Brick and Click Libraries
An Academic Library Symposium
Northwest Missouri State University

Proceedings of an Academic Library Symposium

Friday, October 22, 2004

Edited by

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Pat Wyatt – Union & food co-coordinator

Northwest Missouri State University

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Introduction: Our Changing Profession

Robert W. Frizzell

Robert W. Frizzell is Director of Libraries at Northwest Missouri State University. He holds the M.S. in librarianship and the M. A. in European History from the University of Illinois at Urbana-Champaign. From 1975 to 1989, he was Social Science Librarian and Archivist at Illinois Wesleyan University. From 1989 to 2001, he was Director of the Library at Hendrix College. He publishes articles on the history of German immigration to the American Midwest and on the history of Missouri. He is Book Review Editor of H-GAGCS, a scholarly Internet discussion group for German-American and German-Canadian history.

We all recognize that librarianship is in transition due to vast changes in information storage and retrieval technology. The transition to automated processes began quite a long time ago. When I was an undergraduate at the University of Missouri—Columbia over thirty-five years ago, I worked at the library reserve desk with an IBM punch card circulation system. Thirty years ago this fall, my library class went on a field trip from Urbana, Illinois to Columbus, Ohio to see an online, real-time library circulation system. We also saw a short title electronic catalog (really it was a circulation database) and what is now called OCLC WorldCat. In 1974 it could be viewed only in the cataloging mode. In those days, library automation had to do primarily with better ways to index and circulate print and audio-visual materials.

Librarians and library users alike have benefited greatly from automation. Three decades ago, libraries that were not yet on OCLC often had rooms full of new books unavailable to anyone while the catalogers awaited the arrival of LC printed cards for the catalog. Only after the cards arrived weeks or months later could the new books be marked and put into circulation. Today in Missouri's MOBIUS consortium, patrons of member libraries can, themselves, borrow books from any other member library with the expectation that those books will be delivered by courier in two to four days. What a contrast to the complex procedures of three decades ago! At that time, a library clerk had to search for a patron's inter-library loan request in the large clunky volumes of the National Union Catalog in order to determine what large library might have the desired book. Then an ALA printed form had to be typed and sent to the lending library through the U. S. Mail. If the lending library happened to have the desired book on the shelf, the patron might get it in two to four weeks. Subject Indexing has improved even more. Anyone who ever tried to search the printed version of Sociological Abstracts and later searched the electronic version cannot possibly fail to appreciate automation.

Today academic librarians spend a great deal of time dealing with electronic full text. We scan local materials and make them available on servers to the wider world. We select commercially produced databases of information and periodical articles. We subscribe to them and then track their constantly changing content, searching capabilities, cost, and use by our students and faculty. Such instruments as proxy servers and course management software allow us to make these sources available and usable by electronic learners coming to our libraries through the web whether it is from across campus or across the country. We build web pages to help our users pick and use the databases most pertinent to their information needs and we constantly update

those pages to reflect changes in the databases themselves. Then we put forth a great deal of effort cajoling faculty members to let us teach their students, both face-to-face and over the web, about these relatively new and not fully known opportunities for information. Although most students come to us already knowing how to surf the net for information, we try to improve their ability to judge the quality of web sites. We familiarize them with the subscription databases as well as with the print collection. We want our students to graduate with a high degree of "information literacy."

In our daily work we are re-inventing librarianship to meet the challenges of the new technology and new user expectations. The papers submitted to this conference reflect that re-invention. Indeed, they are a part of it. They demonstrate ingenuity, industriousness, and a commitment to service. And yet it seems clear to me that as we successfully rebuild our profession in ways appropriate to the web and other relatively new technologies, we remain in something of a quandary. As we build a new librarianship for the digital age, the core of our traditional service is endangered.

Traditionally, our most central function has been to provide books—to select and obtain them, preserve them, make them findable, and to encourage, or at least allow, people to use them. Now one might suppose, based on numerous reports from the media, that all is well with books. As many books as ever are being produced. In America in 2003, 175,000 new titles and new editions were released, up 19 % from the previous year (Stat Watch 15). OCLC reports in its 2003 OCLC Environmental Scan: Pattern Recognition that "Almost half the U. S. population purchased books online in 2002" (5). For the electronically oriented, we now have e-books. David Emery Shi, a dedicated reader and President of Furman University, in an address five years ago to the Phi Beta Kappa chapter at Davidson College welcomed e-books. He said,

> Yes, reading text from a screen rather than from a printed page may produce a different series of responses from the reader, but such responses may not necessarily be incompatible with those stimulated by a printed book. In coming years bound books and electronic books will exist side by side, and they may in fact come to complement one another in delightful ways.

Despite these apparently positive reports, it seems to me that anyone who supposes all is well with the book today makes a mistake. People in America simply are not reading as many books as in earlier decades. In 1992, a survey by the National Endowment for the Arts found that 60.9% of Americans said they had read some sort of book in the previous 12 months. In 2002, the corresponding figure was 56.6%. The reading of literature decreased among "men, women, all ethnic and racial groups, all educational groups, and all age groups" (McLemke A16). Among people 18 to 24 years old, in the last two decades, there has been a 28 % drop in the number who report having read a piece of literature in the last year.

But what about almost half the U. S. population buying books online as reported in OCLC's much talked about 2003 Environmental Scan: Pattern Recognition? This, it turns out, is dreadfully inept research, perhaps reflecting the ubiquitous computer hype of our time. OCLC took its information about online book buying from The UCLA Internet Report: Surveying the Digital Future: Year Three. When one downloads that report and goes to the cited page 42, one

finds that 36.8% of people who had used the Internet six years or longer bought books online in 2002 and 11.8% of new Internet users with less than one year's experience did so. When those two figures are added together, they do approach 50%, but not 50% of the same thing and certainly not 50% of the U. S. population. OCLC has added apples to oranges, which we know cannot be done. If that weren't bad enough, it has completely ignored the rest of the American fruit basket!

Nor are e-books, at least in their present form, likely to reverse the decline of the serious reading of books. E-books simply have not become popular with the public. In 2003, e-books made up less than one-third of one percent of net book industry sales (Bogart 534-535; Milliot 15). Moreover, e-books are used in a way different from the way people often use printed books. People use e-books for short pieces of information. The average number of pages consulted in e-books from netLibrary is quite small. Rob Kaufmann, the founder of NetLibrary, says in public that he has never read an entire e-book.

Printed books, too, are often gleaned for short pieces of information rather than read as a totality. Even in the days when large numbers of students used to leave the circulation desk with armloads of books for a term-paper assignment, many of us suspected that few of those books were being read cover to cover.

Despite questions about actual as contrasted to apparent use of books in the past, the NEA 2002 survey makes clear that reading is now on the decline. David Shi thinks the problem is not information in electronic form but rather "beguiling forms of passive entertainment [that] have immersed us in the trivial and the ephemeral." He names "radio, television, and film" as the culprits. I would add video games to Shi's list. Sven Birkerts indicts a broader list of culprits as bearing responsibility for the decline of reading. He reports that even as a "dedicated humanist" he finds it harder "to decelerate into a thick book . . . because I too want my results more quickly and in less linear form. . . ." (McLemke A16). This would seem to cast doubt upon the harmlessness of most forms of information in electronic format.

Whatever its cause, surely the decline of reading is the decline of one of the most important elements of our culture. Sustained and repeated engagement on the part of the reader with a lengthy text that is complex, nuanced and richly articulate can be enormously effective in developing the mind. I believe it is one of the few truly effective ways to develop a sophisticated, rational and deeply penetrating perception of the world around us and of the human condition.

As librarians, it will do no good, either for us or for society, if we try to ignore cultural and social trends of our time. We must continue to build a librarianship based on the technologies people want to use and appropriate to the needs and behavior styles of the people we are called upon to serve.

At the same time, let us remember our heritage as a profession. Let us continue to build our collections of the best and most appropriate books, at least until such time as a technology appears which truly replaces the book. And let us have people working among us who take an intrinsic interest in the content of these books. Only in that way will we choose, preserve and promote the use of the most appropriate items. That is the way in which we can best assure that

one of the most civilizing cultural activities ever to appear in the course of the history of humankind will not only be preserved but will continue to flourish.

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Managing and Maximizing Use of Your E-Journal Collection

Matt Hall and Buddy Pennington

Buddy Pennington, MLS, is the Serials Acquisitions Librarian at the University of Missouri - Kansas City. Prior to joining the university he was a Branch Manager and Document Delivery Librarian with the Kansas City Public Library. Buddy's first professional library position was being the Acquisitions/Serials Librarian at Rockhurst University. He is a 1998 graduate of the University of Missouri - Columbia's MLS program, and has served as a presenter for serials management and holdings workshops.

Matt Hall is a Sales Manager for Serials Solutions. He has nearly 7 years of experience in consulting organizations in technology, resource allocation, and e-journal management. His responsibilities at Serials Solutions include client development and relationship management for each of Serials Solutions' products, with extensive experience with the E-Journal A.M.S. and Full MARC Records services.

Abstract

“How do you manage and ensure access to your electronic journal collection?” is a question that is always asked by librarians these days. With so many choices out there, librarians are constantly looking to find the best method that meets the needs of their institution. This presentation will focus upon one library’s decision to implement a system by an independent third-party serials management provider.

This presentation will delve into the features that the library implements offered by the vendor and the accuracy in which the vendor manages the e-journal holdings data for the library. In addition, topics of discussion include the manner in which the vendor conducts its data management and what technical tools have been developed to ensure that libraries receive the best possible service.

In a time when data management from outside vendors is critical in delivering superior service to customers, librarians will be enriched from listening to a client-vendor presentation describing their cooperative working relationship.

Real-Life FAQs on Copyright and Intellectual Property for Web-based Education

Suzanne Araas Vesely

Araas Vesely has been a Copyright/Reference Librarian at Fort Hays State University 2.5 years. She has made over 50 presentations on Copyright and related issues and created an award-winning copyright web site: http://www.fhsu.edu.forsyth_lib/copyright. She holds an M.L.I.S., book studies certificate a PhD in English Literature from the University of Iowa and a M.S. in Cell Biology from the University of Wyoming. She has published in the areas of copyright ethics, digital reserve, book history and literature. She co-organized a statewide forum on the history of the Web and a statewide workshop on copyright.

Abstract

"I ripped an image out of a foreign site, but that's OK because it isn't covered by U.S. Copyright law, right?" "Is plagiarism against the law?" "Does the University own my intellectual property as a 'work for hire'?" "Why should we care—we are below the radar anyway, being a small school, right?" In a digital age there is an abundance of questions like these about copyright and intellectual property, and the answers are not always easy to find. There are many sites on the web that offer FAQs on copyright, but most of them seem to have "canned" questions that are a tutorial in copyright basics masquerading as a FAQs question site[1], which can be frustrating for the user. Forsyth Library at Fort Hays State University offers an award-winning copyright site that includes a unique FAQs list answering real questions from faculty, staff, students and other concerned individuals. Creating the position of Copyright Librarian and creating this site has called attention to the logical link between library services and librarians' insights as the most obvious means of filling gaps in copyright information while having resources at hand that are most able to cope with the demands of the law.

The FAQs page is searchable by topic. It features how-to answers on general information, intellectual property issues and how to protect one's own intellectual property, fair use and its limitations, the TEACH Act and why it is not fair use, duration, getting permission, and more. Links to especially helpful outside sites and to other of our Copyright and Intellectual Property pages help the user to find information quickly. We also encourage the user to contact the Copyright Librarian for specific questions: for instance, the FAQs site tells the user that we provide a permissions service, saving the university money, saving faculty paperwork, and connecting to a librarian who can find acceptable or even better alternative resources, should there be any difficulty in getting permission.

The FAQs site was prepared in consultation with the University General Counsel, who suggested the development of the larger Online Links page to which the FAQs page points. The links page offers resources such as sites on litigation, an intellectual property lawyers' forum site, the home page of the U.S. Copyright Office, online tutorials, bill tracking sites, wired media, and more. The links page also anchors specific topics to a large bibliography, which is continuously updated, for students who want to research legal issues in copyright for classes. While

protecting the university from torts, these and related efforts have proven to be popular. This spring, for instance, we marketed this and other electronically-based library services to individual departments, presenting at meetings for half of the teaching faculty departments. Faculty feedback has been consistent: that the Copyright Librarian is a valuable "resource person" and that the library has become a valuable resource and support system for the campus.

Disclaimer

This article does not constitute legal advice. When using copyrighted materials in a publication, or when using your university's facilities to create an online document, please contact your legal counsel.

Introduction

In most websites that have a copyright page, copyright FAQs are "canned": they are not real questions but prompts designed to present the reader with copyright basics. What real patron, for instance, would ever ask "What is copyright?" Like many other institutions, Fort Hays State University has this and similar questions on its FAQs web page to educate the public on basics, which is a valuable service. But such frequently asked questions do not address the messy, individualistic questions that people actually ask, creating frustration in the reader. Our FAQs page includes questions based on real-life situations, disguised to protect the identity of the questioner. This article presents the FAQs page, discusses general types of real-life questions, and touches on answers.

Fig. 1. The Fort Hays State University Copyright and Intellectual Property Center Frequently Asked Questions Menu.

The FAQs Site

The Fort Hays FAQs page, prepared in collaboration with the University Counsel, is searchable by topic. The topics feature how-to answers on general information, intellectual property issues and how to protect one's own intellectual property, fair use and its limitations, the TEACH Act and why it is not fair use, duration (how long copyright lasts), getting permission, and more. Links pointing to useful outside sites and other FHSU Copyright and Intellectual Property pages help the user to find more information quickly. The user is encouraged to contact the Copyright Librarian for specific questions: for instance, the FAQs site tells the user that we provide a permissions service, saving the university money, saving faculty paperwork, and connecting them to a librarian who can find acceptable or even better alternative resources, should there be any difficulty in getting permission for course work. By offering this service, we make it easier for faculty to comply with the law: the paperwork for getting even one permission can be extensive. Faculty also have the option of downloading a permission form on the Permissions page that allows them to pursue the permission on their own. Other links point to a site where the reader can register for one of the workshops on Copyright and Intellectual Property that the Copyright Center offers every semester, to online tutorials, to an interactive quiz on copyright that generates a certificate upon successful completion, to information on how to contact government officials regarding copyright concerns, to information on plagiarism, and more.

Marketing the Site

While protecting the university from torts, the Copyright and Intellectual Property Center site has also proven to be popular. This spring, for instance, Forsyth Library presented at half of the individual academic departments on campus, marketing copyright assistance and other electronically based library services (e-reserve, video on demand and outreach services for distance students, including document delivery). Faculty feedback about this effort has been consistent: the Copyright Librarian is a valuable "resource person" and that the library as a whole has become a valuable resource and support system for the campus.

The FAQs Page: General and Specific Questions

Although it is common to think of academic culture as a monolith, it is the uniqueness of Fort Hays that has made this tailor-made FAQs page necessary. Since Fort Hays has a large international distance program, its questions will differ from those originating from other institutions.

But although the orientation is towards teaching rather than towards research, faculty everywhere long to be scholars and Fort Hays is no exception. Most of the questions that I get from faculty center on their own scholarly publishing issues: "As a faculty member and an employee, do I own the rights to my own intellectual property at Fort Hays State University, or am I always performing a 'work for hire' because I have a contract with the university?" "How do I protect my own intellectual property?" "I am negotiating a book contract and I want to know what to watch out for." "I have been looking for the owner of a book. I want to cite and then analyze a large passage from that author in my own book, which is due to come out early next year. I have tried and tried, and I cannot find the owner."

Such intellectual property questions often require further information: did the faculty member who wants to know who owns their intellectual effort make extensive use of university services (technology help) in creating her intellectual product? If so, the university may have a claim on profits. "Work made for hire" does not apply to most work done in the academic setting. This is the so-called "scholarly exception" to work made for hire (Title 17, Ch. 1, sec. 101 of U.S. copyright law). Faculty only do a "work made for hire" if the university specifies it in some limited circumstance, such as the sculpture that a faculty member did for the university on commission, which the university now fully owns.

"Best practices" are implied in the various questions about how best to protect one's intellectual property or find an owner. If good bookkeeping doesn't happen in the early stages of preparation, it may be too late when it is time to publish. Any fair use made of materials in teaching ends where the profit starts: once money is to be made, it is no longer a non-profit activity. Permission will be much easier to get if there is a habit of keeping full citations, even for classroom materials. In brief, "best practice" for protecting intellectual property has much to do with getting permission from or making "work-for-hire" arrangements with collaborators at the outset.

Other best practices include registering one's work, even though all works in tangible form are automatically copyright protected. There are several good reasons to register. First, registering is inexpensive and easy: the United States Copyright Office home page has easy-to follow downloads and it also has a list of works that are already registered, which is useful for tracking a publisher or author for permission purposes. Registering one's work also provides evidence of who owns the copyright to the work, giving the author or other owner a solid basis on which to file infringement claims if that should become necessary.

Another best practice is asking the publisher to allow non-profit use in any format of an article or for parts of a book without asking permission, which saves time for the publisher, supports non-profit work, and helps to preserve collegiality between individuals in the profession. Faculty should also work with the administration and the profession on making peer-reviewed open source style publishing an acceptable tenure option, thus reclaiming the constitutional sense that intellectual property should promote the general good, and not simply reward owners in perpetuity.[2]

Fair Use Questions

Faculty questions also addresses use of copyright protected materials. Unfortunately, these questions tend to assume the myth that "fair use" means "anything goes" when it comes to someone else's intellectual property. Consider the question that I heard most often when I arrived at Fort Hays: "Why should a small university like ours out in the middle of nowhere be concerned with intellectual property and copyright? We are below the radar, aren't we?" I never hear this question at all any more, which indicates that a copyright specialist with a high profile can impact faculty culture: faculty, administrators and students at Fort Hays now realize that physical isolation does not equal invisibility on the web.

Here are some other jaw-dropping questions that I have fielded: "I assume that I don't have to get permission if the item that I am capturing from a web page is from a foreign source."; "I am re-creating a password protected web page that became unavailable a few years ago. I really need it to teach my class. I am not copying it exactly, of course, but it is very similar. That is surely OK, isn't it?"; "I only use out-of-print materials in my online class, so I don't need to worry." And my favorite: "The TEACH Act is great! Now I can digitize all the materials that I need for my students and just leave it up on the web!" Our site answers these actual questions, warning the inquirers about our considerable visibility on the web as a distance education-oriented school, about treaties with foreign nations and how they include copyright protection agreements, about duration and public domain limitations ("out of print" does not equal public domain). We also advise the web page copycat to consult an attorney, and we discuss at length the considerable limitations of the TEACH Act.

Questions on Fair Use and on getting permission

Questions on Fair Use and on getting permission are the most challenging: "Is it 'Fair Use' to use licensed works without permission for a class or for research?" It depends. Read the fine print. "How do I get permission to use a copyright-protected work in my teaching without going crazy?" If you can bring us the full citation, we will do your paperwork and then have you sign

the request. Be sure to submit it to us at least two months in advance as it often takes that long to get permission. “I would like to use a student's paper on my web site as a writing example. Do I need permission for that?" Yes. Use our downloadable form, alter it to suit your needs, keep a copy for yourself and send one to our office as evidence of your good faith action. “We have images of students and faculty on our departmental web site. Is there any problem with that?" Best practice is to get everyone’s consent, and you must get parental consent if your photography subject is under 18. “I have to create a web site, but I am really afraid of lawsuits." It is OK to link to public web sites. But get permission if you are capturing individual, copyright protected materials, which include almost anything that you may find on the web. Many questions assume that the web is public domain, which it most certainly is not. Copyright, on or off the web, also applies to sound recordings and images: most are copyright protected, even if they are not registered. “I am organizing a conference and I want to put abstracts of the papers online.” If the abstracts are substantive, get permission. Simple blurbs to attract the public to the lecture are OK.

Infringement Complaints

Finally, there is the inevitable, most dreaded question: “I have been accused of infringing on someone else's intellectual property. What should I do?” We recommend that they not reply until they contact university counsel or their own personal lawyer. Take the infringing material off your site immediately until the issue is resolved. Best of all, use preventive measures before you get such complaints: inform yourself about copyright law and the limitations of fair use, attend our workshops, take our interactive quiz, and seek permission whenever necessary with our help and advice or, in the case of publication, with the help and advice of your publisher. If you are acting in good faith and can show such evidence of it, you are a poor target for lawsuits, because even if infringement is proved, you are unlikely to have to pay statutory damages. But best practice is to do what you can to avoid litigation: you may still have to pay lawyer’s fees, which can be high.

Other Legal Issues

Plagiarism FAQs have been added to the Copyright FAQs page by request of faculty. When I finished the questions on plagiarism, I asked the English department to review that section, since they are the department that has the most trouble with downloaded papers. This request was not only good public relations, it also made the department aware that they had a reliable resource on how to deal with plagiarism and cheating. Here are some striking questions: “I think that one of my students is buying papers online. I don't know how to prove it.” And in the “Questions from Students”: “Is plagiarism against the law?"; “I have a friend who has become close to a senior and really admires him. The senior thinks that it is a big joke to share his old papers with his admirer and lets him pass it off as his own work. What should I do? I don't want trouble, but I did the work in class myself that my friend is getting credit for, and it doesn't seem fair to let this other person give him a free ride.”; and “I am afraid to cite papers that I get from online databases because the teacher grades us down a lot if we get the least little thing wrong.” And finally, in support of administrative efforts to protect Fort Hays as an internet service provider liable for student infringements: “My friends and I use MP3 to download music and videos all of the time, but we are not dumb. We don't turn around and resell them on the web." The answers that I give to these questions point to a student page that combines reports on the fierce litigation

against individual infringers with advice to students on protecting their own property: the message is that if one becomes copyright aware and respects others' property, it will contribute to others respecting theirs. Students seem to have gotten the point: one student gave me a copy of a parodic but well-informed collage that he had assembled called "Copyright Infringement is the Devil!"[3] It features an altered image of Mickey Mouse, an image of the school mascot, Victor E. Tiger, eating a trademark infringer's hand for lunch, and much more. All members of the Fort Hays campus show considerably more sophistication and wry humor in understanding copyright issues than I encountered two years ago.

Notes

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offers clear guidelines for anyone working with old manuscripts or publications in the United States that may be old enough to be in the public domain. Please note that the laws of other countries may be different. Harvard University has a detailed FAQs list on the Digital Millennium Copyright Act, 2004, 18 August, 2004<http://dmca.harvard.edu/faqs.php >; this site offers realistic questions on digital copyright. For more links to copyright information, visit the Fort Hays State University Copyright and Information Center Links on Copyright and Intellectual Property page: ed. Suzanne Araas Vesely, 5 August 2004, 18 August, 2004 <http://www.fhsu.edu/forsyth_lib/copyright/gulinks.shtml.> The most comprehensive and authoritative conventional FAQs site on copyright is The CENDI Copyright Task Force eds. Bonnie Kline and Gail Hodge, 6 August 2004, 18 August, 2004<http://www.dtic.mil/cendi/publications/00-3copyright.html>.

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Using Dynamic Web Pages to Decentralize Content Responsibilities on the Library Website: An Introduction and Some Examples Using Cold Fusion

Dr. John Eye

Dr. John Eye is web librarian and assistant professor of instructional media at Southern Utah University. He maintains the library web site, teaches information literacy, works the reference desk, and is the subject specialist in education. He sits on the information literacy committee and chairs the library web committee which is largely responsible for the design and development of the library web site. John holds a doctor of education and specialist degree from The University of South Dakota and a master's and bachelor's degree from St. Cloud State University.

Abstract

Maintaining a functional, up-to-date library web site requires ongoing time and effort. The process in which content is updated in a small or medium sized library often depends upon the skill level within the organization. But even if there is extraordinary high web development skill across the staff, creating an efficient, streamlined route for information to be posted on the library website may prove to be a time saver and help to reduce unnecessary effort.

