navigation and use of the LibGuides pages and to provide a way for students to interact with and contribute to the LibGuide pages.



Picture of Andi Beckendorf and German G. Streese

Shrinking Service Points to Better Serve Users (And Save Money)

Presented by Amy Paulus, University of Iowa

Reported by Clint Wrede, University of Northern Iowa

In 2009, the University of Iowa Libraries began to implement significant changes to services in direct response of budget reductions. The former service points that dealt separately with circulation, a media (primarily video) collection, interlibrary loan, and reserves were combined into a single service point.

This combination resulted in substantial financial savings, including \$50,000 in wages and benefits for a library assistant position (vacated through attrition), \$30,000 in wages for student assistants, and additional funds no longer paid to student assistants who were technically employed by the Committee on Institutional Cooperation.

Other benefits besides costs included more consolidated and efficient services for library users and a reduction in security concerns with the former media viewing rooms.

Costs associated with these changes included the removal of a wall, the purchase of new video viewing tables, the addition of group video viewing areas and equipment, and new space for a library assistant.

Challenges in making these changes included the need to take different policies and practices that had been implemented by the formerly separate service points and make them more consistent, and the difficulties involved in the reassignment within the library of a library assistant formerly in charge of the media collection, which also resulted in a loss of expertise in media issues.

To communicate these changes to library users, both before and after they happened, the university librarian made contact with faculty and staff from the Film Studies department, the heaviest users of the media collection. The library also communicated the changes via library liaisons, signage at the deactivated service points, and marketing opportunities on campus. Lessons learned through these changes included the need to consult interested parties earlier in the process, to involve all levels of interested parties, and to provide more communication and training for library staff.

Skillful Scaffolding: Integrating Information Literacy Outcomes into Literature Courses

Presented by Dan Chibnall and Dr. Amy Getty, Grand View University

Reported by Jodie Morin, Buena Vista University

Grand View University is implementing a campus-wide information literacy program. Dan Chibnall, Instruction Design Librarian and Dr. Amy Getty, Professor of English, co-presented a session entitled “Skillful Scaffolding: Integrating Information Literacy Outcomes into Literature Courses,” in which they focused on how intermediate information literacy skills are taught in Getty’s American Literature and Children’s Literature courses. Chibnall and Getty designed a series of presentations and assignments that focus on the goals of finding and evaluating information and using information ethically. Chibnall visits the class throughout the semester to present the series of skills and accompanying assignments. Students begin this process by learning to evaluate information from the web, since that is often where students begin research. Skills for finding and evaluating quality journal articles and books are covered later in the course, building on skills previously presented. To help students master increasingly complex skills, they are given assignments that reinforce those skills. They get an opportunity to do some “peer-reviewing” of their classmate’s postings via Blackboard discussion boards. Dr. Getty then tests those skills with out-of-class essays which are scored by both Getty and Chibnall.

Student response to this series of information literacy assignments has been overwhelmingly positive. Chibnall says the “embedded librarian” model used in these courses and a series of four to eight interactions with the class over the semester has proved a more effective strategy for teaching information literacy skills than the traditional “one-shot” library use session. Chibnall has a waiting list of faculty wanting to incorporate an embedded librarian in their own courses.



Picture of Dan Chibnall

Pre-Conference Social at Monarchs Restaurant in the Royal Amsterdam Hotel