In an attempt to create a more efficient organizational structure for maintaining library web content for small and medium sized libraries, this paper will address the steps needed to develop dynamic, database driven web pages that can be updated and maintained using web-based forms created with Dreamweaver MX and Cold Fusion. A case will be made for using this technology to reduce the flow of web content that must travel through the primary webmaster(s). As much content as possible should be updated and maintained by those closest to it. For example, library hours should not be updated by the webmaster, but rather someone in the public services department. By keeping the webmaster more removed from this process, more time can be spent on overall design and usability. Content authors benefit by having the capacity to make changes and updates swiftly and independently. In short, by enabling those closest to the information to update and maintain web content, the library web is likely to be more up-to-date, freeing up time for other tasks.

Introduction

Maintaining a library web site can be a tedious and time consuming task, especially for small and medium sized academic libraries without the luxury of in-house information technology or web development departments. Library professionals must find time to keep the library web site updated, in addition to the many other responsibilities they have. The use of dynamically driven web pages is one way many small libraries are keeping up with these demands. This paper will detail the process of initiating dynamic, database driven library web pages using Cold Fusion and MySQL in a small academic library environment.

Advantages and Disadvantages of Dynamic Web Pages

Dynamic pages offer a number of features to those responsible for web content. First, changes can be made using a simple web-based form rather than web editing software such as Microsoft Frontpage or Dreamweaver. Second, data can be used and re-used from one database source so it is not necessary to file through page after page and update multiple occurrences of the same information. Third, content can be sorted, organized, and manipulated much easier. Fourth, presentation attributes such as font, size, color, etc. are separated from the data so changes are easier to make. In short, dynamic web pages can handle and present information to the web much more efficiently and effectively than static pages.

The first advantage listed above is what makes dynamic web pages so desirable when trying to decentralize web content responsibilities within an organization. Those responsible for content on the library web site need not be proficient with how to use complex web editing software. Instead, web forms can be designed by the webmaster using Cold Fusion or PHP that allow content changes to be made without affecting presentation attributes such as font size, color, or layout.

Implementing dynamic, database-driven web pages does not occur without some time and effort. Web page developers need to organize the information and plan how best to design its appearance. Some basic scripting skills along with HTML experience will be helpful to design web pages that will function as needed. In addition, software such as PHP or Cold Fusion and MySQL or PostgreSQL will be necessary. The cost varies from free to approximately $1300.

How Dynamic Web Pages Work

The information shown in the web page depicted in Figure 1 is contained in a database and presented dynamically. As mentioned above, MySQL or PostgreSQL are two database products that are commonly used. However, it is possible to utilize Microsoft Access in situations that do not involve a large number of requests. Software known as “middleware” is installed on the web server which enables it to communicate with the database. Such middleware are software packages like Cold Fusion or PHP. To function, special commands and codes are integrated with existing HTML code to access information in the database. This process is invisible to the user since the process occurs on the server side, not on the user’s computer.

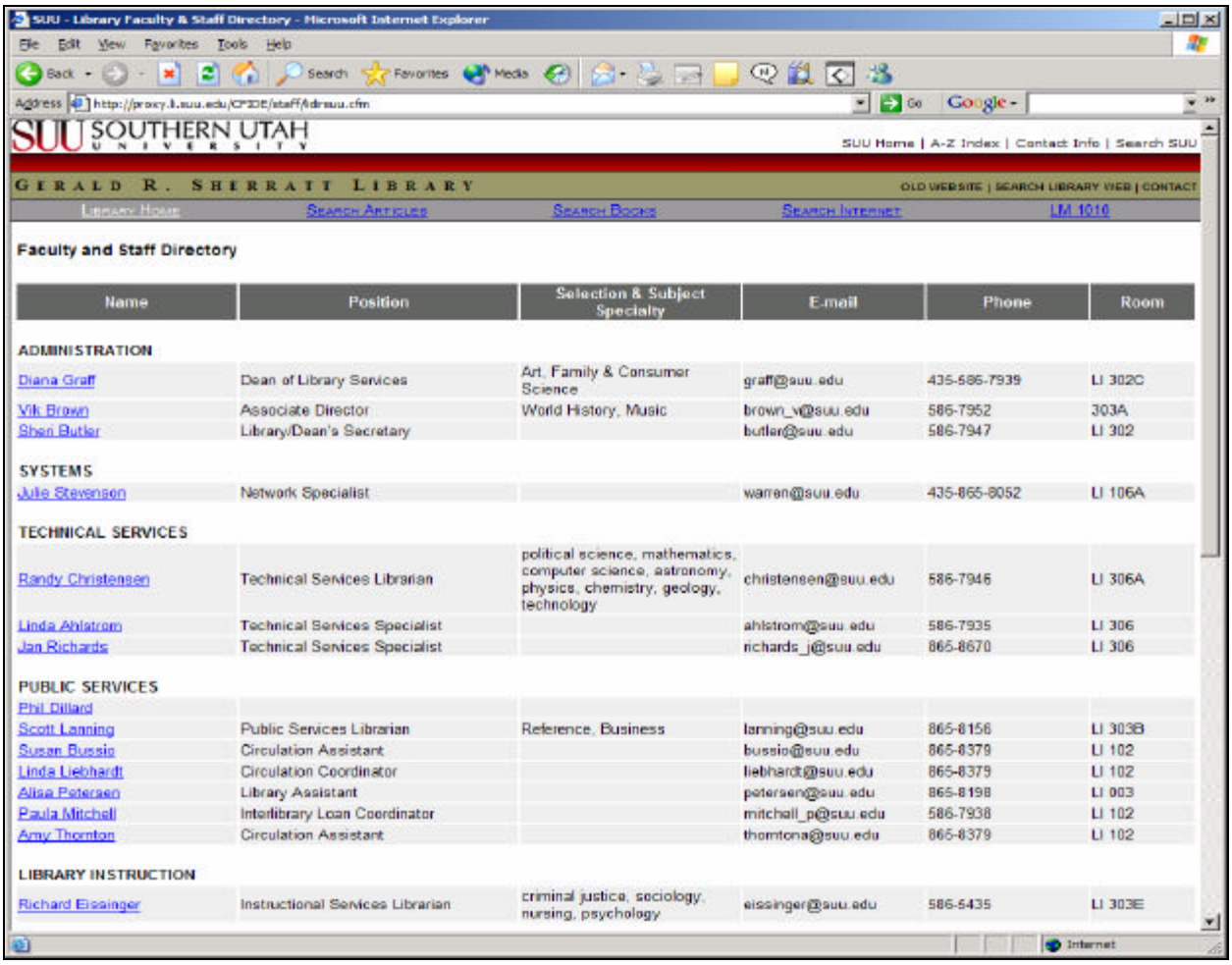
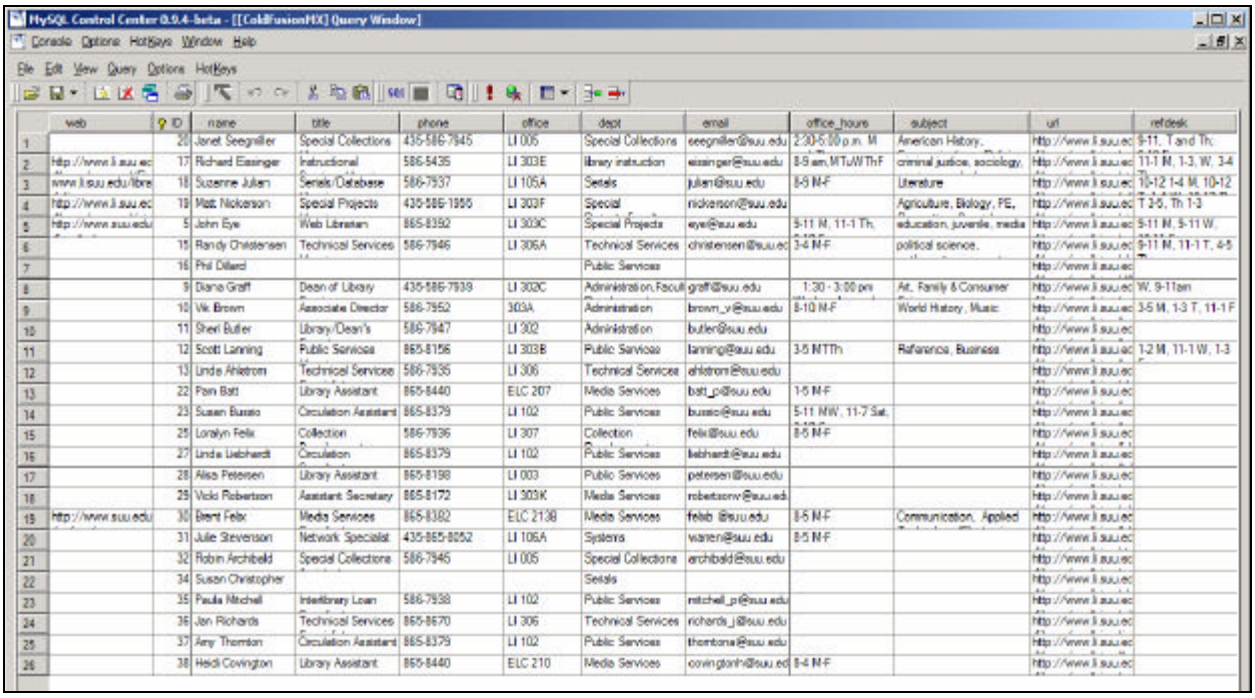


Fig. 1. Dynamically generated web page using Cold Fusion.

A Staff Directory Example

Let us take a look at how dynamic pages actually work using Cold Fusion. Assuming the software is properly installed on the web server, pages can be developed to streamline content responsibilities. For example, Figure 1 shows the library faculty and staff directory at Southern Utah University.

Dynamic web pages are driven by a database that contains data which will be presented “on demand” when the page is requested by the user. Figure 2 shows the database that is used to construct the page in Figure 1.



	web	ID	name	title	phone	office	dept	email	office_hours	subject	url	refdesk
1		20	Janet Seegmiller	Special Collections	435-586-7945	LI 005	Special Collections	seegmiller@suu.edu	2:30-5:00 p.m. M	American History,	http://www.li.suu.ec	9-11, T and Th
2	http://www.li.suu.ec	17	Richard Eissinger	Instructional	586-5435	LI 303E	library instruction	eissinger@suu.edu	8-5 am, MTuWThF	criminal justice, sociology,	http://www.li.suu.ec	11-1 M, 1-3, W, 3-4
3	www.li.suu.edu/libra	18	Suzanne Julien	Serials/Database	586-7937	LI 105A	Serials	julien@suu.edu	8-5 M-F	Literature	http://www.li.suu.ec	10-12 1-4 M, 10-12
4	http://www.li.suu.ec	19	Matt Nickerson	Special Projects	435-586-1955	LI 303F	Special	nickerson@suu.edu		Agriculture, Biology, PE,	http://www.li.suu.ec	T 3-5, Th 1-3
5	http://www.suu.edu	5	John Eye	Web Librarian	865-8352	LI 303C	Special Projects	eye@suu.edu	9-11 M, 11-1 Th,	education, juvenile, media	http://www.li.suu.ec	9-11 M, 9-11 W,
6		15	Randy Christensen	Technical Services	586-7946	LI 306A	Technical Services	christensen@suu.ec	3-4 M-F	political science,	http://www.li.suu.ec	9-11 M, 11-1 T, 4-5
7		16	Phil Dillard				Public Services				http://www.li.suu.ec	
8		9	Diana Graff	Dean of Library	435-586-7939	LI 302C	Administration,Faculi	graff@suu.edu	1:30 - 3:00 pm	Art, Family & Consumer	http://www.li.suu.ec	W, 9-11am
9		10	Vik Brown	Associate Director	586-7952	303A	Administration	brown_v@suu.edu	8-10 M-F	World History, Music	http://www.li.suu.ec	3-5 M, 1-3 T, 11-1 F
10		11	Sheri Butler	Library/Dean's	586-7947	LI 302	Administration	butler@suu.edu			http://www.li.suu.ec	
11		12	Scott Lanning	Public Services	865-8156	LI 303B	Public Services	lanning@suu.edu	3-5 MTTh	Reference, Business	http://www.li.suu.ec	1-2 M, 11-1 W, 1-3
12		13	Linda Ahlstrom	Technical Services	586-7935	LI 306	Technical Services	ahlstrom@suu.edu			http://www.li.suu.ec	
13		22	Pam Batt	Library Assistant	865-8440	ELC 207	Media Services	batt_p@suu.edu	1-5 M-F		http://www.li.suu.ec	
14		23	Susan Bussio	Circulation Assistant	865-8379	LI 102	Public Services	bussio@suu.edu	5-11 MW, 11-7 Sat,		http://www.li.suu.ec	
15		25	Loralyn Felix	Collection	586-7936	LI 307	Collection	felix@suu.edu	8-5 M-F		http://www.li.suu.ec	
16		27	Linda Liebhardt	Circulation	865-8379	LI 102	Public Services	liebhardt@suu.edu			http://www.li.suu.ec	
17		28	Alisa Petersen	Library Assistant	865-8198	LI 003	Public Services	petersen@suu.edu			http://www.li.suu.ec	
18		29	Vicki Robertson	Assistant Secretary	865-8172	LI 303K	Media Services	robertsonv@suu.edi			http://www.li.suu.ec	
19	http://www.suu.edu	30	Brent Felix	Media Services	865-8382	ELC 213B	Media Services	felixb @suu.edu	8-5 M-F	Communication, Applied	http://www.li.suu.ec	
20		31	Julie Stevenson	Network Specialist	435-865-8052	LI 105A	Systems	warren@suu.edu	8-5 M-F		http://www.li.suu.ec	
21		32	Robin Archibald	Special Collections	586-7945	LI 005	Special Collections	archibald@suu.edu			http://www.li.suu.ec	
22		34	Susan Christopher				Serials				http://www.li.suu.ec	
23		35	Paula Mitchell	Interlibrary Loan	586-7938	LI 102	Public Services	mitchell_p@suu.edu			http://www.li.suu.ec	
24		36	Jan Richards	Technical Services	865-8670	LI 306	Technical Services	richards_j@suu.edu			http://www.li.suu.ec	
25		37	Amy Thornton	Circulation Assistant	865-8379	LI 102	Public Services	thorntona@suu.edu			http://www.li.suu.ec	
26		38	Heidi Covington	Library Assistant	865-8440	ELC 210	Media Services	covingtonh@suu.ed	8-4 M-F		http://www.li.suu.ec	

Fig. 2 Data used for a staff directory web page.

To call the data from the database, the following lines of code are used:

```
<cfquery name="info" datasource="staff">
    SELECT * FROM staff
        WHERE dept LIKE '%administration%'
</cfquery>
```

The code above specifies that all data, denoted by the wildcard (*), should be called up from the database named “staff.” The third line poses a condition requiring that all records include the string of characters “administration.”

To output the data identified by the query above, the code shown in Figure 3 is used:

```
<cfoutput query="info">
    <tr bgcolor="##EEEEEE" class="bodysettings">
      <td width="20%"><div align="left"><a href="bio.cfm?ID=#ID#">#name#</a><font
face="Arial, Helvetica, sans-serif"></font></div></td>
      <td width="25%">#title# <font face="Arial, Helvetica, sans-
serif"> </font><font size="2">  </font><font size="2" face="Arial,
Helvetica, sans-serif"> </font></td>
      <td width="20%">#subject# <font face="Arial, Helvetica, sans-
serif"> </font><font size="2">  </font><font size="2" face="Arial,
Helvetica, sans-serif"> </font></td>
```

```
        <td width="10%">#email# <font face="Arial, Helvetica, sans-
serif"> </font><font size="2">  </font><font size="2" face="Arial,
Helvetica, sans-serif"> </font></td>
        <td width="15%">#phone# <font face="Arial, Helvetica, sans-
serif"> </font><font size="2">  </font><font size="2" face="Arial,
Helvetica, sans-serif"> </font></td>
        <td width="10%">#office# <font face="Arial, Helvetica, sans-
serif"> </font><font size="2">  </font><font size="2" face="Arial,
Helvetica, sans-serif"> </font></td>
      </tr>
</cfoutput>
```

Fig. 3. Code for staff directory

The first and last line of the code in Figure 3 indicate data will be output to the page based on the query accomplished by the previous “cfquery” tags. The words such as “#name#”, surrounded by the # sign, denote variables reflected in the database. That is, the “name” column of each record in the database that satisfies the conditions specified in the query statement will be output to the web page wherever variables are supplied. This is repeated for each section of the page: systems, technical services, public services, library instruction, etc. The rest of the code operates like a regular static HTML page.

Updating the Web Page

So far we have discussed how data can be pulled from a database and presented on a web page using Cold Fusion. Now it should be noted this information can be easily updated using a basic HTML form along with imbedded Cold Fusion tags as shown in Figure 4.

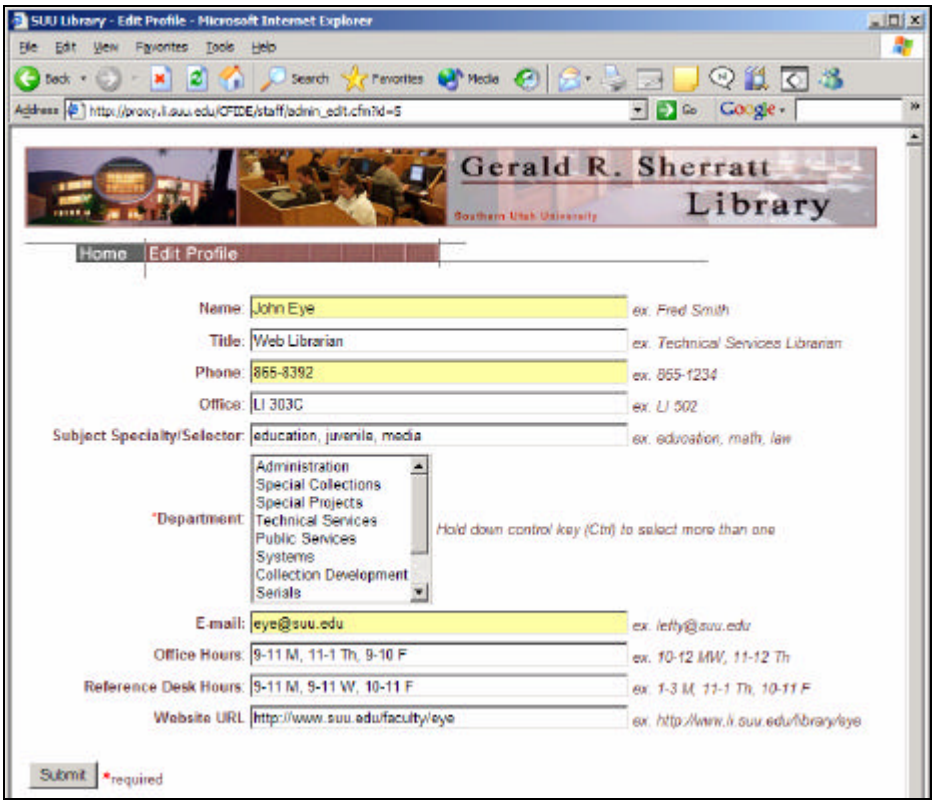


Fig. 4 Web form used to update data in database.

For Figure 4 to appear with the existing data in each field, a query must be made:

```
<cfquery name="get_details" datasource="staff">
    select * from staff
        where id = #id#
</cfquery>
```

This code initiates a query named “get_details” from the database named “staff.” Next, for each field a variable is used:

```
<td colspan="2"><font size="2" face="Arial, Helvetica, sans-serif">
        <input name="name" type="text" id="name3" value="#name#" size="50">
        <em>ex. Fred Smith</em></font></td>
```

The code above is repeated for each field and contained within cfoutput tags as described earlier and form action tags are set as shown below:

```
<Form action="update.cfm" method="post">
```

By setting the form action of this page to “update.cfm”, the update can be completed:

```
<cfquery datasource="staff">
```

```
    UPDATE staff
   SET name='#name#', title='#title#', phone='#phone#', email='#email#',
office='#office#', office_hours='#office_hours#', refdesk='#refdesk#', dept='#dept#',
subject='#subject#', web='#web#'
            WHERE ID=#ID#
</cfquery>
```

It can be seen in Figure 4 that the real purpose of this page is to save the modified variables to the database. A text message (shown in Figure 5) lets the user know the operation was successful.

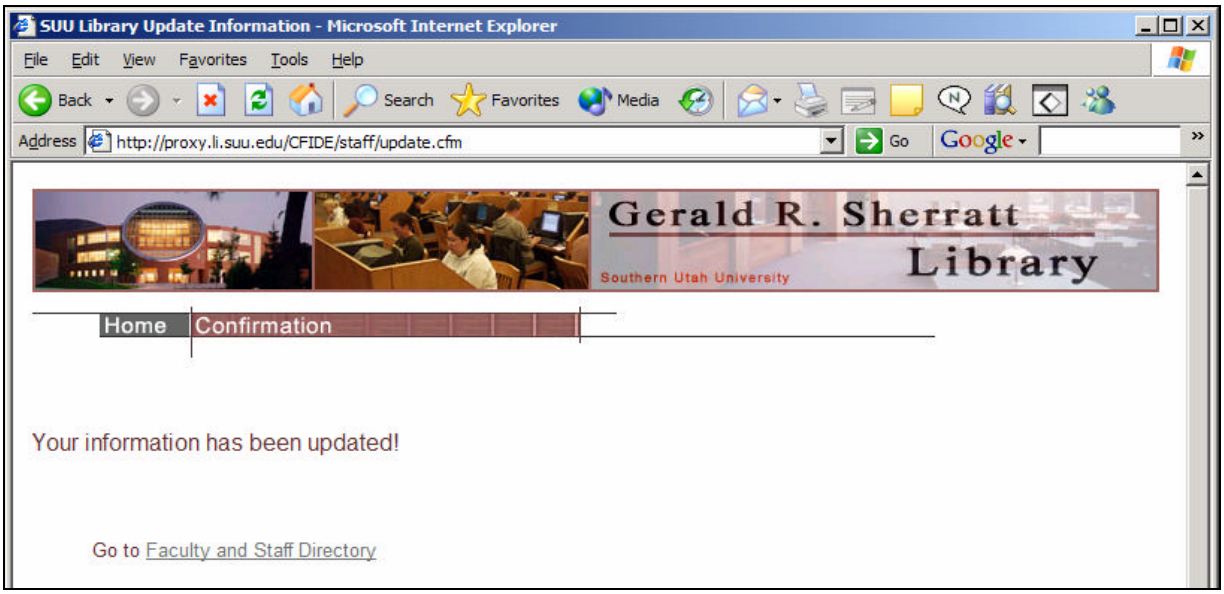


Fig. 5. The update page that contains code that writes the changes to the database.

Decentralizing Content Responsibilities on Library Web Sites

As described earlier, there are a number of reasons to consider the use of dynamic web pages in an academic library. All bring with them savings in time and effort. But perhaps the most valuable asset comes with the improvement of how the process of maintaining web content is approached. No longer is it the webmaster's responsibility to make sure phone numbers are correct for each staff member in the staff directory. Now, each employee is responsible for the accuracy and currency of their own information but does not have to be concerned with page layout or design. In addition, the library web presence is viewed more as a resource in which all staff members contribute, rather than one that is dominated by the webmaster.

A staff directory is only one example that illustrates the power and convenience of dynamic web pages. Some academic libraries have been attracted to this technology as a way to streamline the way electronic subscription databases are organized and accessed from their web space. Others administer electronic reserves, library hours, new book listings, and interlibrary loan requests. Whatever the application, it is clear dynamic web pages can be an important tool in the management of library web site content.

Summary

Dynamic, database driven web pages offer several advantages to academic libraries. They allow staff to update content without using complicated web editing software, data can be re-used throughout the web site without re-creating it, information can be sorted and organized more efficiently and effectively, and finally, attributes such as font size, color, etc. are separated from the data so that changes can be made quickly and easily. It can be said dynamic web pages provide increased flexibility and productivity with a modest investment of time and money. The example described in this paper demonstrates how dynamic web pages can be developed using Cold Fusion and MySQL.

Library Instruction Assessment Practices in the Age of Accountability

Connie Ury and Frank Baudino

Connie Ury is the Outreach Coordinator at Northwest Missouri State University. She provides reference service, oversees general education library instruction curriculum, provides in-class and online library instruction at undergraduate and graduate levels, and develops Web resources. She has made more than 50 presentations at library and higher education conferences on topics relating to library instruction, reference service, customer service, and college level teaching. She has published more than 30 journal and proceedings articles, a number of them peer-reviewed.

Frank Baudino is the Head Librarian for Information Services at Northwest Missouri State University. He teaches undergraduate and graduate library instruction, provides reference services, develops Web resources, and serves as collection management liaison and materials selector in the fine arts and performing arts areas. In recent years, he has given national and regional presentations on library instruction and web publishing.

Abstract

This presentation and paper will document the necessity for accountability of library instruction programs. We will demonstrate that to achieve that goal, we need to develop effective means for benchmarking assessment strategies. We will describe several types of assessment deployed by the presenters/authors and other academic librarians at Northwest Missouri State University (NWMSU). We will demonstrate how the format, effectiveness, assets, and liabilities of several types of assessment (attitudinal surveys, multiple-choice quizzes, and performance-based assignments) dovetail with the standards promoted by the Missouri Coordinating Board of Higher Education (CBHE) and the Association of College and Research Libraries (ACRL). Specific examples of each type of assessment will be illustrated.

Because many academic librarians accept them as standard measures of the quality of instructional goals and outcomes, the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education will be highlighted. The relationship between these standards and the Missouri Department of Higher Education's goal of "Managing Information" will also be explored.

We will also introduce plans for developing a statewide information literacy assessment instrument that can be used for benchmarking student abilities across the state and the region.

Summary of Association of Research Libraries Findings

Assessment of library instruction would seem to be a foregone conclusion in an age of accountability where outcomes based education is considered to be the norm and documenting quality is of prime importance to the survival of departments and services. In an attempt to join the mainstream in higher education, librarians have employed a variety of measures to determine

the effectiveness of library instruction. According to Warner, it is time librarians become "more concerned about assessing actual learning rather than assessing the experience of learning" (Warner).

Responding to the trend toward documenting educational quality by measuring student performance and attitudes, the Association of Research Libraries (ARL) conducted a 2003 survey of its member libraries, soliciting information about the format, delivery, and assessment of library instruction. ARL librarians consider paper forms the most effective method for evaluating on-ground instruction and online forms the most effective method for evaluating online tutorials (SPEC Kit, 32). Only 38% of the ARL respondents indicated that "the effectiveness of library instruction" is rated using surveys administered campus wide. Rather, it was tied to a specific instruction session, course, or population of students (DeFranco 34). This trend is paralleled in ACRL libraries where 50% of the libraries assessed instruction using objective tests, 30% used assignments, and 34% include questions on a professor's exam (Merz and Mark 8). The finings of ARL and ACRL dispute the contention that most evaluation of library instruction is focused on "impressions of learning, presentation style, and affect, including student attitude" (Warner). In fact, in direct opposition to this opinion, ACRL notes that only 29% of the libraries surveyed use overall library attitudinal surveys and 36% use attitudinal surveys for specific instruction sessions.

ACRL reports that the results of library instruction assessment are compiled and analyzed by instruction librarians 98% of the time. This figure did not, however, provide information about whether or not the results compiled by instruction librarians are later studied by others (DeFranco 35). This fact begs the question of why we, as librarians, do not share our analyses of our instructional effectiveness with other constituents on campus and in the state.

Documenting the Necessity for Accountability of Library Instruction Programs

Warner postulates that the purpose of instructional evaluation is to improve knowledge and self-awareness that leads the assessing librarians to improve instructional performance. The authors of this paper contend that it is only through assessment that we can document the effectiveness and justify the necessity of library instruction. Carter agrees that assessment impacts the library, noting that the results of assessments provide information for adjusting and improving instructional strategies and deployment.

Flaspohler notes that while many libraries conduct summative assessments of library instruction, formative assessments that document student skills are less common. Rockman also notes that the academy's move toward "outcomes-based assessment" has influenced the motivation of librarians to embrace assessment of competencies students develop during library instruction sessions. According to Carter, "To be meaningful . . . assessment must collect hard data, and librarians must use that data to evaluate their programs and make changes necessary to improve those programs." Emmons and Martin agree that the time is ripe for a change, noting that, "Although formal assessment for program improvement is increasingly prevalent in higher education, and increasing attention is paid to the 'assessment culture' of libraries, little research has been published that . . . measure[s] the effectiveness of library instruction."

Benchmarking and Describing Assessment Strategies

Rockman documents that a wide variety of institutions require that students participate in information literacy instructional sessions embedded in their general education curriculum. Some institutions, such as the James Madison University, have required that all students pass an information literacy test during the freshman year (Cameron and Feind 213).

Many campuses, however, have a less formal assessment structure in which students in selected courses take pretests and posttests that document whether or not learning occurred during library instruction activities. The problem with both freshman level assessment tools and course specific pre and posttests is that they only take a snapshot of students' abilities at one point in time, often soon after instruction. A more robust assessment strategy involves assessing the abilities of graduates at the time of graduation or after they have been employed for a period of time (Rockman).

Other methods of assessment commonly used include surveys in which students provide an assessment of their own learning (Rockman), analysis of the quality of sources included in students' bibliographies, start/stop exercises in which students identify research behaviors they have learned and discontinued as a result of library instruction, and skills tests in which students' are asked to demonstrate the ability to locate specific information (Flaspohler). California State University (CSU) assesses information literacy at multiple levels throughout a student's college career, thus tracking whether or not students' competencies are increasing over time as they are exposed to more library instruction. The researchers at CSU found that this method provided information about the structure of information literacy instruction and the format and sequence in which it is delivered (Rockman).

National and State Standards

While there are no set of standards universally acknowledged nationwide for assessing information literacy, the competencies outlined by the Association of College and Research Libraries are looked upon by many in the academic community as a good foundation to build an assessment strategy. The ACRL standards are outlined as shown below in Figure 1.

---

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

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7. The information literate student accesses needed information effectively and efficiently.
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9. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
10. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Fig. 1. (Information Literacy Competency Standards for Higher Education)

The Missouri Coordinating Board for Higher Education has established guidelines for all higher education institutions in the state to follow in establishing and certifying that their students have achieved specific "Goals and Competencies" in their general education curriculum. Each higher education institution is required "to specify and publish a 42 semester-hour block of general education credit that will be considered equivalent to corresponding blocks of credit at other public and signatory institutions in enabling students to achieve these general education goals" (Credit Transfer). One of the goals identified by the state is "Managing Information." In their broad outlines, both the ACRL standards and the Missouri CBHE guidelines for "Managing Information" are compatible especially in regards to their emphasis on students being able to access information from a variety of sources, critically evaluate information and put it into context, and to synthesize credible information in a meaningful, appropriate way. The text of the Missouri CBHE goal and the suggested competencies are shown in Figures 2 and 3.

Managing Information

State-Level Goal: To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.
Suggested Competencies: Students will demonstrate the ability to...

- Access and/or generate information from a variety of sources, including the most contemporary technological information services.
- Evaluate information for its currency, usefulness, truthfulness, and accuracy.
- Organize, store, and retrieve information efficiently.
- Reorganize information for an intended purpose, such as research projects.
- Present information clearly and concisely, using traditional and contemporary technologies.

Fig. 2. Managing Information (Credit Transfer).

NWMSU developed a plan for implementation of specific competencies in the CBHE goal for several general education courses required for all students at Northwest. Owens Library has become an integral player in delivering instruction that addresses the specific competencies for "Managing Information" that appear in Figure 3. Librarians are vitally connected with teaching information literacy in the general education courses for Fundamentals of Oral Communication and English Composition.

Managing Information - To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

A. Students will access and/or generate information from a variety of sources, including the most contemporary technological information.

- Access periodical articles via a Web-based periodical index using basic keyword search strategies and Web pages via a search engine using a menu driven search interface.
- Access periodical articles via a Web-based periodical index, a library catalog, and the Web using advanced keyword search strategies.
- Access Web pages about a selected topic employing advanced search strategies within Web search engines.

B. Students will evaluate information for its currency, usefulness, truthfulness, and accuracy.

- Evaluate the authority, bias, and currency of a Web source.
- Evaluate periodical articles, library catalog book records, and Web sources considering the validity of the author's credentials, documentation, and appropriateness of the date (for the topic).
- Compare and contrast scholarly and popular periodical literature . . .

C. Students will organize, store, and retrieve information efficiently.

- Cite a full-text periodical article retrieved from a Web-based periodical index and a Web page retrieved via a search engine.
- Cite sources (periodical articles, books, and Web pages) retrieved from a Web-based periodical index, a library catalog, and a search engine.
- Report analysis of the criteria [of a Web source]

D. Students will reorganize information for an intended purpose, such as research projects.

- Cite an article and a Web site chosen for a specific topic.
- Create a "Works Cited" page listing sources retrieved about a specific topic.
- Organize full-text periodical articles within an e-mail interface using subject lines. The subject lines help shape the thesis and argument, as well as the design of the paper or project.
- Write a paper that includes research and a "Works Cited" page . ...

E. Students will present information clearly and concisely, using traditional and contemporary technologies.

- Produce a hand-written synthesis of how they would use a specific Web source in their speech or presentation.
- Use a word processor to produce a researched paper synthesizing information gleaned from research.
- Use courseware to submit a paper . ...

Fig. 3. (Northwest Missouri State University Plan for Implementation)

Addressing Assessment Standards at Owens Library Now

After years of exploration and examination, librarians at Owens Library determined that a pretest/posttest format provides comprehensive data about the impact of library instruction upon students' knowledge of fundamental information literacy terms and concepts. This is also a testing scheme that is prevalent in many departments across campus and is recognized by both students and faculty as legitimate and useful. Most pre and posttests at our institution are delivered as multiple-choice objective tests and are used to verify that students have completed an online tutorial. This type of assessment tests whether students can recognize and define ideas and concepts, but does not measure students' abilities to use their knowledge in solving an information need. It is difficult to convince classroom instructors to set aside time for administering both pre and posttests. Consequently, we often end up implementing only posttests and are unable to determine if students learned the content in the library instruction sessions, or already possessed the skills prior to receiving library instruction. An example of an objective test used by librarians at NWMSU is shown in Figure 4. This test is designed to appraise student familiarity with competencies in Section A of the CBHE standards (Figure 3) that concern accessing information and begins to test for competencies in Section B covering evaluation of information

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1. Articles in InfoTrac that are not full-text are always available in the Owens Library Periodicals Collection. (Points: 1)

- ☐ True
- ☐ False

2. The MOBIUS Union Catalog allows you to search other academic and public library catalogs in the state of Missouri. (Points: 1)

- ☐ True
- ☐ False

3. In InfoTrac, you can determine whether Owens Library subscribes to a periodical by clicking on the: (Points: 1)

- "Available in Owens Library" link
- "You're Out of Luck" link
- "Ask a Librarian for Help" link
- "Call Number" link

4. In the research question "Why do most meteorites come from the asteroid belt between Jupiter and Mars?", the best set of keywords is: (Points: 1)

- meteorites, Jupiter, Mars, asteroid belt
- Jupiter, Mars
- meteorites, asteroid belt

5. The truncation symbol in most databases, including InfoTrac, is: (Points: 1)

- *
- ?
- /
- $

6. The truncation symbol in the Owens Library Catalog is: (Points: 1)

- *
- ?
- /
- $

7. Where can you find the call number of an item located in Owens Library? (Points: 1)

- InfoTrac
- Library Catalog
- EBSCOhost
- JSTOR
- A list at the Library Services Desk

8. Where would you search to locate the Owens Library call number of a third floor book written by John Gray? (Points: 1)

- Owens Library Catalog
- InfoTrac Databases
- WWW Search Engines
- WWW Search Engines

9. Which of the following does not ensure that a source is reliable? (Points: 1)

- Author credentials
- Bibliography
- Notes
- Number of pages

10. Which type of source provides the most current information? (Points: 1)

- Books
- Video Tapes
- Government Documents
- Periodicals and WWW Sites

Fig. 4. English Composition Research Tutorial Quiz

Another type of library instruction assessment employed by librarians at NWMSU in a required course for Computer Science/Information Systems involves librarians grading student papers that are written following library instruction sessions. This type of assessment is time-consuming, with librarians spending 10 to 30 minutes grading each paper. While librarians were initially able to give students the opportunity to submit their paper for suggestions, then correct their citation mistakes and choose better sources before submitting their paper a second time, we are unable to provide this type of one-on-one assistance on a regular basis, due to time constraints and staffing shortages. The directions students receive for the graduate and undergraduate papers in Information Systems classes are shown in Figures 5 and 6. This assignment is a more holistic test of student information management abilities as it requires them to exercise competencies of all five sections of CBHE standards, including accessing (finding a credible web page and periodical article on a course related topic), evaluating (using the Four Ws to evaluate a page for validity), organizing (citing a web and article and reporting on the Four Ws evaluation), reorganizing information (writing a paper with a Works Cited list), and presenting the information (word processing an essay and submitting it through eCompanion).

GRAUDUATE INFORMATION SYSTEMS RESEARCH ASSIGNMENT

OVERVIEW:

- Pick a topic of interest to you from the Table of Contents or Index of your textbook (the topic must be associated with a topic covered in the textbook required for this course). You may also use the PowerPoint presentations under the button at left to pick a topic.
- Write a paragraph describing how a Web page of your choice satisfies three of the four criteria outlined on the "Four Ws of Evaluating Information Sources" (50 to 100 words) [9 points w/ each criteria worth 3 points]
- Write a summary of the content of the Web page, documented using MLA Style in-text parenthetical references (50 to 100 words) [10 points, improper parenthetical citations will cost you 5 points]
- Write a paragraph describing how information in a periodical article either supports or contradicts the information in your Web page, documented using MLA Style parenthetical references (50 to 100 words) [7 points, improper parenthetical citations will cost you 4 points]
- Write a "Works Cited" list using MLA Style as covered in the tutorials and web sites referenced [10 points].

LEARN ABOUT THE 4 WS AND CHOOSE A WEB PAGE:

- View The Four Ws (6 minutes) to learn how to evaluate Web pages
- Review the information about the Four Ws by reading Business Information Sources: The Four Ws
- Choose a topic from the chapter and section headings in your textbook that deal with information or business systems
- Use Google Advanced Search to locate a Web page about an information systems topic

1. You may need to narrow your search to find information about specific databases, systems companies, or industries
2. Do not use the home page of a company for your Web page--If you are using a Web page for a company that sells software, choose a page that describes the features and capabilities of one specific product or discusses an issue
3. Do not use the home page of an organization. Rather, pick a specific page that discusses an issue, challenge, problem, etc., which corresponds to your topic
4. Check Business Information Sources: Four Ws to see if your Web page meets three of the four criteria (who, what, when, why)---If it doesn't meet three of the four criteria, choose another page
    - WHO: Check carefully for author information! You can often find information about the person who wrote the article, such as where he or she received a degree, where he/she works, etc. The only time a Web page can be used as a credible and reliable author under the WHO criteria, is if it is a well-known authority in the field (not someone who sells a related product)--For example: PC Magazine's Web pages are reliable sources because it is a publication read widely by professionals in the field and the ACM is a reliable professional association

- WHAT: The Web page should list where they drew their information from--what books, articles, research, etc. did they use?
- WHEN: You need to find a date that is no more than two years old
- WHY: Check the "About Us" link to see if you can find out the purpose of the sponsoring organization--sponsors who sell a product described on the page are not likely to be objective

5. Write a paragraph describing how the Web page meets three of the four criteria listed on Business Information Sources: Four Ws (50 to 100 words)

Write a summary of the content of the Web page with MLA Style parenthetical references (50 to 100 words)

WRITING GUIDELINES:

1. Double space your ENTIRE paper, including the "Works Cited"
2. Follow the guidelines on MLA Citation Style Examples for the "Works Cited" and the parenthetical references
3. Type your name in the header of your paper so that it will appear in all pages
4. Write in complete sentences
5. Spell check your paper before turning it in
6. According to Gibaldi, "If you quote more than once from the same page within a single paragraph--and no quotation from another source intervenes--you may give a single parenthetical reference after the last quotation" (242).
7. If you list the author of an online full-text article or a Web page BY NAME within a paragraph, you do not need a parenthetical reference
8. If you list the author of a print article BY NAME within a paragraph, list ONLY the page number where the information is found in a parenthetical reference
9. Do not list page numbers for online full-text articles or Web pages in parenthetical references

HINTS TO AVOID COMMON STUDENT ERRORS:

1. Do not list your citations in a bulleted list
2. Organize your “Works Cited” list in alphabetical order by author’s last name
3. If no author is listed for a source, use the title as the first element in a “Works Cited” entry
4. Do not use ONLY a URL for a “Works Cited” entry
5. Double space the entire “Works Cited” list
6. The first line of each “Works Cited” entry should be flush with the left margin—subsequent lines are indented five spaces
7. Do not include abbreviations for the volume or issue such as v. or i.
8. DO NOT list paragraph numbers for Web pages

Works Cited:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America, 2003.

FIND AN ARTICLE:

- Find an article in one of the databases listed on Recommended Marketing / Management Databases which discusses the information presented on your Web page
- Your article must be from one of the first three databases listed on Recommended Marketing / Management Databases (NOTE: These are three databases that you will need to consult throughout our graduate work!)
- Write a paragraph (50 to 100 words) describing how the information in this article either supports or contradicts the information found on your Web site
- Be sure to type your name in the header of your paper so that it will appear in all pages of your paper
- Proofread your paper to assure that it makes sense to the reader and there are no typos ('an' instead of 'and', 'if' instead of 'of' or 'their' instead of 'there'). Look over your paper to be sure you have used correct parenthetical citations and that your "Works Cited" entries are correctly formatted.
- Name the file containing your paper as your LAST name. For example: smith.doc
- Put your paper in the Section 5: Turn It In Dropbox

Fig. 5. Graduate Information Systems Research Assignment

UNDERGRADUATE MANAGEMENT INFORMATION SYSTEMS RESEARCH ASSIGNMENT

TASK ONE: Read Google Advanced Search

TASK TWO: Watch Using Google Advanced Search

TASK THREE: View the list of assigned topics to find out which one you have been assigned

TASK FOUR: Read about your assigned topic in your textbook.
Hint: Use the index and/or chapter headings to locate information about your topic

TASK FOUR: Use **Google Advanced Search** to locate a Web page about your topic

1. You may need to narrow your search to find information about specific databases, systems, companies, or industries.
2. **Do not use the home page of a company or organization.** If you are using a page for a company that sells software, choose a page that describes the features and capabilities of one specific product or discusses an issue, challenge, problem, etc., which corresponds to your topic

TASK FIVE: Evaluate the reliability of your Web page

1. Choose a Web page based upon the guidelines on **Evaluating Sources: It's as Easy as A-B-C**
2. Make sure you can answer **yes to all three questions** listed on the **Source Evaluation Chart**

TASK SIX:

1. Click the Plagiarism module and view the tutorial
2. Take the Plagiarism Quiz in the Plagiarism Unit (10 points)

TASK SEVEN:
Write a one page (double spaced) summary that **summarizes the content of the Web page AND documents:**

1. How the author's education or experience is related to the subject of the source or how you know that the company that publishes the source is recognized as an authority on the subject (2 points)
2. How you determined that he information is free of slanted or biased points of view and does not attempt to convince you to adopt an opinion or purchase a product (Descriptions or reviews should acknowledge pros and cons of a product, service, or opinion) (2 points)
3. How you know that the currency of the information is appropriate for the topic (2 points)
4. An example of how the Web page content is related to the textbook chapter (1 point)

TASK EIGHT:

1. Make sure you use your own words to summarize the article--If you use a phrase from the article in the author's exact words, enclose it in quotation marks (1 point)
2. Cite your Web page as shown in the **Web Page/Site Example** (2 points)

Here is a **Sample research paper**. You will notice that the ABC criteria was addressed (more could have been said about C), the article was summarized, citations were used, and the textbook was related.

TASK FOUR:

Put your report in the **Unit 5: Assigned Topic drop box**.

Fig. 6. Undergraduate Management Information Systems Research Assignment

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NWMSU librarians have also graded individual student reports for a general education class in which students learn to evaluate the quality of Web sources. This gives students practice in acquiring CBHE competencies in Sections A,B, and E. Because of the large student populations in this course, this method has also proved to be labor intensive. We have redesigned this assignment for a group report as opposed to an individual report. At first the group reports were oral presentations, providing teachable moments for the librarians to give students feedback as they demonstrated their evaluative skills. Currently, the groups complete their reports in written formats because student attention levels in the classroom were a problem when eight different reports were presented in each session. The template for the students' written report is shown in Figure 7.

EVALUATING WEB SITES REPORT

AUTHORITY REPORT—2 criteria

Credentials—One of the two criteria listed below must be identified:
***1 point possible Score* = ____**

1. Author credentials (educational level, occupation experience) related to subject of site
2. Sponsoring organization run by professionals qualified in this field of study or work

Did you select #1 or #2 of the criteria above? (Answer using complete sentences.)
Be specific! If you found the credential information on another page, list the URL where you found the information. If you found the credential information on a particular section of the page you chose (such as About Us or FAQs, etc.), describe where you found that information.

Why do you think the author (#1) or the sponsor (#2) is qualified? For #1, explain how their educational background or professional activities qualify them. For #2, answer how you know that the sponsors are authorities on this topic. (Answer why using complete sentences.)

Domain—Select one of the following domain types: ***1 point possible Score* = ____**

1. .com or .net—Commercial & network domain including information promoting businesses
2. .edu or .org—Educational & organizational domain including material supporting knowledge & learning
3. .gov—Governmental domain including statistics, public information, tourism, or historical data
4. .mil—Military site including historical data and information about the armed forces

Which domain did you select?
___ #1 ___ #2 ___ #3 ___ #4

Contact Info—This criterion is required: ***1 point possible Score* = ____**
Contact information (phone number or postal address) is provided. Contact information may be available on the homepage of the site

Where did you find the contact information? List the contact information you found. (Answer using complete sentences.)

ACCURACY REPORT—2 criteria

Bias—This criterion is required: ***3 points possible Score = ____***

No biased information should be provided. How did you determine that no biased information is provided? Give specific examples! (Answer how using complete sentences.)

Verification—Choose one of the following criteria: ***3 points possible Score = ____***

1. Works cited, footnotes, or a bibliography listed (not web links only)
2. Information can be verified in an academic database service like EBSCOhost or InfoTrac

Which criteria did you select and how did you verify that it is true? Be specific, e.g., if you can verify the information in another source, tell us what the other source is and where it can be located. Provide a citation listing the author, title, and publication date for any information not located on the Web page you are evaluating. (Answer using complete sentences.)

Date—This criterion is required: ***1 point possible Score = ____***

Creation/Updated date should be appropriate for page content. What is the creation and/or updated date? Where is it listed? Be specific. Why is this date appropriate for the content of this Web site? (Answer using complete sentences.)

DESIGN REPORT—2 criteria

.5 *points possible Score = ____*

Navigation—One of the two criteria listed below <u>must</u> be identified:

1. Familiar elements appear on all site pages
2. Links to main or previous pages available

Which of the two criteria did you choose? What evidence from the page supports your selection? (Answer why you choose the criteria using complete sentences.)

___ #1 ___ #2

Readability/Indexing—One of the two criteria listed below <u>must</u> be identified: .5 *points possible Score = ____*

1. Background, text, and color scheme easy to read
2. Search engine or table of contents provided

Which of the two criteria did you choose and why? (Answer why you chose the criteria using complete sentences.)

___ #1 ___ #2

PURPOSE REPORT—1 criterion

2 points possible Score = ____

The information found at this site must support the purpose of your research. Explain why this site is relevant to your topic. (Answer using complete sentences.)

TARGET REPORT—2 criteria

Type—Choose one the four Web page types below: **.5 *points possible Score* = ____**

1. Informational/Educational
2. Political
3. Recreational
4. Commercial

Which main target audience did you choose and why?

___ #1 ___ #2 ___ #3 ___ #4

Be specific. (Answer using complete sentences.)

Who: Answer the following question: **.5 *points possible Score* = ____**

What is the common interest, age, or gender of the group targeted by this site? (Answer using complete sentences.)

Fig. 7. Evaluating Web Sites Report

Future Directions

At the present, librarians at NWMSU have instituted an assessment regime based on state and national standards but the impact of these efforts is for the most part isolated and local. As a first step toward realizing an assessment scheme that could have a statewide or even national application, the librarians at Owens are planning to author an information literacy competency test that will assess student comprehension of and ability to employ both the Missouri Department of Higher Education's goal of "Managing Information" and the ACRL' information literacy standards. We hope to administer the test as a pretest to entering college freshmen and as a posttest to juniors who have completed their general education component in which the lion's share of library instruction is embedded. The university president and provost have encouraged librarians at Owens Library to author this test and have been promised administrative assistance in gaining institutional approval for the testing initiative.

We hope this test will provide us with hard data that determines whether or not students have grasped the concepts inherent in searching, selecting, evaluating, and applying information. We also hope that we can develop an instrument that assesses more than rote knowledge and requires students to critically analyze information and exploit that information to produce insightful products and performances.

Conclusions

Like many of their colleagues, NWMSU librarians are heavily invested in the quality movement prevalent in Twenty First Century higher education. As we have embraced this movement, Owens Library has depended mainly upon attitudinal surveys and data gathered from objective tests of knowledge and recognition of vocabulary and ideas, rather than assessment instruments that provide documentation of student performance and application of skills. Our dependence upon objective assessment is created by our lack of ability to conduct pre and posttests of students' information literacy and the time consuming nature of subjective assessment.

With fledgling efforts in classes such as an undergraduate Management Information Systems course and a graduate course entitled Information Systems currently in place, we are now considering expanding our outcomes based assessment efforts to include the entire student population. We hope to implement a pretest/posttest model with incoming freshman and juniors that will measure the information literacy of the entire NWMSU student population. The assessment of information literacy competencies gathered by the library could also be used to contribute to the university's measure of student performance of the Missouri CBHE goal for Managing Information. This linkage could establish a stronger case for the vital contributions of the library towards student acquisition of essential knowledge and competencies.

The authors hope that our information literacy assessment initiative will be adopted by other schools in the state and region so that comparative data of student performance will become available, not only to NWMSU, but also to other higher education institutions. This assessment model, in which skills learned by students across the curriculum will be measured and quantified, provides an opportunity for postulating the successful performance of graduates in the application of information management.

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There's No Sin in Synergy: A Success Story about Managing Access to E-Journals at Indiana University

Jo McClamroch

Abstract

Is there anything left to say about electronic resources? We think there is. The Indiana University Libraries have achieved some notable successes over the last three years in taming the electronic beast. Underlying this effort is recognition that together we are stronger than when alone. Collaboration, compromise, and commitment are key ingredients in our success. We are mindful of the greater good and the ultimate goal of quality service to our customers – the faculty, staff, students, and citizens we serve.

Indiana University is one university with eight campuses, and the campus at Bloomington is the flagship campus. Libraries' staff at Bloomington has the responsibility for technical services operations for the Bloomington campus and five of the regional campuses. In addition, two other large campuses – Indiana University-Purdue University at Indianapolis (IUPUI) and Indiana University-Purdue University at Fort Wayne (IPFW) – assume significant shared responsibilities for technical services operations.

In 1999, IU introduced SIRSI Unicorn, a new integrated library system replacing NOTIS. The early years of this integration were focused on cataloging fundamentals such as merging multiple records and eliminating other redundancies. Overlaid on this project of a new OPAC was a merger of all Technical Services operations at the Bloomington campus into one physical location. A new ILS plus a new infrastructure and organizational model created numerous and large challenges.

With monograph holdings in the millions of records and serial holdings in the multi-thousands, just how do you provide transparent access to the electronic holdings? This was no small challenge and this program will describe both early and ongoing efforts, with particular attention to managing access to e-journals in partnership with a commercial vendor.

An Unsuitable Job for a Librarian? Pleasure Reading in Academic Libraries

Anne M. Kulig

Anne Kulig is Coordinator of Access Services/Assistant Professor at Lamson Library, Plymouth State University. She received her M.L.S. from Syracuse University and a BA in Speech from Missouri Western State College. In addition to her work in the library, Anne teaches part-time in the English Department and serves on the University Academic Standards and Information Resources committees. Anne was also appointed to Plymouth State's President's Commission on the Status of Women several years ago and currently serves as Chair. Anne and her husband John live in Plymouth, NH with their 3 children.

Abstract

The academic library environment is ambivalent about their role in encouraging college and university students to read for pleasure. With increasing pressure on them to encourage students to use appropriate online sources, librarians have little time left to promote the use of books, for business OR pleasure. While many articles focus on the benefits of collecting popular culture materials in academic libraries, there is a dearth of information on starting and sustaining a program in recreational reading on college campuses. This session will review the literature on pleasure reading in academic communities and discuss the ways in which a library can play an integral role in promoting this activity. The presenter will offer specific examples of promotions done at Lamson Library, Plymouth State University, Plymouth, NH and plans for incorporating a new Reading/Writing Center into the library facilities.

Majority Rules: Creating a Federated Search for Remote Library Patrons

Donna Ekart

Donna Ekart is a program associate in the Digital Library department of Kansas State University Libraries. Her work with ENCompass began with the beta release of ENCompass 1.0, and continues in the area of user interface, setup, and customization issues.

Abstract

Kansas State University Libraries has recently launched a federated search and digital object discovery website. The site, CATnet, utilizes Endeavor Information System's ENCompass tool to provide basic and customized searched of licensed databases, locally created collections of digital objects such as images, documents, and video, and the library catalog. Creation of the site involved collaboration with an outside contractor for programming and web design. Consideration was given in the design to the needs of users who might not have the opportunity or the desire to come to the library building, but still needed to make the best use of remote resources. Library staff members were involved in the creation of patron instruction modules for web delivery and in public relations efforts.

Federated Searching--The Good, the Bad and the Ugly

Mary Beth Minick and Kathleen Hanna

Mary Beth Minick is a member of the Professional Programs Team at IUPUI University Library and serves as a member of the MetaSearch Project Team. From 1986 until 1995 she served as reference coordinator and from 1995 until 1999 she served as Team Leader for Reference. During the academic year of 2002-2003 she served as Acting Team Leader for Access Services. She has been active in numerous professional associations and spoken on library issues in a number of venues. Ms. Minick earned her MS in library science from Simmons College and has a BA from St. Mary's College, Notre Dame.

Kathleen Hanna is an Assistant Librarian at Indiana University-Purdue University Indianapolis (IUPUI). She received her MIS from Indiana University in 2001 and currently serves on two teams at IUPUI University Library. Her responsibilities to the Digital Libraries Team include special projects, such as implementation of MetaSearch. She is the library's liaison to the School of Physical Education and Tourism Management in her role as a member of the Professional Programs Team.

Abstract

"How do I choose and implement a federated searching tool?" is a question that many librarians are currently asking. More and more often in instruction sessions, the common question had become for us, "How can I search all the databases I want to at once??" While there is no single one solution for this question, it became increasingly more important for us to try to help students and faculty with this challenge. We had already implemented SFX and began to look at federated searching products. MetaLib ultimately made the most sense to us, as we were already familiar with their software and we thought the compatibility of their two products would make it easier for our technical staff. At the time of implementation, IUPUI had an FTE of about 20,000 undergraduate and graduate students, and we had over 300(??) databases available on campus. There are four libraries on the main campus, as well as an art library a few miles away and a branch campus library in another city sixty miles away.

We had three major goals, which we wanted to accomplish during the implementation process. The first one was that we wanted to have a high level of collaboration in the implementation process. This collaboration included not only the high level of involvement of our subject liaisons in the development of our subject categories, but also collaboration among the four campus libraries, which have separate budgets and administrators. The second goal was that of making authentication into the system as easy as possible. This involved trying to set up the product so that the campus-wide ID system would work. The last goal was that of limiting the customization for the initial installation, so that we could get the product up and running as quickly as possible. We wanted to install so that students in the fall could be introduced to the product in their instructional sessions. The product training was delivered in March around the time of spring break and at that point it seemed unrealistic to try to get the product going for students before the end of the semester. We targeted doing an intense push in early summer

(May) and being able to deliver both product and training materials to staff by the beginning of the fall semester.

Some of the other expectations we had around both the product and the implementation were somewhat unrealistic. There were expectations around courseware that have some technical limitations. It remains to be seen how far we can develop this. Additionally, we want to use the product to provide our students with a union catalog to all academic libraries in Indiana. This part of the project has gone well. We have also had challenges with particular database products and making them work within the system. We have adapted to these challenges and the implementation has overall gone very well.

Roadblocks and Hazard Signals for Preventing Copy-Paste Plagiarism

Connie Ury, Lori Mardis, and Vicki Wainscott

Connie Ury is the Outreach Coordinator, provides reference service, oversees general education library instruction curriculum, provides in-class and online library instruction at undergraduate and graduate levels, and develops Web resources. She has made more than 50 presentations at library and higher education conferences on topics relating to library instruction, reference service, customer service, and college level teaching. She has published more than 30 journal and proceedings articles, a number of them peer-reviewed.

Lori Mardis is an Information Librarian, teaches in-class and online undergraduate and graduate library instruction, provides reference services, develops Web resources, and is the Owens Library depository coordinator. Prior to her position at Northwest Missouri State University, Lori worked within the East Central University Linscheid Library where she was the coordinator of instruction, supervisor of interlibrary loan, and responsible for redesigning and maintaining the university Web site. She has given national and regional presentations on developing online user tutorials, Generation X learning styles and online instruction, applying educational games to library instruction, easy web design, and implementing and marketing an Open-URL resolver.

Vicki Wainscott is Head Librarian for Access Services in Owens Library at Northwest Missouri State University. She has over 11 years of experience in Access Services at two medium-sized academic institutions. In addition to coordinating circulation, reserves, interlibrary loan, and teaching resources, she works with the Information Services team to provide reference service and library instruction.

Abstract

Teachers and librarians of the Twenty-first Century face a new world in which the information environment is fluid both in nature and, all too often, in practice. Copy-paste plagiarism, the practice of copying and pasting text directly from a source to a paper without providing adequate documentation, is easy, inexpensive, and widely practiced by students. The rise of copy-paste plagiarism can be traced to the explosion of full text information sources, student lifestyles, ethical perspectives, and the culture of the Internet.

The presenters will discuss motivational factors leading to copy-paste plagiarism; rates of plagiarism at colleges and universities; educational practices that discourage and reduce plagiarism; assignment models that make plagiarism difficult; and strategies for diagnosing plagiarism. Online resources highlighting instructional strategies employed by universities and colleges to educate students about plagiarism; academic integrity agreements to be signed by students; instructional strategies recommended by teaching faculty to discourage plagiarism; and specific methods for diagnosing plagiarism.

Web pages describing “Strategies to Discourage Plagiarism”, “Clues to Consider When Plagiarism is Suspected”, “Preventing Plagiarism,” “Avoiding Plagiarism”, and “Diagnosing Plagiarism” will be shared. These resources outline strategies and practices that can easily be implemented at a wide variety of academic institutions.

Augmenting Patron Access to Information through Free Databases

David Darryl Bibb

David Bibb was born and raised in Kansas and has been a librarian for over 20 years. He has served as a serials librarian, a public services librarian, and, most recently, as a distance education librarian.

Abstract

As budgets are stretched to the breaking point, it is critical that libraries make use of resources that are available free-of-charge. Many such databases are provided by governmental agencies, while others are produced by private organizations and businesses. By utilizing these little-known treasures, libraries can improve patron services. The author will examine methods for locating free-of-charge resources, implementing access to them, and increasing patron awareness. Among the locating aids to be discussed are: Lockergnome, Free Pint, and E-Week and ZD-Net Newsletters. Different strategies for incorporating such free-of-charge databases into library Web pages will be covered, as will techniques for improving patron knowledge of their availability and usefulness.

Introduction

As budgets are stretched to the breaking point, it is critical that libraries make use of resources that are available free-of-charge. Many such databases are provided by governmental agencies, while others are produced by private organizations and businesses. By making use of such resources patrons can locate information more easily and have a better opinion of the library and its Web pages. Such free /open access/freely available databases are available on a variety of subjects, as illustrated in the examples discussed in this essay.

Quality Free Resource Examples

The American Memory and Making of America projects provide valuable access to early American materials in a full-text format, while the Pandora system of Australia and the Canadian Digital Project provide similar services about their respective countries. These products are augmented by other services such as:

- The Anthropological Index On-Line of the Royal Anthropological Institute indexes literature back to the 1950s.

- EDGAR – SEC Filings & Forms provides access to all of the corporate filings required by the SEC.

- eHistory.com is offered through the Department of History at The Ohio State University.

- Hoaxbusters, Snoops.com, and the Urban Legends Reference Page provide excellent information on urban legends, Internet hoaxes, and the like. They can answer many questions, such as whether or not the e-mail you received is legitimate. Hoaxbusters is operated by the U.S. Department of Energy Computer Incident Advisory Center.

- INFOMINE - Scholarly Internet Resource Collections (University of California - Riverside), has over 107,355 sources that are available on-line.

- The Internet Movie Database not only indicates who was involved with a movie or television production, but includes movie goofs, trivia, and links to movie reviews as well.

Publishers generally provide at least limited access to their journals as a way of promoting them, and most offer a way to order individual articles or entire issues for a fee. Elsevier and Emerald both have such resources. Scirus, from Elsevier, covers agricultural and biological sciences, astronomy, chemistry and chemical engineering, computer science, earth and planetary sciences, economics, business and management, engineering, energy, environmental sciences, languages and linguistics, law, life sciences, mathematics, medicine, neuroscience, pharmacology, physics, psychology, social and behavioral sciences, and technology. Emerald Full-Text offers resources in accounting, aerospace, business and marketing, criminal justice, health care, library science, technology, and many other subjects.

Discovery Tools

Perhaps the most useful way to discover new databases is to spend time perusing the database lists and subject guides of various libraries. Some institutions, such as Texas A & M University - Corpus Christi (which calls such resources "Freely Available"), or Southeast Missouri State University (which does not distinguish between free and paid services), include freely accessible databases in their complete database list. Other organizations are hesitant to include "open access" resources in their list of "normal" databases and only provide access to them as part of subject guides and pathfinders. The reason for this reluctance is rather puzzling to this author, as the resources being offered are, in most cases, ones that libraries would gladly pay for if required. They might also be free versions of services a library is already subscribing to. Sun began selling its StarOffice Suite (Carr) in response to a similar feeling among businesses that something free is somehow lacking or flawed. Despite positive reviews and the ability to get a no-cost trial version of a product, people continue to believe the adage that, "You get what you pay for." This author feels that such an attitude is faulty because many print and other resources are provided to libraries free of charge. Is, or was, there really a difference between ERIC provided by OCLC's FirstSearch as opposed to that provided by the AskERIC service? Certainly there might be features unique to one or the other; however, the actual content is, or was, identical. At the time of this writing, ERIC is being restructured. It will still be available in an altered form; however, how long it will remain free and how easy it will be to use are questions that remain unanswered.

Another way to discover resources is to read, read, read. There are a number of publications, newsletters, and Web directories that provide information on resources. Aside from the many

articles in peer-reviewed journals that can inform the reader about resources, many trade publications such as PC Magazine and PC World also do so. Several, including InfoWeek and *eWeek*, make subscriptions available at no charge to professionals who qualify (and most librarians do). All such publications offer articles that can frequently lead to the discovery of a new database or service. Many articles in trade publications specifically address the creation of database projects, or will mention them in articles on a particular subject. Indeed, the August 16, 2004, issue of eWeek has information on a new endeavor by the U. S. National Archives and Records Administration to design an archive that will "capture electronic information regardless of its format and save it permanently." (Gibson) Electronic newsletters and Web sites are other sources of information on such services.

There are many other electronic resources that can prove to be extremely valuable for locating information, and some of these are discussed below in more detail.

- BUBL Information Service http://bubl.ac.uk/ – A resource from the UK, this service offers a user-friendly way to access selected Internet resources just about any topic and which has a special emphasis on library and information science. The items it includes are arranged in Dewey order and links to the resource are provided, along with a brief description, the author, and the Dewey class number. The site is searchable and easy to use.

- Daily Telegraph http://www.telegraph.co.uk – The on-line edition of the London Daily Telegraph is a good starting point for finding information, because it often includes related resources in its articles. The newspaper also has a section entitled "Connected" that is especially useful for learning about database projects, and a number of these resources are available on-line. The Telegraph offers a search engine, but a brief glimpse each day is usually enough for both keeping up-to-date on important news items and discovering new services.

- FreePint http://www.freepint.com/ - As it states on its main Web page the newsletter "…is a network of 70137 information researchers globally." Its newsletter offers short articles listing resources on a variety of subjects including: artificial intelligence, money laundering, childcare, history, health and safety, legal and copyright issues, business, patents, finance, with the most current issue (August 12, 2004) containing an article on Radio Frequency Identification. Many of the entries provide links to databases related to the topics being discussed. In addition, the site provides information on other types of resources such as Digbig.com – a service that provides a way to shorten long Web addresses. As the publisher is located in the UK and has contributors from around the world, it offers a broadly based list of resources.

- G4TechTV http://www.g4techtv.com/ – Although the G4 component of the recently combined G4 and TechTV networks is primarily geared toward computer gamers, the TechTV section offers concentrates on more technical information. TechTV's old Web pages are in the process of being ported to the new unified Web page. These Web pages discuss a number of on-line Web resources that can prove valuable to library patrons.

- Informed Librarian http://www.informedlibrarian.com – A newsletter with a more traditional librarian focus, the *Informed Librarian* is a monthly collection of original articles, book reviews, and links to articles in other print and electronic resources. Its Web site has archives of past issues that are searchable. It has, recently, changed its access policies with only the current issue being available without a paid subscription, but even the current issue is useful.

- Leoville http://www.leoville.com/ – This is the Web site of Leo Laporte, who hosts technical computer shows on radio and television, and, frequently, highlights database resources. He was formerly one of the hosts of Call for Help and The Screen Savers on TechTV. He has written a number of books dealing with computers.

- Lockergnome http://www.lockergnome.com/ – A free newsletter about computer programs and Web sites that makes use of its readers to locate new resources and programs. It is well written, and previous issues are searchable on its Web site.

- Search Engine Watch www.searchenginewatch.com – A resource that keeps track of news related to search engines from around the world. The Web site and newsletter offer valuable news and links to information sources as well as being fully searchable.

Librarians have always been involved in innovative programs and endeavors, from improved indexing and cataloging projects to resource sharing. Now librarians have a chance to participate in the use and development of a new and growing type of resource – the freely accessible database. An example of such a library project can be found at the Musser Public Library (Muscatine, Iowa), which houses the Grossheim Collection of fifty-five thousand glass plate negatives. The library is in the process developing an on-line catalog of the collection. There are many more such services available than could be expounded upon in this brief essay. By utilizing these little known and underrepresented treasures, libraries can significantly improve services to their patrons.

The author maintains a Web page of on-line databases and resources at:
http://www.geocities.com/DavidBibb

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Growing With the Flow: Responding to High Volume Instruction Growth

Susanne Clement, Tami Albin, and Nikhat Ghouse

Susanne Clement is the Head of Collection Development at the University of Kansas Libraries. She is also the subject liaison to Communication Studies and Sociology departments. Prior to coming to KU in 2003 she was a solo librarian in a not-for-profit association directing its library, archives and museum.

Tami Albin is a Canadian librarian who-- like her hero Spongebob--is ready for anything. She presently works at KU Libraries where she is the subject specialist for Women's Studies, Psychology, and Applied Behavioral Science. She is also responsible for KU Libraries promotions, designing library instruction presentations, online tutorials, and a variety other things that cannot be condensed into one hundred words or less.

Nikhat Ghouse presently works at KU Libraries as a Social Science Librarian and Coordinator of Peer Reference Services. She is also the subject specialist for Anthropology and Religious Studies. She received her MLIS from the University of Pittsburgh.

Abstract

How do you incorporate between 20 - 40 new instruction sections into your library's instruction program during peak times of the semester? This happened at the University of Kansas (KU) in the fall semester of 2003. A new director for the introductory Communication Studies program (COMS 130) wanted more than six hundred COMS 130 students to partake in a hands-on library instruction session. All of the instruction sessions had to occur at the exact same time. In other words, six hundred students had to be accommodated within one week.

This presentation will discuss the planning and implementation of a redesigned library instruction program that went from reaching 600 students to more than 1,000 students within one year. Assessments and evaluation, both internally within the library and externally with the Communication Studies Department, was used effectively to improve the curriculum and implement he first session of the new program in the spring of 2004. Over a two-day period in the fall of 2004 the program was expanded to reach more then 1,000 students.

Introduction

How do you incorporate between 20 and 40 new instructional sections into your library's instruction program during peak times of the semester? This happened at the University of Kansas, and to facilitate this new need, the traditional method of providing library bibliographic instruction had to be changed.

In the fall of 2003, a new director was appointed to the freshman (COMS 130) course offered at KU. This course is one of many graduation requirements. Students have the option to take

COMS 130 or Philosophy 110; on average more students take COMS 130. COMS 130 is described in the KU Catalog as the "study of rhetorical theory and its application to the preparation, presentation and criticism of oral discourse in audience situations. Special consideration of listening behavior and of the ethical conduct of speech in a free society. This course fulfills the college oral communication requirement." It should also be noted that this course has a very strong literacy-instruction component, and in the past the Communications bibliographer would be teaching 8-12 sections during the first month of each semester reaching approximately 50% of all COMS 130 classes.

Background

As is the case with many institutions, the KU library instruction statistics had increased significantly in the last few years. We were serving 12.5% more students from 2001 to 2003 (in 2003 we taught 12,681 students in 702 sessions) and were already using creative means to locate appropriate teaching facilities and librarians to accommodate the classes. All instruction facilities within the library are usually booked by the time a semester starts, if not earlier.

Accommodations

The new COMS 130 director no longer wanted literacy sessions to be spread over a one-month period; instead literacy instruction needed to occur in a very short time frame so that all students had the same information at roughly the exact same time. This change would also ensure that all Graduate Teaching Assistants (GTAs) were following the same prescribed syllabus. Having just started on the KU faculty, the new COMS 130 director contacted the Communication Studies bibliographer the first week of classes of the 2003 fall semester. Scheduling a few new or additional classes during peak instruction times can usually be accommodated, but 24 classes averaging 22 students each presented quite a challenge. The week requested by the department corresponded with a period of traditional heavy library instruction, and the instruction team was already stretched very thin in terms of instructors and space availability. Using a quickly developed lesson plan, the bibliographer with the assistance of three library instructors was able to provide instruction to only 19 of the 24 classes over a two-week period. We realized that we had to start planning how to accommodate all future COMS 130 students in subsequent semesters.

Improving Instruction

Once the heavy fall semester teaching was over, a small group started to review options on how to accommodate a very large student group in a meaningful but very limited time frame. It was important that library staff were able to continue to serve the student groups that traditionally participate in library instruction at the beginning of each semester, such as introductory English classes. The library does not have any large auditoria or lecture halls, and the largest instruction facility only accommodates about 40 students. We had to look for locations outside the library that could accommodate up to 150 students at a time--preferably with enough computer terminals so pairs of students would be able to work with the hands-on exercise that is used for all of our general library instruction programs. Though no facility had that many terminals, the student union had available an auditorium that would accommodate the students.

An expanded 45-minutes instruction plan was developed, modeled after our shorter instruction programs designed for Psychology and Research in Education 101, English 101, and English 102. It consisted of an interactive demonstration of the library's web site featuring library services, such as renewing books and where to locate library buildings and hours, where to find online reference and research tools as well as multi-media material, online catalog searching for books and journal titles, and database searching for articles. Since the student union auditorium only had wireless connections to the Internet, an eye-catching PowerPoint presentation, covering the same material, was created as backup should the connection go down.

Because the students would not be able to participate in the hands-on exercise to reinforce the skills presented in the bibliographic presentation, we looked for other ways to ensure that students would benefit from the instruction and stay engaged during the presentation. A quiz was developed that followed the same outline as the presentation. Students had to hand it in to their GTAs at the conclusion of the presentation, so it also served as an informal attendance list. The objective of the quiz was to ensure that the students paid attention during the literacy instruction sessions and to remind them of the various resources available for their research. The COMS 130 director approved this approach.

Implementing, Evaluating, & Improving the Plan

The revised instruction program was implemented for the spring 2004 semester. The two-day literacy program, taught by 13 KU Library staff reached just over 900 students. The wireless system did go down during one of the ten sessions but the PowerPoint presentation was quickly opened and forwarded to the right section. We also learned that not all library instructors were equally comfortable teaching to large groups and that teaching styles need modification when confronting a large audience.

The staff who volunteered for the spring 2004 instruction had limited time to prepare for this group, and faculty, GTAs and students alike noticed this in the end product. It was commented that the instruction staff was at times "noticeably nervous" during presentations. Instruction staff were conscious of the fact that students watching our presentation were also critiquing our presentation style!

Some of the nervousness arose from the large number of changes to the presentation given to the COMS 130 group. Instruction staff generally present material and reserve time for a hands-on component when time permits or as requested by faculty. Some presenters were uneasy about the quiz that had been integrated this into the presentation, as it required them to make sure that certain points pertaining to the quiz would be presented. The large class size of the COMS 130 was also a new hurdle, as some instruction staff were inexperienced with teaching a class of a hundred plus students. One of the difficulties that staff faced was presenting to a large group and not losing visual feedback from the students. In small group instruction, the opportunity to interact with students and adjust the presentation based upon student comprehension is lost. It was important that instruction staff received more time to prepare for the classes in the fall than had been the case for the spring semester.

Planning for the fall sessions started a couple of weeks after the 2-day marathon. Though the Communication Studies Department was pleased with the program and approved the continuation of the format for the next academic year, library instructors concluded during their debriefing that several procedural and content features of the instruction should be changed for the fall semester. The library's internal post-instruction evaluation produced the following changes that were implemented for the fall semester instruction:

- eliminate the live demonstration and only use PowerPoint,
- use old COMS 130 assignments to design the quiz so the desired outcome would determine the instructional material,
- reduce the amount of general information from the library's website and target only 2 or 3 items deemed most important for the class outcome,
- increase the instruction time of database searching,
- eliminate instruction on how to locate books in the online catalog,
- prepare thorough scripts to accompany the PowerPoint presentation, and
- conduct training of all library instructors at least one week prior to the classes.

Eliminating instruction on how to search for books in the online catalog was probably the most controversial for the librarians. However, as we had decided to focus strictly on the tools the students would need for the class assignments and had determined that books would rarely, if ever, be used for these assignments, it followed that it would be more important to spend time making sure the students understood fully how to use selected databases.

A new quiz was developed, tested and approved shortly after the end of the spring semester. As the library's web site was being redesigned, the new and engaging PowerPoint presentation was only finalized at the beginning of the fall semester as we did not want to have to change too many slides by preparing it too early. The script was also finalized the first week of classes and training for all volunteers scheduled one week before the marathon.

Conclusion

The quickly prepared program for the fall of 2003 developed into the first time-sensitive, large-scale instruction program for the spring of 2004. Building on the lessons learned from this first experiment, we started the planning process early and developed a more focused and highly targeted instruction program for over 1,000 students for the fall 2004 semester. We will continue to evaluate this program--especially the effect of substituting a quiz for having students work on individual terminals as part of their literacy instruction. As we improve our ability to accommodate the COMS 130 group we also are learning to adjust our own routines and become more flexible to changes that come with large group instruction. Through experimentation, evaluation and teamwork a successful high-volume instruction program is being implemented at the University of Kansas.

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Making it Stick: Building Sustainable Collaboration using the "Power of Peer"

Lea Currie, Kathryn Graves, and Michele Eodice

Lea Currie came to the University of Kansas Libraries in 1999. She is currently the Coordinator of Instruction for the KU Libraries and the Education subject specialist. Prior to moving to Kansas, Lea worked in libraries at Texas A&M University and the University of Texas at Austin, where she earned her M.L.I.S. Her research interests include peer tutoring, evaluation and assessment of library instruction, and non-western teaching methods.

Kathryn Graves joined the University of Kansas Libraries faculty as a reference librarian in 1988. She is currently Co-Coordinator of Reference Services and library liaison to the School of Social Welfare. She received her MLS from the University of South Carolina.

Michele Eodice, Ph.D. is the director of the writing center at the University of Kansas, where she also teaches a peer tutoring course and a technical writing course. She is the associate editor of development for the Writing Center Journal and co-author of _(First Person2):A study of co-authoring in the academy_. In addition, Michele has published work in the areas of plagiarism, writing center administration, writing groups, and, with Cindy Pierard and Lea Currie, articles on library and writing center collaboration.

Abstract

At the University of Kansas, collaboration has taken place with small incremental steps that make information services more seamless and provide librarians with more time for liaison and instruction activities. After trial and error, KU can now report about its efforts to hire and cross-train student assistants to act as peer consultants at a universal help desk.

We have traced the beginning of this collaboration to 2000 when a Writer's Roost (the name for satellite writing centers) was established on the main lobby floor of the Watson Library. Looking for ways to strengthen the collaboration between the KU Libraries and the KU Writing Center, Lea Currie, Coordinator of Instruction for the Libraries, and Michele Eodice, Director of the KU Writing Center, began discussing the possibility of cross-training student assistants to help their peers with research and writing. In the fall of 2003, KU Libraries also began a program of training student assistants to answer more general library reference questions and to refer in-depth questions to career library staff and subject specialists. Due to her experience with training students to perform peer instruction services, Michele Eodice was asked to help develop a peer training model for the Libraries.

Simultaneously, more collaborative efforts were begun across the KU Campus in 2003. A group was formed to explore ideas of infusing and supporting writing across the curriculum. Called Writing Matters @ KU, this group involves the KU Writing Center, faculty, student services staff, the Center for Teaching Excellence, and the KU Libraries. A number of task forces were formed called HVC2 (High Velocity Change through High Volume Collaboration "squared")

that looked at restructuring Information Services on a campus-wide level to increase collaboration among the KU Libraries, Academic Computing Services, Instructional Design Services, and other services including those under the Student Success umbrella. The presenters, Kathy Graves, Lea Currie, and Michele Eodice have all served on these task forces. These work groups developed models for enhanced student services using virtual and universal help desks, employing student assistants to provide peer consultation. The outcome of these collaborative efforts provides students with a more seamless manner of getting the information they need, provides a new level of services (peer-to-peer), and provides effective alternatives to traditional funding and staffing. We will continue to build our collaborations in order to make such partnerships a deeper, more rooted expression of the university's commitment to student learning.

Introduction

This is an extremely progressive time for the University of Kansas. Within the past two years, KU has brought in an innovative Libraries Dean and a Vice-Provost to lead a new unit called Student Success comprised of over 20 offices and programs which were formerly fragmented by traditional student affairs models of service delivery. It seems long overdue, but this large de-centralized public research university may finally be moving in the direction of more collaborative efforts, recognizing the interdisciplinarity of its programs and seeing the need for a more seamless delivery of student services. For example, the libraries may soon be moving toward an integrated help desk including information from reference, circulation, interlibrary loan, etc. in a single area, with cross-trained staff to assure smoother transactions. At this same time, a number of task forces at the University, collectively called HVC2 (High Velocity Change Through High Volume Collaboration "squared"), are looking at restructuring Information Services and increasing collaboration among the KU Libraries, Academic Computing Services, Instructional Design Services, and other services including those under the Student Success umbrella, such as advising, enrollment, and orientation. In this paper we will focus on the particular collaborative efforts of the libraries and the writing center to contribute to these initiatives. We will provide some background on the key activities that foster this "collaboration-across-change" and offer some details on the peer-to-peer elements of the projects.

As a result of the HVC2 effort, at the time of this writing, several work groups across the campus are developing models for enhanced student services such as collaborative learning spaces and a virtual help desk for campus information. Over 60 campus participants, including 25 library faculty and staff, were members of several work groups on campus; these work groups also included staff from Information Services, Information Technology, Networking and Telecommunications, the Writing Center, the Center for Teaching Excellence, Academic Computing Services, Instructional Design Services, Housing, Human Resources, and academic departments. This example of the KU Libraries' collaboration with other University units and players focuses on the work of the Quality Services for Students work group. Simultaneously, a Help Desk Concept Priority Work Group sponsored by Student Success focused primarily on improving delivery of student services. Both groups supported the vision of a universal help desk that would enhance integrated and collaborative campus-wide services by coordinating many offices and services, including technology services, library services and Student Success.

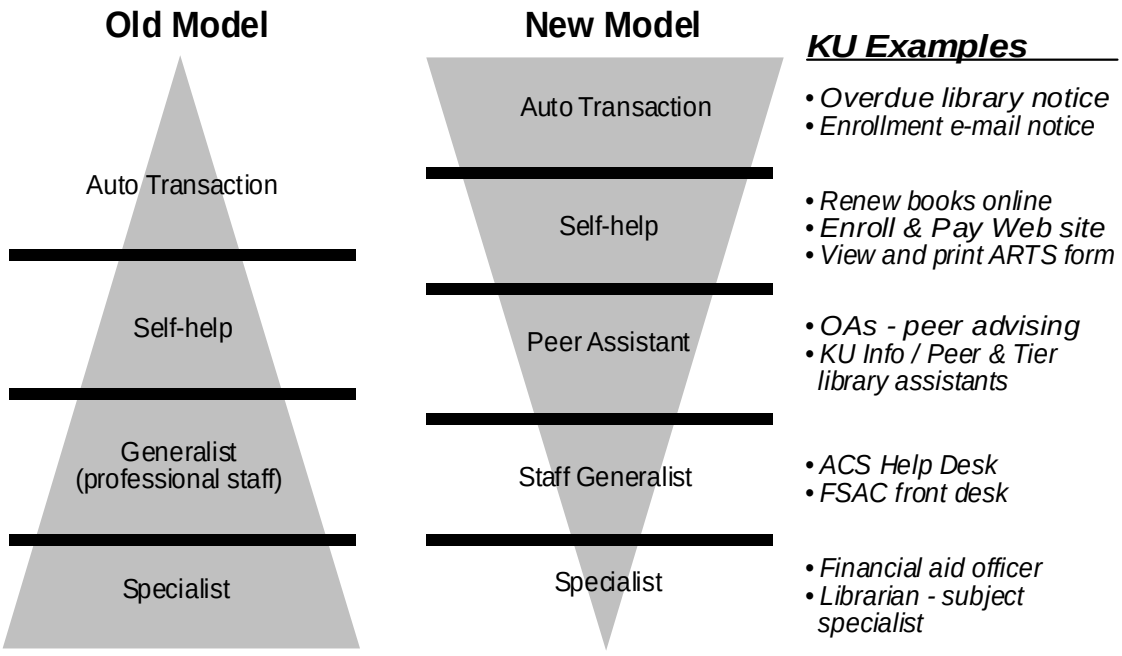
Pilot Project

In order to demonstrate the goals of the collaboration, members of both the Quality Services for Students work group and the Help Desk Priority Work Group agreed that we needed to address a high impact initiative to pilot our model. The issue that surfaced repeatedly and was already under discussion by the Help Desk Concept Priority Work Group was "Enroll and Pay", online course registration implemented two semesters earlier, which had presented many problems and challenges to both students and those administering the system. Together the two groups developed three service initiatives to facilitate enrollment during the spring 2004 semester:

- A call center
- An online tutorial
- Peer-to-peer desk side coaching

In assessing the Enroll and Pay initiative, which we called I-Enroll, both work groups noted that it resulted in communication among units that do not typically communicate about enrollment; it demonstrated the effectiveness of a call center that utilized existing help desks (Computer Center, Enrollment Center, KU Info, and ResNet); it offered opportunities for student involvement and employment, utilizing students already working in service areas; and it demonstrated the need for multi-mode service delivery. While a librarian designed the online tutorial, students who participated in a special enrollment help training session staffed the call center and the peer-to-peer desk-side coaching. The I-Enroll project exemplified the universal help desk model and can be visualized by the inverted service triangle illustrated in Figure 1 below:

Flipping the Service Triangle



The first level is **auto-transaction** – services that are institutionally embedded in the academic cycle –and are sent automatically and electronically (e.g. email notifying students of enrollment times)

The second level is **self-help**, which is an action initiated by the individual at the time of need (e.g. online tutorials, help screens)

Adapted from: "Transforming Student Services" by R.B. Kvavik & M.N. Handbert, Educause Quarterly N.2 2000.

Fig. 1. Flipping the service triangle.

The model forwarded by the Help Desk Concept Work group basically flips the triangle on the left to allow for more electronic and remote transactions and utilizes cross-trained students and staff to act as generalist assistants. This model allows the specialist then to focus on cases that require their input, placing staff and technology at the front-line, increasing speed of transactions, and providing the convenience of a one-stop environment. The peer assistant level is an expanded level inserted between the self-help and the staff generalist. Both peer assistants and staff generalists will be cross-trained beyond their home office area of expertise to provide front-line contact with students, staff, faculty, and community in answering questions and referring questions as needed.

Following the month long project, both the peer assistance and the multiple modes of delivering assistance and services were credited with minimizing the previous level of problems. Over a dozen recommended action steps for future implementation were proposed in the final report. The recommendations that may have the biggest implications for the Libraries and for the "power of peer" were:

- Expand the role of students who currently staff a KU Information desk (located in a library) to include Help Desk services.
- Cross-train currently employed students from Student Success areas (orientation, advising, financial aid, enrollment center, and writing center) to provide a new level of help desk services across campus.
- Develop front-line library reference assistants from a pool of student writing consultants (who already have a satellite location in two libraries) who can then serve in both roles.

Implementation

In an initial attempt to combine the recommendations listed above, the KU Libraries worked toward the goal of building on an existing service to create a cohort of cross-trained students. KU Info was founded in the 1970s as a student-run rumor control and question answering service. Students were trained to answer a bevy of questions about KU and local community events. During a reorganization of the Student Success offices in 2003, KU Info was incorporated into the KU Libraries. KU Info moved into the busiest KU Library in the fall of 2003 and added a walk-up service to their traditional busy phone service. The initial merger of KU Info into the KU library system was fairly simple. The students who worked the KU Info desk were told they would begin training with library reference staff to learn how to answer library reference questions in addition to their regular duties. A reference services task force was formed to develop training modules and to foster the smooth transformation of KU Info into a library reference service. The "power of peer" began in earnest in the spring of 2004.

The training was designed to address key concerns of the transition:

- How student assistants would determine the need to refer questions to library subject specialists.
- How reference librarians could convey the strategies they use in answering reference questions to student assistants.
- How to balance the need for covering a range of services (online catalog, online databases, advanced searches, etc.) and acquiring skills unique to library assistance with the need to not overwhelm student assistants as they learned these new services and skills.
- Orienting the current library staff to the new levels of service delivery (tiers).

Based on (primarily negative) evaluations of the first training module, several revisions were made prior to the summer training sessions. First, the director of the writing center was invited to join planning meetings because she had many years of experience in training peer student assistants to work at the writing center and at other campus help desks. A training program was quickly devised that included a two-day retreat, complete with a pizza party, games, and team building activities. The retreat included tours of both large libraries, training in the use of the

online catalog, orientation to the libraries' web site and general databases, and an introduction to trouble-shooting computers and equipment in the reference areas. The curriculum was more manageable for both students and trainers, and the students began to develop their new identities as peer assistants while they bonded as a team.

The eight-week training program included seven hours of training activities a week in a classroom setting. This training, scheduled in one and two-hour sessions, focused on specialized databases and print reference resources in literature, history, the sciences, film, government documents, business, and other areas of frequently asked questions. Students were given actual reference questions to answer on their own and the steps they followed in answering the questions were discussed. Training sessions included reference interviews and when to refer questions to subject specialists and call for backup help. The students were taken for tours in most of the branch libraries to learn about their services and collections. Students were taught to use Convey chat software and assigned chat shifts. One session was designed in collaboration with a computer lab supervisor from Academic Computing Services to teach students how to trouble-shoot and answer frequently asked computer questions that occur in the reference room. Another session was designed in collaboration with Academic Computing Services and ResNet to provide the student help desk staff from those offices, as well as the Libraries, with referral information about each of these services. One of the most popular sessions was called "When Things Get Freaky." During this session, library staff taught students what to do if a library user became angry or abusive, how to react to odd or illegal behavior, and what to do if law enforcement asked for library patron records. They were also taught what to do in emergency situations, such as fire or hazardous weather.

Although the training sessions were not mandatory, the students were strongly encouraged to attend. We felt that this participation was necessary to build a strong knowledge base among the 15 students in the summer training program since new students hired in the fall would not have such extensive training. Library subject specialists were asked to volunteer to conduct the training sessions and the calendar for the summer program filled up quickly. Each specialist was required to design simple hands-on activities and handouts that were eventually put into a Blackboard account so that students could access them when needed. The planning team stressed to the library staff conducting the training that sessions should be kept simple and informal with plenty of time given to hands-on and discovery activities. During the training program, students began staffing the reference desks with library staff acting as on-call backups. Although they were not required to do so, many of the library staff used their backup shifts as opportunities to sit at the desk with the students and provide them with on-the-spot training while shadowing them through reference interviews. This contact also made it possible for many of the students and library staff to build a supportive relationship during the summer.

Was the summer training program more successful? In many ways it was, but there were a few disappointments. Midway through the training program, the trainers solicited students once more to provide feedback about the training program. The comments were more positive than those received in the spring, but there were some negative remarks that we considered when designing the training program for the fall. The students thought the two-day retreat was a hefty time commitment; they also suggested that many of the other training sessions could be condensed. Most of the students did not think the tours of branch libraries were necessary.

However, most of the students were enthusiastic about the training they received and found that they used more of the information they were learning than they ever thought possible.

Results

Following this initial stage in converting services and training students, we concluded that many of the training sessions given in the summer should be included in the fall, but offered in a condensed format. Instead of a two-day retreat like the one given in the summer, the next cohort of 15 students will be required to attend a four-hour retreat before fall classes begin. Another similar retreat may be given later in the fall to train students hired after classes have started. Seven two-hour training sessions are planned for the fall and each session will be given twice, so students will have a choice of which session to attend. The training planners will solicit feedback about training from the students later in the fall to reassess and plan training for spring 2005. In general, training planners feel that a viable cohort of student assistants has been developed through the spring and summer sessions, and we are confident they are prepared for their fall semester work in the libraries.

Another way to reach more students is to provide a peer-to-peer model of coaching for library research and writing skills, a model that exploits the powerful learning motivation at the point of need. Collaborations between libraries and writing centers can be characterized along a continuum, from sharing space to integration of curriculum goals to instructional partnerships. We strive to not see our work together as either stemming from or dominated by the writing center *side* or the library *side*. While eliminating this perspective, we do acknowledge that motivations for collaboration from both parties may be different at the start, but the pleasant surprise is how much of what each of us needs, does, and plans reveals our common vision and is consistent with current trends at our university to share resources.

- Writing centers may initially reach out to libraries as they are trying to break free of small, remote, unappealing location(s); to expand their number of locations; or to create satellites in diverse locations. Linking with libraries makes more visible the importance of writing to an inter-disciplinary environment and helps a writing center demonstrate a commitment to the academic mission through closer affiliation with a library (which is traditionally associated with academics, more so, say, than student affairs or student services units).
- From the library standpoint, collaborations can increase gate count (raw number of visitors), demonstrate the authentic connection between research and writing, and enhance staffing needs by developing peer and tier services. Integrated instructional models can send strong messages to faculty and administrators; constructing the library as a student-friendly, user-driven environment reinforces the mission of preserving the library as a "place" while developing alternative methods and locations of service delivery.

Several goals, such as developing joint training sessions in peer-to-peer instruction in research, writing, and the use of technology, seem within reach. For example, at this writing, the KU Writing Center and the KU Libraries are considering a cross-trained consultation model, with

peer coaching locations in the residence halls (Student Success Center) and in a new Multicultural Resource Center (expected to open in 2006).

There are many good reasons to continue our collaboration, not the least of which is that we want to "make it stick." For us, "making it stick" means developing a quality model and ensuring that this model becomes embedded within the university structure. We believe that the features of the library peer and tier model, the university-wide student services help desk model, and the cross-trained writing and research assistant model all involve students in direct services to other students. These opportunities and interactions provide more seamless services, potentially strengthening retention and graduation rates. In addition, as a way to address staff shortages and provide valuable opportunities for students, the peer-to-peer model is a win-win proposition. Pools of student hourly funds are much easier to replenish, and hiring and training a large cohort of student coaches, who can work across institutional boundaries, is an economical advantage as well. We realize that working together, "collaboration-across-change", can contribute to the development of lasting programs that are both fiscally and pedagogically sound.

Because space does not permit us to do so here, fuller descriptions of the HVC2 project, the universal help desk model, the training curriculum, training evaluations, and overall model for collaboration and peer-to-peer student assistants are available by contacting: kgraves@ku.edu, lcurrie@ku.edu, or michele@ku.edu.

Further reading: Centers for Learning: Libraries and Writing Centers in Collaboration edited by James Elmborg and Sheril Hook, forthcoming (December 2004) in the Publications in Librarianship (ACRL) series. The chapter "Roots Entwined: Growing a Sustainable Collaboration" by Lea Currie and Michele Eodice, includes more detail on the current collaborations at the University of Kansas.

In Search of the Intelligent Web: A New Look at the Organization of Academic Websites

Felicity Dykas and Chris Le Beau

Abstract

In academic libraries, the number of electronic resources available to patrons continues to increase. Many libraries now include e-books, e-journals, digital collections, and websites as part of their collections in addition to licensed databases.

For our patrons, our concerns are dual-fold: the first is creating an organized and integrated website that allows the patron to find a needed resource, and the second concern is creating seamless access to this diverse group of materials. Libraries have a long tradition of providing access to discrete groups of materials (e.g., card catalogs and indexes), but new issues arise with access to electronic resources posed by the variety of formats and their access restrictions. These issues have presented new challenges for both technical services and reference librarians.

Methods now being used to organize and provide access to electronic resources include traditional cataloging and access via OPACs, separate databases for electronic resources, staff created lists on Websites, subject guides or pathfinders, separate lists for electronic databases, e-journal portals and commercial products such as TDNet and Serials Solutions.

In this session, a reference librarian and a catalog librarian/web team member will survey the methods different libraries are using to organize their electronic resources, reviewing the strengths and weaknesses of each system. While a perfect solution does not yet exist, understanding the options available and how a website can be used to tie resources together will enable libraries to maximize use of their electronic resources.

The Drake University Digital Repository Initiative: a Case Study of the Library as a Campus-Wide Enterprise

Rod Henshaw and Claudia Frazer

Rod Henshaw is currently serving as Dean, Cowles Library, and Drake University in Des Moines, Iowa. He has also had library leadership positions at Emory University and the Pennsylvania State University. He has also chaired the Drake 21st Century Classroom Initiative Committee and is currently chairing an institutional accreditation committee at Drake. Rod is active in numerous organizations, including LAMA, which awarded him the LAMA Leadership Award this past year. He is currently chairing the LAMA Web-Based Learning Task Force. He can be reached at rod.henshaw@drake.edu.

Claudia Frazer has been at Cowles Library since 1977 working as a paraprofessional in Public Services and as a Cataloging Associate in Technical Services. In December of 2000, she received her MA in Library Science from the University of Iowa and has since been employed as Resource Description and Materials Management Coordinator. She has since been active on the executive boards of the Iowa Library Association, the Iowa Chapter of ACRL, and the Iowa OCLC Users Group. She is also currently serving on ALA's Committee on the Status of Women in Librarianship. Claudia's most recent contribution to the library has been the implementation of the Drake Digital Repository (DDR). She can be reached at claudia.frazer@drake.edu.

Abstract

The staffs of today's academic libraries have an extraordinary opportunity to "reconnect" the library with the core academic function of learning and knowledge creation. Much lip service was given in the 20th century to the library as being the "heart of the university". Perhaps it was at some point, but now the potential for realizing that elusive role can be achieved.

W. Lougee, in her groundbreaking essay on the future of academic libraries "Diffuse Libraries: Emergent Roles for the Research Library in the Digital Age" states that libraries are shifting from "a facility-based enterprise to a campus-wide enterprise".

We at Drake posit that successful institutions of higher learning must reposition their libraries in this direction. In the enterprise model, the relationship of the library and its users shifts from a "stewardship-patron" to a "stakeholder-client" approach – with the user community and the library staff engaged in an enhanced approach to collaboration. In a recent further elaboration of the enterprise model, Paul Conway at Duke University writes "the digital library program becomes the essential mechanism for uniting people and ideas and presenting information that lives across the full spectrum of storage media." We at Drake contend that, over time, this new relationship will modify the very nature of the scholarly communication process and the role of the library, moving it away from merely acquiring "collections" (and providing collection-centric services) to a synergy of access, digital content, and learning through the creation of new information products and services.

Drake has developed a strategy, organizational model, and implementation plan to begin to put in place the “enterprise library”. One of the core elements of that model is the development of an institutional repository. An "institutional digital repository" is an electronic system to store, preserve and disseminate an institution’s information assets to the institution and beyond. Examples of information assets include archives, institutional records and images, faculty publications, committee reports and records, curricular materials, theses and dissertations, data sets and files, multimedia, on-campus publications and student portfolios.

The faculty of Cowles Library selected various faculty colleagues from each of the colleges of university to assist in the developmental stages of the Drake Digital Repository. This advisory group has concentrated on exploring the various open source software that is available for such repositories, as well as developing policy guidelines, assessing faculty needs and implementing a collective awareness among the larger community at Drake.

The development of the repository at Drake has been a multi-dimensional challenge, but it is already delivering significant benefits to core learning practices at Drake. It has become a major program vehicle for the establishment of new collaborations between the teaching and library faculty, the introduction of new technologies, and new funding sources. In short, this successful service initiative has taken the library further along its strategic goal of becoming a campus wide enterprise – at the heart of the institution’s learning mission.

SiteLand, The User-Friendly Home Page Redesign Game

Tim Bryant

Abstract

This paper discusses the process by which the five-person web committee of a medium-sized academic library redesigned the library home page to be more user-friendly to students. Following the ADDIE model of instructional design, the process entailed recurring stages of analysis, design, development, implementation, and evaluation to ensure that redesign decisions were based on sufficient feedback, sound principles, and relevant data. Multiple communication techniques and planning tools helped coordinate internal group task-sharing and external relations with stakeholders involved in the process. The redesign effort achieved greater integration of frequently used search tools, information, and resources on the home page and initiated changes in the appearance and structure of the overall library web site. Policies and records generated during the 2003-2004 web usability study serve to guide ongoing development work and future usability studies. The paper concludes with a description of SiteLand, a game used to simulate aspects of the team redesign process with session participants at the Brick and Click Libraries 2004 conference.

A Road Map to the OPAC: Visualization Technology for Subject Searching

Mark McCallon and David Bavousett

Abstract

With the advancement of technology, the way people access information has changed. Library patrons view the interactive environment as the technological norm rather than the exception. As an example, consider the nature of video games; the earliest video games, like Pong and Donkey Kong, gave the player a view of the world from overhead, or from the side, but the player was not part of environment. More modern video games give a viewpoint over the sights of the player's weapon, or through the player's eyes; the player becomes a part of the environment.

Current best-of-breed integrated library systems are visibly derived from older paper-card technology. Perform a subject search on most any system, and you will get a hit list—a list of cards with brief information about the item. Further clicks will get more information, including subject headings, summaries, photographs, or even full-text. Larger cards, but they are still cards. One weakness of current systems is that there is no way for the patron to visualize the connection between subject headings in the online library catalog. One or more items may connect subject headings, but there is no convenient way to trace through these relationships.

At Abilene Library Consortium, a new graphical user interface is being developed that will allow a patron to interact with the subject headings in the library online catalog. Records retrieved in a subject search will be parsed to establish relationships between subject headings returned by the search, and the results displayed in an interactive graph. If the user clicks on any of the related terms, additional searches may be started, with additional results added to the graph. A right-click on the graph will send the user to the existing online catalog product.

The product is not intended to replace the existing online catalog, but to give patrons another avenue of access to information, allowing a user to browse through subjects interactively. User activity reporting and surveys will show the effectiveness of this new tool in the user community.

Calibrating the Compass: Library Orientation

Patricia Wyatt and Connie Ury

Patricia Wyatt is the Reference Specialist at Owens Library, Northwest Missouri State University. She provides reference service, oversees freshman seminar library instruction curriculum, provides in-class and online library instruction, and develops Web resources. She presented widely at library and higher education conferences on topics relating to library instruction, reference service, customer service, and college level teaching.

Connie Ury is the Outreach Coordinator at Northwest Missouri State University. She provides reference service, oversees general education library instruction curriculum, provides in-class and online library instruction at undergraduate and graduate levels, and develops Web resources. She has made more than 50 presentations at library and higher education conferences on topics relating to library instruction, reference service, customer service, and college level teaching. She has published more than 30 journal and proceedings articles, a number of them peer-reviewed.

Abstract

At a mid-sized university, located in the Midwest, the faculty have traditionally expected and asked for library tours for incoming freshman during orientation week. Professional literature shows that these tours, lacking a point-of-need connection for the students, are an ineffective means of helping students become comfortable using the library. While the tour was well attended, other library orientation curriculum was neglected by many faculty.

Two librarians promoted the library tour and other library orientation curriculum developed for use in the campus library orientation course at the end of the Spring 2004 trimester, hoping that faculty would choose to include it in their syllabi for Fall 2004. At the end of the tour in Fall 2004, students will be surveyed about their attitudes toward the content and usefulness of the tour. This data will be used to improve the tour for Fall 2005.

During Fall 2004 Faculty Development Days, freshman orientation faculty will be asked if they plan to use library orientation curriculum available for their class. This curriculum includes a library scavenger hunt, a careers assignment, and an online resource that outlines library policies. At the end of the eight-week freshman orientation course, students (whose teachers indicated they planned to use the library instruction curriculum) will be asked to rate and provide attitudinal information about the curriculum described above. Faculty using the library orientation curriculum will be asked the same questions as the students. Data generated from these faculty and student surveys will be used to improve and adjust the Freshman Orientation Library Curriculum for Fall 2005.

Basic “Brick” Tours that Click with Students

Sherry Hawkins Backhus

Sherry Hawkins Backhus earned a BS in secondary science education at the University of Tennessee (Knoxville) and an MLS from Emporia State University (Kansas). She has worked in libraries at the University of Tennessee, the University of Kansas, and is currently an assistant professor and the instruction coordinator at Emporia State University's William Allen White Library.

Abstract

Students are actually learning about and leading their classes on an "old-fashioned" library tour! In 2001 the Emporia State University library instruction team was grappling with the perennial problem of how to honestly engage students during a basic library tour. The team wanted an alternative to the traditional, librarian-led orientation tour, and was searching for something other than a treasure hunt. While reading the e-mail posting from the ACRL Instruction Section's listserv, we stumbled on the idea of having students in the classes actually lead the tours. The instruction coordinator took the idea to the director for English composition. Together, we researched the possibility, and eventually developed and embarked on our first student-led tour. Students responded well and professors from several other disciplines have asked for this engaging orientation for their classes. Regular feedback is sought and utilized to enhance and revise the tour, but it's overall success is evident!

Tour Trends

Intuitively, the idea of having tours of library buildings must be as old as the actual structures. Librarians have always wanted to present collections, “reading rooms,” and services to those who would be using them. As librarians, we do not understand why anyone would not delight in knowing that we have all of the periodicals on one level, where the reference desk is located, or of any special collections we make available. Nevertheless, almost all academic librarians have found that students, especially freshmen in the excitement of their first semester, are not naturally stirred to learn all there is to know about the campus library.

The literature on tours discusses several possible tour styles. These include the guided tour, the self-guided tour, the virtual tour, and various hybrids. Self-guided tours have been popular with harried librarians, especially in understaffed libraries. These tours can take place spontaneously when a potential patron feels the need to learn about the library. This type of tour can be made available through a guide sheet that the patron picks up at the circulation or reference desk, by an audiocassette with an attached headset, or by using videotaped tours that offer the patron a tour without having to enter the library. The virtual Web tour evolved from these earlier formats with the advent of widespread computer use during the 1980s and 1990s. The literature shows that it is not unusual for a library to use a Web tour as the only "physical" introduction to the library.

In 2003, Marcus and Beck published the results of a study that compared library treasure hunts with guided orientation tours. In their study they used a 10,000-student community college that is

part of the City University of New York system. They concluded that a guided tour is superior to a treasure hunt, although they found that using control groups for the study was quite difficult. The attitudes that both students and librarians brought to the actual tours and treasure hunts played a part in this difficulty. (Marcus and Beck 33)

At Emporia State University, librarians have observed that our virtual or "click" students are generally not interested in where materials are inside the building so long as they can have access to what they need through our services. Our on-campus or “brick” students do want and need to be physically oriented to the layout and locations of the services and materials they will use. There are many reasons that the majority of academic librarians still give tours as the first step to building information literacy on their campus. "We believe in 'muscle memory,' actually walking through the physical building" was one response to a survey on tour preferences by librarians in 2000 (Oling and Mach 17). This same study reported that 82 percent of the librarians responding felt that guided tours were the most effective way to orient students to the building and resources.

This does not mean that students will not use the online catalog or full-text databases from their dorm rooms, of course, but the student who has seen the campus library and feels comfortable coming to the building will be more likely to be a regular user of materials and services. Another positive result is that the student who is comfortable with the library may also act as an impromptu peer counselor to friends or roommates in need. This single act will introduce even more students to the library’s resources and services.

Background

At Emporia State University’s William Allen White Library, librarians work closely with the director of English composition and all of the English graduate teaching assistants (GTAs) to realize a campus-wide goal for information literacy. Each section of the two semester-long courses of English composition includes two library sessions. Taken together, all four sessions are designed to give the student the basics of information literacy including the building and services, online catalog use, database access and utilization, and website evaluation. Each semester various assessments provide opportunities for feedback from the English GTAs. Annually the instruction coordinator and the director of English composition review past successes and failures, looking for possibilities to make our information literacy strategies more effective for student learning. In 2001, the annual review identified the tour as our number one "problem".

In most instruction programs, the librarians who teach information literacy classes will also be leading tours. Some librarians may not feel at ease talking one-on-one with students. Speaking in monotones or making little direct eye contact during a tour can diminish the librarian's effectiveness. When students evaluate a library session or tell their instructors that a session or tour is “boring,” the library instruction coordinator's responsibility is to address the situation.

In years previous to the development of this tour, the instruction coordinator and the director of English composition established an information literacy component for the composition courses. Students who took the two courses were provided the opportunity to come to the library for four

separate sessions. The first session was the tour, and when feedback came to us, it was not judged to be as effective as we had hoped. Students were "bored," and GTAs were concerned about their students' reactions. In 2001, as our instruction team was mulling over possibilities for more effective interactions, serendipitously the daily e-mail posting from the Instruction Section of the Association of College and Research Libraries (ILI-L) contained the idea of student-lead tours! This idea, along with discussions both among members of the instruction team and with the director of English composition, led us to conclude that our students could effectively teach each other.

Building the Student-Led Tour

A tour is often the first opportunity for a library to make a favorable impression on students. It is essential, therefore, that the library tour is a positive experience, one in which students learn enough that they are comfortable coming into the library to seek services and find answers.

We wanted to give students an experience that would stay with them as a basis for lifelong learning. We believed that there are ways to make tours enjoyable as well as educational. Contrary to popular perceptions, librarians are often youthful, vibrant, and fun loving, and can keep most of the students from drifting away mentally (if not actually) during a tour. When a librarian does not possess these qualities, the movement and variety innate in library tours are natural ways of keeping students alert. Other ways we engage the students actively are asking them to work in groups during their pretour information-gathering sessions, and then having them share their results with the whole class during the actual tour.

Experience with tours and with students' attention spans brought the director of English composition and the library's instruction coordinator to the conclusion that student-led tours could catch the attention of a whole class. We believed that the students would listen more closely if they 1) heard it from a student, 2) had to write it down in order to get credit, and 3) came to the library more than once.

The ESU library instruction coordinator and the director of English composition designed this student-led tour by first considering what was important for new students to know about the physical aspects of the library as well as its services. We considered the need to know where the major service desks are located, how to use the self-checkout system, what copying and printing costs are, what kinds of materials are available, how many videos can be checked out at a time, etc. We felt that the most important information students needed to know were where and how to ask questions.

The next step in developing the student-led tour concept was the matter of logistics. We needed to address some basic questions before we could make decisions on the format. What would our time frame be? How would students learn most effectively? We knew that we would have to break the information to be presented into digestible "chunks." We needed to know how many "chunks" would be manageable in the available time. To do this, we needed to take the typical class size into consideration and determine whether the proposed "chunks" could be researched by a small group of students given these constraints.

We wanted to determine how large each pre-tour research-gathering group should be. If a research-gathering group is too large, the information gathering will likely not be shared by everyone. The average size of the classes is 20 - 25 students. (Research-gathering groups are subsets of the entire class.) Given the library areas we wished to cover and the information we wanted the students to learn, we decided to break the tour into five different parts. The parts included services, materials, and/or equipment available in four different library areas and general information about the library's fire exits, tornado shelters, bathrooms, etc. For our purposes, we found that groups should consist of no fewer than three and no more than five students. With this number of students participating, everyone could gather information, yet no individual would have too much responsibility. Our tour format would, therefore, take the shape of a five-part tour. We developed tour sheet questions to be used by each research-gathering group and later by the entire class for the actual tour.

How could we make sure that the tour leaders (or designated “spokespersons”) for each research-gathering group had accurate information when they lead the entire class on their part of the tour? Each group was provided a library introduction brochure covering many of the answers to the questions asked on the five tour sheets. Groups researching a particular area read the brochure on that area to retrieve as many answers as they could. When questions could not be answered with the brochure, the students were encouraged to ask at the circulation and reference desks. This process provided good preparation for asking questions in the future!

To determine what questions might be used in developing a student-led tour for any particular library, one can begin by determining what questions students ask most often. Even the question "Where is the restroom?" counts here. Include any questions to which librarians think students need to know answers. Consider adding any "fun facts" about the library that you want to share. Arrange questions and answers on each sheet to correspond to the different physical areas that the whole class will need to include in the final tour. All of the questions and answers on the sheets must be covered in the allotted time frame (such as 45 minutes.) These are the basics for a functional student-led tour for any library.

The Whole Package

Our tours are considered Librarian-Guided and Student-Led. An ESU librarian meets and welcomes a class to the library, then gives a very brief overview of the building layout – floor, stacks, etc. Then the librarian turns the tour over to the chosen spokesperson of the first group. The librarian may interject to correct misconceptions, answer questions, and give appropriate feedback such as praise. The librarian will also keep the tour moving at a pace that assures all areas are reached in a timely manner, and that all of the tour sheets on which students record answers are able to be completed for individual credit.

The Student-Led tour is the first library session with which new GTAs in the English composition program work. To help the GTAs understand what their students will learn and how the GTAs will fit into the learning process, they are given a tour of their own. When their classes are ready to do the pretour research, the GTAs are provided a package of tour sheets, one for each student, as well as library introduction booklets for each of the five groups. The GTAs are instructed to reserve half of a class the period just before the actual library tour is scheduled so

that their students can do the required library research and fill in their group's part of the tour sheets in preparation for leading the tour through their particular area of responsibility. The GTAs are told that each student will be required to fill in answers to all of the questions on the sheets in order to get "full credit" for the day. The GTAs collect the completed sheets at the end of the tour for grading purposes.

Because each student must fill out an individual tour sheet, students ask questions and write down answers. Each student will begin the tour with one of the five sheets completed (from their research-gathering the previous class period.) This allows them to spend time helping their group's spokesperson with questions from the rest of the class while the tour is in their area of tour responsibility.

The preparation and close work with the graduate teaching assistants pays off in their knowledge of, and positive attitude toward, the library. That librarians work closely with the GTAs (or other class instructors) is very important because the students in their classes often reflect the attitudes of the GTAs. Therefore, the library instruction coordinator meets with the director of English composition and the new graduate teaching assistants before a semester begins and regularly thereafter. GTAs are given a similar tour so that they will know what the library offers for their scholarly research, not just what their students will learn. The GTAs find many databases that they can use in their pursuit of a graduate degree and learn to appreciate what the librarians can do for them as well as for their students. They also learn what the library expects of them as instructors. When these well-prepared graduate teaching assistants accompany their classes and actively participate in the library sessions, the students participate and perform beyond even our expectations.

Change

The ESU library has had several renovation projects in the past four years. One renovation that our new students especially appreciate is our attractive and inviting lobby, which includes a coffee bar and comfortable seating/reading/meeting area. Our multimedia area has moved to the "main" floor along with a centrally located reference desk, the reference collection, the electronic instruction classroom, and the well-equipped computer workstations. We are currently converting one floor of William Allen White Library to showcase our extensive children's literature collections and their complementing reading areas. Each change means that new areas and questions have to be incorporated into and deleted from the current tour program. Keeping these question-and-answer tour sheets stored electronically allows us the flexibility to make regular changes to the tours.

Conclusion

Mellon reported on barriers that keep college students from utilizing library resources and services. She conducted a study that revealed that students have four major reasons for avoiding the library. The barriers included "…the size of the library, not knowing where things were, not knowing what to do, and not knowing how to begin the research process" (Mellon 138). Her main concern was that librarians in this increasingly automated time not forget that students are

people who respond to libraries with the preconceived attitudes they bring with them when they come to college (Mellon 139).

The four reasons Mellon gives for students avoiding the library can be minimized by offering an effective library tour. We can alleviate the students' fear of the library's size, their not knowing where things are, what to do, and not knowing how to begin and proceed with their research. As academic librarians, we need to build on the positive attitudes that students have about libraries, and dispel the negative impressions so that students become frequent, effective users of our buildings, services, and materials.

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Jumping on the Blogwagon for Libraries

Catherine Lavallée-Welch

Catherine Lavallée-Welch (MBSI, Université de Montréal,1995) is the electronic resource librarian at the Laura Kersey Library of Engineering, Physical Science and Technology at the University of Louisville, Kentucky. Before moving to Louisville, she worked as a librarian, an information broker' and an information specialist on various Internet projects in her home province of Québec and in French-speaking Europe. She is the publisher of Englib (http://englib.info), a weblog for engineering and science librarian since February 2002, along with other weblogs for her library and her own amusement.

Abstract

Weblogging, a personal web publishing technology, has received a lot of attention from librarians and libraries these past few years. Its ease of use made it a popular choice for people short on time and/or technical skills to broadcast information. If a great number of librarians, as individuals, have adopted the technology to produce LIS-related blogs of their own, libraries, as entities, are just now really beginning to publish some of their own. This paper highlights the benefits, pitfalls, technology, tools and raison d'être of blogging for libraries as they are reaching out to their users or their own staff.

What is a Blog?

Libraries know the importance of marketing themselves. They are familiar with the tools of public relation: flyers, newsletters, websites, etc. Now there is a new tool for their PR arsenal: the Blog.

The term blog comes from "Web Log" and now refers to a specific type of website composed of content organized in the form of dated entries, in reversed chronological order. Clyde described blogs as taking "the form of a diary, a news service (or summaries of and links to current news items on a topic), a collection of links to other Web sites, a series of book reviews, reports of activity on a project, a journal or diary, a photographic record of an event or activity" (184).

First started as personal journals in the late 1990s, the phenomena quickly grew because of its appeal and its ease of use. Professional and corporate blogs are quickly developing as a major subset of the Blogverse.

Why Should Libraries and Librarians Blog?

There are several reasons for libraries as an organization, or for that matter, librarians as individuals, should blog:

- To distribute up-to-the-minute news to patrons without concerns for space, time of publication or information overload for the patrons
- To offer library-related services in a new way, e.g., a book club

- To destroy stereotypes of the out-of-touch libraries/librarians by showing a technology-savvy image; to build credibility
- To help the library staff keep current with the events occurring in their environment, e.g., a staff member will be more aware of database scheduled down time if they need to blog about it
- To enable better communication among library employees in using a blog on an intranet
- To build communities of interest
- To advocate and share thoughts and opinions

Librarians have much to contribute to the blog community. They need not worry if they can develop innovative ways of incorporating blogs in their services. Their patrons are their key clients. Their patrons are not reading the flashy Library website designed by the San Francisco web firm. Their patrons want a local voice; one that speaks with the knowledge of local needs, desires, and, yes, idiosyncrasies. Only the librarian on site truly has that voice.

Why Choose a Blog Over a Traditional Print or HTML Newsletter

There are many advantages of an electronic-based blog over a traditional newsletter, either in print or in HTML:

- Ease of use is achieved. No need to know type setting, publishing software, or HTML
- Publication is timely, with immediate results
- Costs savings are realized. Once the template is in place, there are no man-hours cost for type-setting or coding, nor printing and mailing costs
- Edits are possible, in endless numbers, even after publication
- Several persons can contribute to the same blog. It could be either all library staff or with interaction from patrons

What to Blog

What to blog depends on these factors:

- Who is publishing (an academic library vs. a corporate library or a public one)
- What audience is to be reached (patrons, work colleagues, other librarians, the public in general)
- What information is to be distributed

Libraries usually blog for patron benefit. Common blogged items are general library news about services, classes, resources and new acquisitions. The University of Louisville's Laura Kersey Library of Engineering, Physical Science and Technology blog was created to streamline the process of publishing library news, services and products. The website is updated faster and easier by cutting the middleman, the programmer, who was required to turn plain text into HTML code. The University of Saskatchewan Engineering Library blogs about interesting sites for engineering students and faculty. At the same university, the Veterinary Medicine Library's blog contains news useful to the discipline. The Moraine Valley Community College, in Palos

Hills, IL, displays four blogs on a single page, each with a different focus. (The URLs of all sites listed are in Table 3).

Patron participation promotes more sophisticated use. Libraries develop closer ties with patrons through suggestion/comment boxes, parental advisory listings, virtual book clubs and reviews. The Takoma Park Maryland Library invites its patrons to participate in book reviews while the Roselle Public Library, in Illinois, offers the *Blogger Book Club*.

Some libraries also include local news and events either in their institution (for academic libraries) or their municipalities (for public libraries). Others strive to become community portals by posting local, national or international library and information sciences news. The St. Joseph County Public Library, the Chicago Multitype Library System (CMLS) and the National Library of Scotland have all found success as portals.

The University of Minnesota Libraries has jumped into the blogwagon with both feet. They offer a blogging system to students, staff, and faculty to create individual blogs. Faculty for coursework also uses the system.

It is not required for a blog to be publicly viewed. Libraries use blogs internally to disseminate information related to administration issues like policies, personnel news, collection news, and technology issues. Knowledge databases and current awareness tools could be built with a blog about training initiatives, projects reports and activity development. For example, the Jeffersonville, IN, Township Public Library systems administrator created a blog to inform staff about computer repairs and software issues. The staff uses the blog to report equipment problems and make requests. The Sawyer Library Web Team of Williams College in Massachusetts is using a blog to track projects. The Royal Melbourne Institute of Technology University Library Business Information Desk staff, in Australia, communicates through a blog about new resources, technology tips, library materials, and the like.

How to Blog

There are three big categories of tools used to blog:

- Off-site blog using a host (e.g. Blogger, library-blogs.net, Pitas, SquareSpace, etc.)
- On-site blog using content management software installed on your computer/server (e.g. Movable Type, WordPress, Pivot, b2evolution, etc.)
- On-site blog using in-house programming (using, for example MySQL and ASP for Windows ,or PHP for Linux)

As bloggers go through the options from the first to the last, they trade ease of use for more internal control, customization of functions, and independence, (for a list of possible functions, see Table 2). Off-site hosting means the use of a web-based service and a blog that is hosted on the service's server. This is usually more economical in the short and medium term as there is no server to maintain. Agreement to the service's policies and procedures is necessary and there is little control over security and data safety issues.

On-site blog tools usually offer more functionality. It is necessary to either operate a web server or rent space on a third party server. Using a function-rich blog tool ensures the Library staff have access to any tools they require.

Finally, some libraries has chosen to use blogging tools to create their entire website. Goans and Vogel built a useful list of pros and cons for each category of tools (23).

Commercial tools have templates that can used to set up a blog quickly. It is possible to change tools as the blog grows. Moving the content from one blog system to another is usually a simple two-step process. The short-term disadvantage is that the blog would not look like the other pages of the website. Most of the time, it is possible to edit the template for the blog to look similar to its neighboring pages.

As an aside, there is also a type of collaborative website called Wikis. A wiki is a collection of Web pages that can be edited by anyone, at any time, from anywhere. They are usually dedicated to one subject, becoming a sort of reference tool. They are close to blogs in the sense that people make posts to them. Wikis products are still in a maturation and evolution phase. For libraries, a possible application would be an internal knowledge database.

Table 1.
Common functionalities in blogs

Template: most services will offer blog templates to less HTML-savvy bloggers. The layout is already pre-coded
Title: offers the possibility of giving each post a title
Permanent link: a separate URL is created for each post, making the linking to the post easier
Commenting: most services offer the possibility for readers to leave comments on a post. Can be turned off
Archives: permits users to go back to a specific period of time to read past posts. Can appear in daily, weekly or monthly increments depending on tool
Time, date and author stamps: each post has a date and time of publication and the name of its author. The date and time can be edited; the name can be chosen
Draft: the ability to save a post as a draft, before publication
Recent posts: some services will list the titles of a pre-determined number of most recent posts
Categories: some tools will allow categorizing posts. Clicking on a category will list all the entries sharing that category

Search engine: it is possible to add a search engine to an on-site blog

Image posting: it is possible to post images in a post with most services. Some blogs are entirely consecrated to pictures

Audio posting: some services offer the possibility to post audio entries, e.g. Audblog by Blogger

Pre- and post-date entries: when looking at the permanent link to a particular entry, gives a direct link to the entries posted directly before and after

Blogroll: lists the other blogs the publisher reads

Ads: some free services will add commercial ads to the blog if it is hosted on their servers. It is also possible to choose to place ads to generate revenue

Trackback: create a link between two blogs that permits to see where a particular post has been cited

RSS (Real Simple Syndication) feed: permits the content of the blog to be pulled into a feed aggregator.

RSS Feeds

RSS Feeds or Syndication is an important development in the Web world brought on partly by blogs. The most common definition of RSS is "Real Simple Syndication". On blogs, linked buttons sporting RSS, ATOM, XML, "Syndicate this site," or the like will appear. There is no single current standard for feeds so blogs may carry several different feeds.

A feed is the content of a site that can be pulled to other sites or individual readers. A feed reader, or aggregator, is an application that is either accessible online or as software installed on an individual computer. Feed addresses are entered in the reader and are periodically surveyed. When there is new content on the blog, a link (or the full content) appears in the reader.

The value of feeds is that they save time. For example, if a person regularly reads ten blogs, they must open their browser, enter the URL of each blog, and, if new content has been posted, find the content and read it. This has to be done for each site; each time the reader looks for new content. With an aggregator they enter the URL once and each time the user asks the aggregator goes to all ten sites and downloads immediately all new content. So much time is saved that some people have sworn off traditional web surfing to read blogs only through their aggregator.

To offer a feed, a XML document has to be created in the format desired; most blogging tools automatically create the file. This file resides on the same server as the blog. Once created, the blogging software auto-generates the feed with the most recent updates to the blog.

Feeds can be integrated in a blog, e.g., a publisher feed on new publications could be incorporated in a library acquisitions blog. Feed addresses can also be distributed privately so that only selected people (for example, colleagues) can read its content.

Challenges

For all the rewards, there are challenges to publish a blog:

- The publishers/developers need time and support from administration to study the tools available, determine the objectives pursued and set up the blog itself
- The need for time for publication (research; writing; etc.)
- The need to publish consistently and in a timely manner
- The need to have accurate info
- The need to have active links
- The need to keep the intended audience in mind, e.g., not blogging only about chemistry material in a science library blog.
- The need to consider different ways to access information in the blog, e.g., RSS feed; weekly or monthly digests emailed to interested patrons; patron account for interaction
- The need for a pleasant presentation, e.g., clear layout and navigation; no spelling errors; engaging tone; etc.
- The need to publicize the blog

The above challenges all relate to the overall credibility of the blog. Just as any part of the website of a library, or any documentation the library produces, a lot of care must be given to the impression the blog gives, which reflects on the impression of the organization.

Conclusion

Blogs are a simple and easy way for libraries to disseminate information in a timely manner. There are many tools to help, for all technological skill levels. Blogging is part of a technology mini-revolution but the purpose of blogging is not. Blogging is outreach; this is an activity where most libraries already excel.

Blogs in libraries, and by librarians, are poised to become a primary outreach tool. For all the variety there is currently, there are still many new ways for blogs to be used by libraries. The imagination is the only limit.

Table 2.
Sites listed[a]

b2evolution - http://b2evolution.net/
Blogger - http://www.blogger.com
Chicago Multitype Library System (CMLS) - http://radio.weblogs.com/0111803/
Englib - http://englib.info
Jeffersonville Township Public Library - http://jefferson.lib.in.us/mt/
library-blogs.net - http://libdex.com/libraryblogs.html
Georgia State University Library - http://www.library.gsu.edu/news/index.asp
Moraine Valley Community College - http://www.morainevalley.edu/lrc/blogs.htm
Movable Type - http://www.movabletype.org/
National Library of Scotland - http://www.nls.uk/news/
Pitas - http://www.pitas.com/
Pivot - http://www.pivotlog.net/
Royal Melbourne Institute of Technology University Library Business Information Desk - http://mt.adc.rmit.edu.au/need2know/
SquareSpace - http://www.squarespace.com
St. Joseph County Public Library - http://lishost.org/~sjcpl/
Takoma Park Maryland Library - http://www.cityoftakomapark.org/library/books/
University of Louisville, Laura Kersey Library of Engineering, Physical Science and Technology - http://library.louisville.edu/kersey/news/index.html
University of Minnesota Libraries - http://blog.lib.umn.edu/
University of Saskatchewan Engineering Library - http://library.usask.ca/engin/
University of Saskatchewan Veterinary Medicine Library http://library.usask.ca/vetmed/blog.html
Williams College, Sawyer Library Web Team - http://wclwebteam.blogspot.com/
WordPress - http://wordpress.org/

[a]All sites were last accessed August 15, 2004.

Table 3.
Other Resources[a]

For blogging in general
Blogroots - http://www.blogroots.com/ **Weblogs Compendium** - http://www.lights.com/weblogs/
For directories of blogs in libraries or blogs about blogs in libraries
BlogWithoutaLibrary.net - http://www.blogwithoutalibrary.net/index.shtml?links.html **Compendium's** **Google** - http://directory.google.com/Top/Reference/Libraries/Library_and_Information_Science/Weblogs/ **Libdex** - http://www.libdex.com/weblogs.html **dmoz** - http://dmoz.org/Reference/Libraries/Library_and_Information_Science/Weblogs/Weblogs **LIS Blogsource** - http://lisblogsource.net/
For RSS readers/aggregators
AbbeNormal's RSS Readers - http://www.ourpla.net/cgi-bin/pikie.cgi?RssReaders **Lockergnome's RSS and Atom Resources** - http://rss.lockergnome.com/resources/ **Weblogs Compendium** - http://www.lights.com/weblogs/rss.html
And for a list of library-related feeds ready to use: **LISFeeds.com** - http://www.lisfeeds.com/

[a]All sites were last accessed August 15, 2004.

Further Reading

For recommendations on further reading, I provide the following list:

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Dames, K. Matthew. Social Software in the Library. 26 July 2004. LLRX.com. 10 Aug. 2004 <http://www.llrx.com/features/socialsoftware.htm>.

Fichter, Darlene. "Why and How to Use Blogs to Promote Your Library's Services." Marketing Library Service 17.6 (2003): 1-4.

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Incorporating Information Fluency into the Standards for a Major

Rebecca Miller

Abstract

Including information fluency standards in the program for a major is a good first step toward ensuring that students have a solid foundation in information fluency. It allows the librarian to build on previous instruction each year, and to aim for students reaching a high level of proficiency by their senior year.

As a librarian at a small liberal arts college, I was able to work with the faculty in the newly formed department of Communications to include information fluency standards as they were creating their program. Several factors helped to make these faculty open to the idea, including the newness of the program, the friendly relations I established with them, and the applicability of information fluency to the communications curriculum. Looking at accreditation standards for departments (many accrediting agencies now require students to be taught information fluency) may also help your case.

In drawing up a list of information fluency skills that would be required for the students, a number of sources were used. The ACRL "Information Literacy Competency Standards for Higher Education" proved very helpful. I also talked to the faculty to see what the students would need to know to be successful as a student and graduate in that major. Another idea is to examine job ads to see what the students need to be successful later.

After deciding on the skills to be taught, we outlined a schedule for when the students should gain each proficiency. Basic skills would be taught in the first years, and more advanced skills taught to the upper classes. We also discussed the best ways for the students to learn each skill, whether it was with bibliographic instruction classes, assignments intended to develop that skill, having the professors teach the information as a part of class, or requiring individual appointments with librarians.

As a librarian at a small college, I realized that my role with the department could extend beyond instruction, and include collection development and assisting faculty with their own research. Being at a small school also allows the opportunity to develop relationships with the students in the program.

Finally, the importance of assessing our program will be addressed. We will be developing ways to test the students to see if they are acquiring the competencies. We also plan on developing a way of analyzing the program, to see if it is focusing on appropriate skills and processes.

Building Teams: Making It Work!

Kara Whatley

Kara Whatley is the Life Science Librarian at New York University's Bobst Library. Kara earned a BA in biology from Hendrix College, and she discovered an interest in librarianship while working in the library there. She attended library school at the University of Oklahoma, earning her MLIS in 1999. While working as an Information Services Librarian at the Texas Tech University Libraries, she recently earned a MS in biology. Kara's professional interests include teambuilding, information literacy, and the information needs of scientists. Email her at kara.whatley@nyu.edu.

Abstract

In the spring of 2003, the Texas Tech University Libraries reorganized its Information Services Department. This reorganization moved Information Services from being a function-based department to a subject-based department with teams or working groups that worked together to accomplish the functions of reference, collection development, and library instruction.

These teams have worked to keep the everyday functions of the department running smoothly even though the library faculty in the department has other primary duties and research interests. Most remarkably, the newly-formed Library Instruction Working Group (LIWG) took on the overwhelming task of taking the instruction program of the TTU Libraries in a new direction—that of information literacy. The LIWG overcame many of the obstacles common to teams to set common goals and achieve them.

Introduction

How does one select a group of people who will work well together, finding and relying on each other's strengths, and get them to work toward a common goal? It is not easy-- creating successful teams has always been a challenge, especially in academic libraries. Academic librarians, like all librarians, are asked to wear many hats: cataloger, reference librarian, professor, mentor, selector, subject expert, and committee member. In addition to these roles, many academic librarians are also asked to conduct research and publish papers as part of their quest for tenure and promotion. In an environment where individual librarians are being pulled in so many different directions and are actively encouraged to pursue their own projects and research interests as faculty members, it is exceedingly difficult to form a team that is able to meet and work together cohesively. This paper will explore what it takes to build an effective team and discuss the process librarians at the Texas Tech University Libraries' Information Services department underwent to build a successful library instruction team.

What Makes a Successful Team?

Effective teams share several common characteristics. First, members of an effective team must learn to listen to one another (White 8). This sounds easy, but it can be more difficult than it

seems. How many of us start thinking of what we want to say in reply instead of really listening to everything the speaker has to say? How many of us have a tendency to tune out because we have worked with the speaker for a while and we think we already know what the speaker is going to say? We are all guilty of not listening effectively at one time or another, but to participate effectively in a team, we have to actively listen to what the speaker is saying and ask questions to clarify what we do not understand (White 8).

Another characteristic of an effective team is having and understanding common goals. It is important that all members of a team are on the same page about what they are to accomplish and why it is important (Pinfield 33). This can often be a challenge for newly formed teams, especially if the concepts behind the team's goals are new to some team members. However, teams who are willing to do their homework with literature reviews can work together to achieve this common understanding. Literature reviews can give a team a common frame of reference when approaching their assigned tasks, and this shared knowledge can help a team to develop shared goals. Shared goals give a team the necessary common ground they need to begin their work. Once a team understands what it is working toward it can then begin the task of achieving its goals.

Next, members of an effective team must learn to make use of each other's strengths. This can be one of the most difficult team characteristics to achieve. How do we evaluate each member of a team to see what skills he/she has to contribute? Team members may have been pre-selected to serve on the team by library administration based on their known skills, or they may have worked together previously so that their individual skills are known. But many times this will not be the case, and in those instances teams must create an environment where members feel comfortable speaking up about the skills they possess and about their willingness to take on the challenge of acquiring needed skills.

Finally, effective teams accomplish their goals on time. Or, in other words, they do real work, and they do it by meeting deadlines (Lubans 45). Sometimes teams are working under deadlines set by library administration or by time constraints that are out of their hands. But frequently teams are asked to set up their own deadlines for achieving their goals. In these instances effective teams not only need to be realistic about the deadlines they give themselves, but they also must hold each other accountable for reaching these deadlines.

Project Background

In the spring of 2003, the Texas Tech University Libraries' Information Services Department was reorganized. This reorganization meant that the previous sections of reference, library instruction, and collection development had been dissolved, and the librarians in these areas had been absorbed into one large Information Services department. Information Services was then organized into three subject clusters, humanities and fine arts, social sciences, and sciences. Librarians assigned to these clusters were also divided into three functional working groups that would oversee reference services, library instruction, and collection development. Each subject cluster was headed by a supervising subject librarian, or cluster coordinator and each functional working group was headed by a non-supervising group leader. As these teams were formed each working group was given a loosely defined charge, but each subject cluster, under the direction

of the cluster coordinator, was left to define itself.

This paper will focus on the development and actions of one of the teams formed by this reorganization: the Library Instruction Working Group (LIWG). The LIWG was charged with overseeing and improving all library instruction activities in the Texas Tech University Library. This team of five librarians and one paraprofessional immediately set about the task of overseeing current library instruction programs by reviewing all LI forms and procedures and developing a schedule for the upkeep and maintenance of all library classrooms. With those housekeeping tasks taken care of, the team then began to set goals for itself and, with those goals, deadlines for their completion. The three goals they set for themselves were redesigning the TTU library instruction web pages; redesigning LIBR 1100 Introduction to Library Research, the library's one-hour credit course; and raising awareness of information literacy on campus, first among librarians and then among faculty in other campus departments.

Coming Together as a Team

To tackle two of the goals, or projects, they had set for themselves, the LIWG first established key team members for each project, utilizing the special skills brought to the team by its individual members. These key team members then formed sub-teams, or task forces, to focus on each project, with the key members serving as the point people for each project. As a point person, the team member organized the meetings of these task forces and reported their progress to the LIWG. The first task force put to work was a group of two librarians with web development experience who began work on redesigning the library instruction web pages. The librarians working on the redesign of the library instruction web pages were working under a team set deadline of three months, and, by using the web development skills they already had, they were able to meet this deadline.

The next task force was assigned the job of redesigning the LIBR 1100 curriculum, and it was made up of four librarians, two with a keen interest in information literacy and two with extensive backgrounds in education. The librarians assigned to the task of redesigning LIBR 1100 were also working under a deadline; however, this deadline was set by the academic calendar to coincide with the beginning of the fall semester. With six months to evaluate the current curriculum, rework portions of that curriculum and develop new supplements, and put the course online using WebCT course management software, the task force was pressed for time, and they lacked the skills needed to use WebCT effectively. To overcome these obstacles, the task force decided to face each problem separately. They partnered with the librarians who had taught the current LIBR 1100 curriculum to evaluate that curriculum, and they utilized the strengths of all Information Services librarians to rework old materials and to create the new materials they needed. This task force also made use of campus resources to overcome their issues with WebCT, taking classes offered by TTU's Teaching, Learning, and Technology Center to learn to build a course using the course management system. These tactics were effective in solving the task force's problems, and they too were able to meet the deadline for this project.

As an entire group the LIWG began to address the goal of raising awareness of information literacy on campus. As with any effective team, the tasks were divided among the individual

team members, beginning with a thorough review of the library literature. Team members were assigned the task of reviewing books, journal articles, and web pages for information on campus-wide information literacy initiatives at other universities. This literature review yielded great results, and, as members reported their findings to the group, the team began to brainstorm ideas for heightening all Information Services librarians' awareness of information literacy. The team decided to develop a series of workshops for library faculty based on a model they found during their literature review.

To plan a successful series of workshops, the team again decided to divide and conquer, with each individual team member taking on the responsibility for the planning and delivery of one workshop in the series. It was important for the workshop series to flow together as a cohesive unit, so team members met weekly to coordinate their progress on the project and to plan the logistics of the workshops.

In January 2004 the Library Instruction Working Group offered the series of four workshops to library faculty. Each workshop consisted of a presentation on one aspect of information literacy and several group exercises to demonstrate the ways in which information literacy can be incorporated into library instruction. The workshop series was well received by the library faculty and administration. It has generated interest by the Information Services librarians in incorporating information literacy skills into general instruction sessions and in working with departmental faculty to build information literacy components into their courses. It has also generated great interest by library administration in working with administrators across campus to make information literacy a campus wide initiative.

Lessons Learned

From this examination of the TTU Library Instruction Working Group, one can see that this group worked as a successful team because they possessed many of the characteristics of effective teams. They set common goals, and, through discussion, brainstorming, and reviewing the literature, they were able to achieve a common understanding of these goals. This common understanding allowed them to communicate their vision of an information literate campus to their fellow librarians. They also did a good job of finding and utilizing the strengths of the individual members of the team. Because many of the team members had worked together in other settings, it was relatively simple for this team to find and put each other's strengths to use. By having each team member participate in the literature review process, team members who were unfamiliar with information literacy were able to build their skills, in this case a thorough knowledge of information literacy principles and standards. They also created an environment where team members felt comfortable admitting their lack of knowledge and were able to seek help from each other, other Information Services librarians, and other campus departments. Finally, by setting realistic deadlines for their projects and working in an environment of mutual accountability, the LIWG was able to achieve their goals in a timely manner.

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Assessing Information Literacy Skills in the Real World: The Good, the Bad and the Literate

Judith Emde and Ada Emmett

Judith Emde received her M.A. in library science from the University of Missouri-Columbia in 1981. She has been employed at the University of Kansas Libraries since 1986. Her current title is Electronic Resources/technical Services Librarian and her responsibilities include management of public records for e-resources. She is also the bibliographer for pharmacy, speech-language-hearing, gerontology and general science and provides instruction for those academic programs.

Ada Emmett received her M.L.I.S. from the University of Washington's Information School, June 2002. She has been in her first librarian position as a Reference Librarian at the University of Kansas since September 2002 and is a bibliographer for chemistry and molecular biosciences. She teaches a one-credit chemistry course on chemical information resources and has an ongoing interest in innovative projects that address current issues in scholarly communication.

Abstract

At the University of Kansas two librarians teach Bibliography of Chemistry (CHEM 720), a one-hour credited class offered through the Chemistry Department for 1st and 2nd year graduate students. The chemistry and pharmacy bibliographers have organized and taught the class since 1995. The content and teaching methodologies have changed over time but no formal assessment had ever been conducted. For the spring 2004 semester class, a measurement tool was designed to gauge the development of information literacy skills during the course of the semester. The survey was based on a one-to-one interview with each student answering questions posed with the use of a computer to locate resources and conduct searches. The assessment was conducted before the semester session began and repeated with the same questions after the last class. The major goal was to determine if the content of the class contributed to the development of information fluency skills. To add further weight to the results, a control group of graduate students majoring in chemistry related disciplines but not enrolled in the bibliography class was also sought, but not enough students volunteered to participate to validate that part of the study. Descriptive notes based on the students' behavioral responses to the questions were collected. Results were ranked to allow for quantification, with a statistically significant increase in the students' demonstrated skills between the beginning and end of the semester.

Introduction

Assessing information literacy skills in the real world does not follow a straight or easy path. In the real world, there are obstacles to overcome, less than perfect methodologies, shortage of time, and lack of sufficient study participants. In spite of those obstacles assessment projects are useful to the development and sustainability of information literacy programs on university campuses.

Various assessment projects have been documented in the literature which evaluate outcomes of library programs, librarians as instructors, and university wide programs on student learning (D' Angelo; Dunn; Pausch; Rockman). The large-scale assessment project at the California State University system engages 23 campuses in a multi-year initiative to evaluate the information literacy skills of students across several parameters and uses a variety of methodologies, including one-to-one interviews, to assess the skills of students (Dunn).

Background

Bibliography of Chemistry (CHEM 720) is a one-credit course offered during the spring semester at the University of Kansas for 1st and 2nd year graduate students. The course was added to the curriculum in 1995 and modeled after another bibliography course offered to graduate students in the Pharmacy School. The credited course meets the FLORS (Foreign Language or Research Skill) requirements expected of each student in the PhD program. To begin with E. Constance Powell the chemistry bibliographer (now at Rensselaer Polytechnic Institute) developed and taught the class with the pharmacy bibliographer joining her one year later as a co-instructor. At the present guest lecturers are invited to extend their expertise on specialized resources (e.g., EndNote). Depending on the number of students enrolled, one to two sections of the class are held once a week for 75-min. sessions, providing ample time for hands on application and completion of exercises.

Content of the course includes instruction on the major research tools in the chemical and biomedical literature and the development of appropriate research strategies. Instruction has shifted over the years to mainly electronic resources due to the dramatic change in information research habits. The structure of the class sessions, held in a library computer lab, are usually composed of an introductory presentation by the instructor followed by class time for students to practice. A final project of an essay and annotated bibliography on a topic selected in consultation with the student's faculty advisor incorporates knowledge gained throughout the course for the semester. Grading is based on points received for completion of in class exercises, class attendance, and the final project.

After a year of teaching the course as a team, the researchers began to look for ways, other than traditional grading, to assess the degree to which the course impacted the students' information competencies.

Research Problem

The research objectives were to assess the students' information-seeking, finding, and analyzing skills prior to the start of the semester and then at the end of the course to determine whether and to what degree their skills improved. The original research plan was to compare the progress of the CHEM 720 students with the progress of a control group composed of first year graduate students in chemistry-allied disciplines who were not enrolled in the one-credit class.

Methodology

After identifying the problem, the next step was to develop an instrument that would address the research objectives. What started as a precursory look at the Association for College and Research Libraries' Information Literacy Competency Standards for Higher Education became a search for a method to assess the students' skills along Association for College and Research Libraries' (ACRL's) parameters. According to ACRL an information literate person should master these competencies:

- determine the extent of information needed;
- access the needed information effectively and efficiently;
- evaluate information and its sources critically;
- incorporate selected information into one's knowledge base;
- use information effectively to accomplish a specific purpose;
- understand the economic, legal, and social issues surrounding the use of information;
- access and use information ethically and legally.

The challenge was to consider the ACRL list of competencies when developing the information need scenarios for the assessment tool. These scenarios would then determine whether and to what degree the students demonstrated those competencies.

Therefore the final questions asked in the assessment did correspond to the following ACRL standards by asking the student to demonstrate acquisition of the following skills:

- ability to access needed information effectively and efficiently (finding the resource to answer the question, at least in the electronic versions);
- ability to evaluate information and information sources critically (determine whether the resource they mentioned did in fact provide the information);
- ability to understand the economic, legal, and social issues surrounding the use of information, including the ethical and legal use of information (consider the copyright implications of publishing a journal article, the steps taken to publish, and the meaning of plagiarism).

The one-to-one interview style of assessment allows researchers to gather rich qualitative information about what strategies students used, how efficient they were used, and the degree of their success.

Important indicators of an informationally literate graduate student included knowing how to maneuver through the university library website and how to find materials in the online catalog. Essential research skills for the chemistry graduate student to develop included knowing how to find physical property data, how to identify and successfully search in citation databases, and how to obtain access to an entire article from those citation databases.

Initially the researchers sought participants for the study from two different groups of students. The first group was composed of students enrolled in the one-credit class (CHEM 720) taught in the spring semester of 2004. The second group was a control group of students not enrolled in

the class but in an allied chemistry discipline. Participation would be mandatory for the CHEM 720 students, but they would have the right to refuse permission for researchers to use their data for this study.

Small incentives were offered to attract participation in the control group. Ultimately four students were willing to participate in the control group although such a small number of participants would not constitute a viable number to generalize about their progress compared to the progress of the 26 students enrolled in CHEM 720. This was a disappointment to the researchers, but also a learning process about research incentives for participants, funding rules, and sources.

Participants met with one researcher for about an hour at the beginning and the end of the semester. Each student was presented with a series of information-seeking scenarios (see fig. 2 for an abbreviated description of each question, displayed in the graph) and could use any resource to find a solution to the question. Students could use the computer and consult resources in the library collection. (See http://www.people.ku.edu/~jemde/ for the entire question set of the study.) The researchers documented the steps taken by the student to address the questions posed. An example of an observation might be, “opened browser; went to online catalog; typed a keyword relevance search; typed Diels-Aldrich; located book; did not know ILL.”

Once the assessing phase was completed, the questions and responses were grouped according to their relationship to a common theme, (e.g., identifying books available in the libraries through the online catalog). Ultimately the 29 separate scenarios were ranked for all 33 respondents by both researchers independently. Each group was assigned a ranking from 0 to 3 based on the response from the student. A response was defined as a collection of behaviors or actions that the student took on her way to a final answer. A score of 0 was assigned to the response when the student did not know the answer to the question and did not attempt to locate the answer. A score of 1 was assigned when the student provided an incorrect response or at least attempted unsuccessfully to identify the information requested. A score of 2 was given when the answer was partially correct. A score of 3 was given when a correct answer was provided. Initially, the two instructors assigned the rankings individually. Differing scores were noted and the researchers determined a common ranking together.

Results

The original intention of the research project was to measure the degree of skill development of the students trained in the semester long course and compare their progress to a group of similar students who received no training during the same time period. Due to the low number of participants to serve as the control group, only data from the 26 trained students and four untrained students is available. Significant growth in skills was noted for the students enrolled in the course.

The data was analyzed by applying several t-tests. Paired samples t-tests were used to determine whether students' literacy competencies improved significantly during the course of the semester. These tests indicated a statistically significant difference between the precourse and postcourse scores for the students enrolled in the class ($t(25)=-15.14$, $p<.001$). The precourse mean was 1.83

and the postcourse mean was 2.70 with an improvement of .87 on a scale of 0-3. Figure 1 compares the outcomes of the untrained group with the trained students. The untrained students demonstrated a much smaller range of skill development.

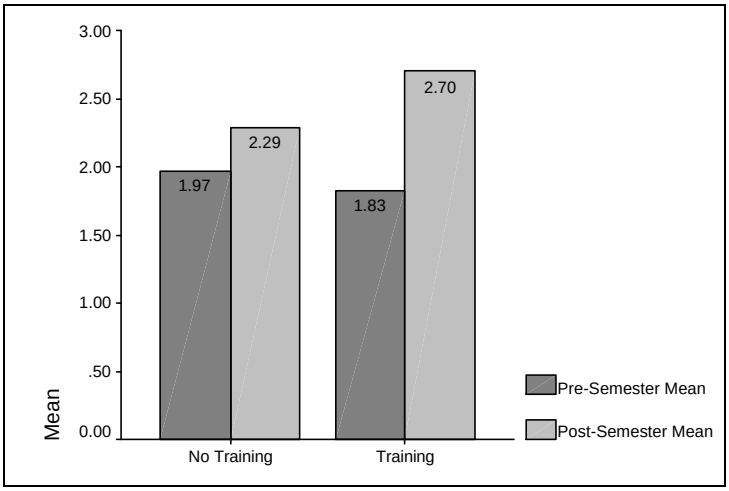

Fig. 1. Average rate of improvement in trained versus untrained students.

In addition to an overall improvement in the mean of the rankings, figure 2 compares the pre- and postrankings by question for the students enrolled in the class. Questions with notable improvement included identifying databases other than Google for locating chemical literature, explaining the significance of copyright in publishing, and understanding the applications of a citation manager tool.

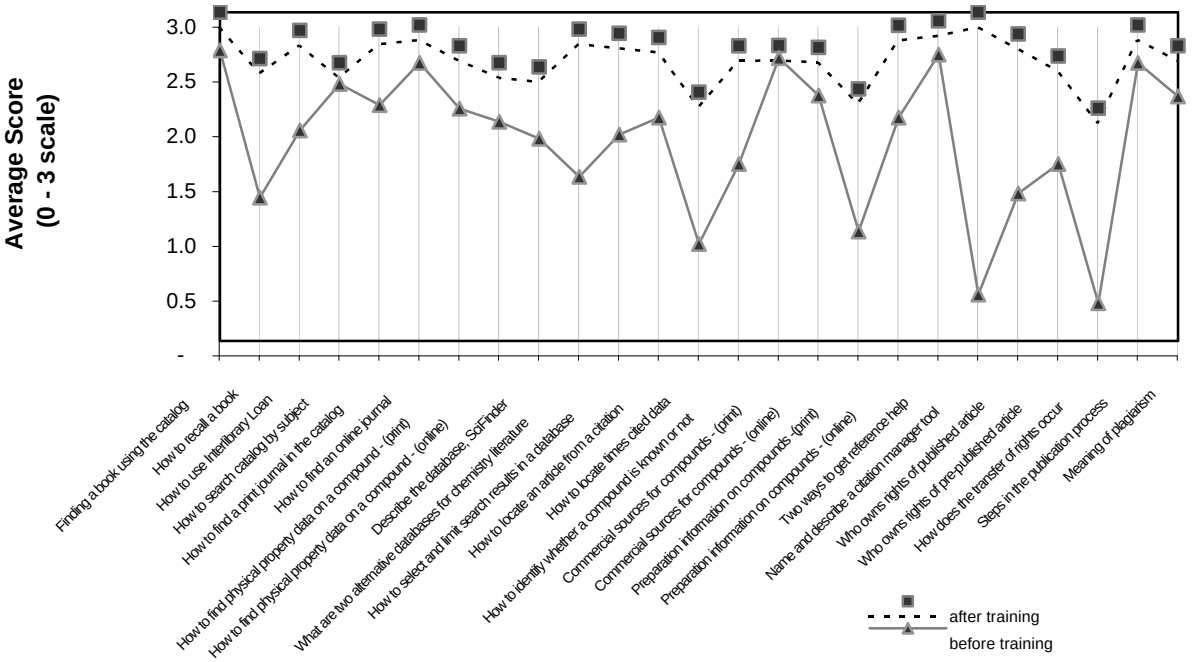

Fig. 2. Skill improvement by survey question.

Discussion

While the findings indicate significant improvement in information literacy skills of the students enrolled in the chemistry bibliography class, the following observations were noted in comparing the trained and untrained groups: both groups of students were equal in their status as graduate students and in their broad chemistry discipline at the beginning of the semester; information-seeking skills were gained as indicated in the study; students trained in the semester long course improved more.

In spite of the success of this pilot in measuring, to some degree, the students' skills at the beginning of the course and at the end of the course, there are several additional steps that researchers would implement differently in future years. Such steps might include fine-tuning the information need scenarios presented to the students to more closely reflect the information-seeking skills they will need to develop to succeed as chemistry researchers and future faculty. Streamlining the researcher/observer data-collecting tools will ease the process of ranking the data at a later date. Widening the ranking scale and standardizing the ranking procedures will provide richer and more objective data. Obtaining research funds for participant reimbursement or compensation (without the difficulties encountered with state funds) will likely attract a larger pool of students for the control group.

Utilizing the interview method in assessing students' information competency skills has several major advantages. Students had one-to-one time with the instructor, turning the assessment into a learning tool itself. Students were able to self-assess, noting on final course evaluations that the assessment helped them to recognize what they had learned during the semester. The instructors could gauge the current skills of the students and adjust the class syllabus appropriately. Indirect data about how students used the KU Libraries website to find information was noted and passed on to the Libraries' web design committee. Such information may prove useful as the committee continually tries to improve the library website in order to address the information-seeking patterns of its users.

Although not an easy or straightforward path, assessing the information literacy skills of a graduate student using a one-to-one interview with information-need scenarios proved to be a useful way to measure the student's progress, to engage the student, and to determine her needs from the beginning of the course.

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E-books: Essential or Widely Ignored

Ellen Safley and Carolyn Henebry

Abstract

A variety of electronic book programs currently exist in the marketplace and our library science literature indicates that many users are not enamored with the format. Our research looks at how we integrated electronic books into our collections and catalog. Secondly, we looked at our usage statistics to determine what type of subjects and titles used and if the patterns changed over time. We also looked at how our patterns compared to other institutions in the University of Texas System. Finally, we conducted a user survey to determine preferences for the e-book format and for delivery of information.

Adding Another Layer to Information Literacy: Using Blackboard to Enhance a One-Credit Library Class

Helen Peeler Clements

Helen Peeler Clements hails from Elk City, Oklahoma. After her BA in English at Oklahoma State, she earned the MLS at the University of Illinois and degrees in Anthropology at Texas Tech and the University of Texas, Austin. Helen worked at the Southwest Collection at Texas Tech and as a student at the Benson Latin American Collection at UT. During doctoral research in Oaxaca, Mexico, she acted as librarian for the Sociology Institute of the Benito Juárez Autonomous University. She headed the Texas Public Utility Commission library for several years, and now does reference, instruction and collection development at OSU.

Abstract

This presentation will highlight the successes and challenges of adapting my traditional section of a one-credit "bibliographic instruction" class to take advantage of the presentation capabilities of Blackboard, a course management software package used on many college campuses. With assistance from the Faculty Support group in our Information Technology division at Oklahoma State University, I started using Blackboard in Fall 2003. I hoped to make my class more engaging and student-friendly and spend less time printing handouts and destroying trees.

Introduction: Library Science 1011

For several years, Oklahoma State University Library has offered Library Science 1011, a one-credit course in "Library and Internet Information Competencies", in an effort to help students to gain information literacy and lose their fear of large libraries. We hope to help students become sophisticated in identifying their information needs, locating resources to fill those needs, evaluating the quality of their sources, organizing the sources, and using them in a knowledgeable and ethical manner. The class is not required, so much of our attraction is probably the credit hour for students who need to maintain full-time enrollment. Since upperclassmen are not restricted from taking this freshman course, we have quite a few juniors, seniors, and even graduates. The class meets two hours each week for eight weeks. I am one of three instructors who have primary duties for the course; two other library faculty members also teach a section. We currently teach nine sections of up to 25 students each semester. I began using the Blackboard course management system to enhance my classes in the fall of 2003 and I plan to continue using it for the foreseeable future. In the following sections, I will describe why I chose Blackboard, relate my choice to educational theory, survey how other colleagues are using course management software, and detail my own use of and plans for Blackboard.

Why I Chose Blackboard as a Course Management Tool

Blackboard is one of the largest-selling course management software packages currently being marketed to academic institutions.[1] These programs began as ways to improve distance education, but they are increasingly valued as components of face-to-face courses (Cook; Dewald et al.; Manuel, "Teaching an Online Information Literacy Course"). Blackboard allows instructors to make their classes more interactive in several ways: to put syllabi and other documents online in multiple formats within a password-protected course website; to give quizzes and have them graded online with instant feedback; to maintain a grade book accessible to individual students, and to promote class interaction through email, chat, and discussion board functions.

I have decided to use Blackboard partly because I am tired of viewing fifteen pairs of glazed eyes as I drone on, trying convince students they need to know how evaluate Internet sites. Brown, Murphy and Nanny point to the critical need to make instruction relevant to students' needs and experience (pp. 396-398). Investigations by Farmer and Warnken also stress the importance of integrating both information literacy and technological fluency in library instruction. (Farmer2-3; Warnken152-153). By providing course documents and other resources online, I can improve my planning and increase my technological fluency, keeping up with all the Joneses on campus who use Blackboard or WebCT. Students already use Library computers to print blizzards of Blackboard handouts for other classes, and I do not want to be left behind in the whiteout. I have chosen Blackboard because I am not a "techie", and seems much simpler to learn than WebCT. I hope I will also be able to collaborate with both faculty and students in non-Library classes by providing tutorial materials in Blackboard. In short, I hope to integrate information literacy instruction with increasing my technological expertise and that of my students.

Like most public colleges, OSU has many students who juggle responsibilities for school, work, and sometimes families. With Blackboard, I can make materials available 24/7 to all students, helping those who are snowed under and cannot get to the Library to pick up handouts. They can go online to do assigned readings and review concepts before attempting a quiz. I can allow quizzes to be taken any time, and multiple times, but adjust them to make it harder (or easier, when appropriate) to get help from a buddy. Blackboard helps me to keep documents revised, clear and simple, and less typo-prone. I can also use the discussion board features to encourage participation and the grade book and assessments to give students quick feedback about their progress. A drawback is that Blackboard does not really save administrative time and I have not received permission to live in the library building yet.

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[1] WebCT, eCollege, and Blackboard are three of the best-selling course management systems. A large number of college campuses now use one or more of these software systems. Larson's review provides an excellent summary of Blackboard's features, and of pros and cons of using the package (Larson). I would like to thank Teresa Duston and Ron Payne of OSU's IT Faculty Support, my students, and my library colleagues for their understanding, support, and patience.

Campus Technical Support

Any package chosen should have technical support on campus. OSU's Information Technology group maintains the Blackboard software, gives course sites to instructors, and enrolls students in the classes. We are lucky to have a very helpful Faculty Support Center within our IT group. Their staff offers individualized training and group classes, as well as advice on best practices. (The University currently provides technical support for both Blackboard and WebCT; Blackboard has more users.) Generally, course management software must allow flexibility in using its features. In addition, choice of the software cannot take place without considering its educational value. Blackboard meets both criteria.

Theoretical Concerns

As librarians, we have long faced issues of helping others access and use information. We have become concerned about how the online information avalanche impacts our patrons, especially since young students don't always bring to the keyboard the critical skills to sort through the snowdrift for the most useful snowflakes. We worry that when teaching library patrons how to use the reference tools, we may overemphasize search techniques. We may not communicate why students need to relate their information to the general realm of knowledge, and how important it will be for them to be knowledgeable information users lifelong.
These concerns reflect the constructivist approach in educational theory. Constructivism emphasizes the active learner rather than the teacher, and critical thinking rather than the button-pushing mechanics of learning. For constructivists, the learning process is one that engages all a learner's faculties. According to Cooperstein and Kocevar-Weidinger learners exhibit the following behavior:

- Construct their own meaning
- Build new learning on prior knowledge
- Enhance learning by social interaction
- Develop learning through "authentic" tasks (Cooperstein and Kocevar-Weidinger 142)
- Brown and her colleagues assert that to teach authentically, an instructor "must focus on the learning styles and preferences" of the students, dissolving their "misconception that 'techno-savvy' is synonymous with information literate". Learning should be related to students' daily needs and experience, rather than a profusion of unrelated, isolated pieces of information (Brown, Murphy, and Nanny 386). Seamans also stresses the importance of beginning with what students already know (122).

Others have studied how users relate intellectually and emotionally to information. Carol Kulthau reminds us that to for the information-seeking process to be effective the user must successfully evaluate the information found and must derive personal meaning from it. She states "information seeking is an intellectual process" (5). In the phases of research, thoughts, feelings, actions, and intellectual growth are connected to changes in the learner's mood or affect. The experiences of uncertainty, optimism, confusion and frustration, clarity, gradually yield to a sense of direction and confidence and to satisfaction or disappointment at the presentation of a product of the research (1-25, 189-209, especially 205).

Gatten explicitly links theory to practice by examining the psychosocial and cognitive aspects of student development. He reminds us that students do not move through developmental stages in a uniform manner (157-160). He correlates the stages of two developmental theories and Kulthau's model of information seeking with the ACRL information literacy standards, providing a basis for adjusting teaching to students' current levels of development. (160-162).

How Do We Teach?

Methodological concerns have preoccupied many librarians. Proposing that "academic librarians need to offer interventions that are appropriate for the cognitive level of the student audience", Gatten suggests limiting freshman orientation programs to very simple functions like where to find magazines and where to go to check out books, rather than the huge range of library services (160). Cooperstein and Kocevar-Weidinger suggest actually beginning library instruction with an unworkable Internet search to persuade students that not everything is available on the Web (146-147).

Hattunen demonstrates the importance of knowing about students' conceptions of information retrieval for successful instructional design (313-328). Kate Manuel details the adventures of teaching contemporary students of Generation Y, whose learning styles differ from those of earlier generations ("Teaching Information Literacy," 195-196). It is not easy to adapt existing teaching materials for the purposes of distance education (Manuel, "Teaching an Online Information Literacy Course" 223-224).

An important issue in designing instruction with distance learning technologies is whether the students get full benefit from instruction that is not face-to-face. Dewald et al. detail the kinds of available asynchronous technologies like email or discussion groups and synchronous technologies like chat or Webcasting (35-40). She recommends using both distance and face-to-face methods. Given the premise that learning is a social process (Kulthau 1-26), I think that, when possible, most students will respond best to a combination of direct contact and having class materials available online. Beginning students may need more frequent contact with their instructors than upperclassmen.

Numerous libraries are using Blackboard or another course management package to promote information literacy. There are several frequently-used methods: the development of a tutorial, the integration of instructional documents within another course, and the creation of a full course taught face-to-face and/or by distance education. In the discussion that follows, I will also include some authors who used WebCT. WebCT is not identical to Blackboard, but the pros and cons of using the two packages are similar.

Cook reports on a Web tutorial, "Ship to Shore", created with Blackboard for collaborative use in a freshman composition course incorporating ACRL information literacy standards.. Roberts and his colleagues integrated TILT (the Texas Information Literacy Tutorial) with Blackboard and saw improvements in art students' papers, especially if the students had deadlines for completing the assignments. Getty et al. found that four packages (Web-Course-in-a-Box, Blackboard, eCollege, and WebCT) supported interactivity and assessment and were relatively

quick to develop, but expressed concern that using the packages could reduce direct contact with students and that they required considerable labor to use (352-359). Lenholt, Costello, and Stryker used Blackboard to provide collaborative documents in MS Word for business classes (212-217).

Nancy Seamans describes a module for teaching evaluation of Internet resources and urges instructors be aware of students' prior knowledge and preferences (122). Margaret Kendall reports using WebCT when designing, creating, and evaluating a class in which students accessed and evaluated local community information resources in the context (336-344). On a practical note, several authors included lesson plans for one or more aspects of their instruction sessions or individual classes (Association of College and Research Libraries; Getty et al.; Kraemer; Kendall).

Both Laura Gassaway and Charlotte Cubbage discuss copyright issues related to the use of course management packages. Faculty may risk copyright infringement when making documents available on their web pages (Gassaway). Cubbage also relates in detail how her library has used Blackboard to provide documents via electronic reserves (23-32). Epstein describes using the Blackboard system as a medium for training library student assistants.

Do Users Like Blackboard?

In evaluating the use of course management software, most authors report that Blackboard allows flexible access and is easy to use. It is frequently mentioned that using courseware could increase the labor required for designing and revising assignments, and for helping students. (Lenholt, Costello, and Stryker; Martin and Lee; Getty et al.) I have experienced difficulties with uploading and copying quizzes, or with designing questions that work well. Kraemer has also reported such difficulties.

My own query to the ACRL Information Literacy listserv (ILI-L) has to date received enthusiastic responses from librarians who use it for teaching and internal communications. Most librarians reported that their faculty and students also liked Blackboard, citing organization, ease of use, access to grades, and ability to contact faculty. Table 1 presents results from this query. A sixth respondent reported using WebCT successfully, especially the discussion board feature.

Table 1.
Librarians' Responses to a Listserv Query About Blackboard

	Used for Library Course?	Blackboard Areas Used	Use Tracking?	Tech Support	Other Packages Currently Used
# 1	Yes. Likes Blackboard better than the Web page once used.	Everything except Chat--assigns students to keep online research journal.	Some-times.	Campus IT; also talks to colleague who uses Blackboard.	Blackboard only.
# 2	Yes—Children's literature, information literacy, bibliographic instruction. Adds information useful for other classes.	Most of Blackboard. Uses question pools; gradebook better than Web CT's.	To verify students are working, see usage of areas.	Campus IT; most faculty/student support from library and instructional design depart-ments.	Blackboard and WebCT.
# 3	Yes—Most instructors for library courses (1-4 credits). (Some personal frustration with features not fully developed).	Usage varies by instructor--Content areas, gradebook, discussion board, chat.	Not now; might use it to check on absent student.	Library runs campus Blackboard server.	Blackboard only.
# 4	New user. Library staff uses to communicate, including security, track reference queries. Technology work-arounds; will use for workshop.	Assessments mentioned; some problems with links in questions. Ease of use.	NA	NA	NA
# 5	Yes—"Research Sources and Systems" class.	Content areas, Gradebook is a strength. Easy to learn.	No	Campus IT	Believes Blackboard is only one.

Responses by my own students in Fall 2003 and Spring 2004 indicate that they also like using Blackboard, especially having course documents and quizzes online. Few reported using the communication features I used Blackboard's anonymous survey feature to ask several questions about our one-credit library and information competency class. .

Table 2.
Selected Student Responses about Blackboard from a Library Science 1011 Survey, Oklahoma State University[a]

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I liked having the course documents, assignments, and external links online.	25	22	2	0
2. I liked having the quizzes online.	28	18	3	0
3. After I learned how to access Blackboard, the documents and assignments were easy to use.	31	18	0	0
4. The assignments were generally easy to understand.	14	30	5	0
5. Overall, the Blackboard information was a useful supplement to the class presentations.	21	26	2	0
6. Having the class in Blackboard helped me understand more about using libraries.	12	26	11	0
7. I will be able to use the information from this class in the future.	25	24	0	0
8. I would like to do more of the assignments online, even the short answer assignments.	14	26	8	1
	Frequently	Occasionally	Seldom	Never
12. I participated in the Discussion Board.	2	5	25	17
13. I used to email communicate with the instructor or with fellow students about the class.	6	13	20	10

[a] Number of students who responded to the question (Total = 49 of 69), Fall and Spring 2003-2004.

Numerous librarians, including those surveyed, have used Blackboard in creative ways. Generally, all users are happy with Blackboard. In the next section I will summarize what I've done with Blackboard in the past and the improvements planned for this academic year.

Blackboard Features I Currently Use or Plan to Use

Overall Blackboard Management

At this point, OSU uses Blackboard version 5 software. As an instructor I have developer's rights, accessed via the Control Panel. This fall, I will ask Faculty Support to create a class shell (course site) for me, and can copy many of my existing materials and external links and populate the new shell.

Content Areas

The Announcements page is Blackboard's entry point. Quizzes can be posted here, as can notices about due dates and other calendar functions. The syllabus will be posted in the Course Documents section and will include a checklist for assignments and quizzes. I use folders to group the documents for each unit in the Course Documents. I plan to track access of this and the Assignments content area. External Links is a very useful for posting links to outside sources, especially teaching websites. I will at least insert "copy and paste" links in assignment documents and encourage students to download and use the assignments while linked to Blackboard.

Course Tools

In this area, the email feature is useful for sending group or individual communications. (Students use their preferred email address). I'll require use of the discussion board for some assignments, such as to tell the class about at least one useful reference book or Website. Requests for assistance or clarification will be posted to the discussion board either directly, or by me (in the latter case, anonymously if there's a chance for embarrassing a student). I'll encourage the use of the Digital Drop Box to submit assignments. I have not used the Virtual Classroom. Since the course meets for a maximum of sixteen hours, I would use the chat during class time before asking students to use it remotely. It is possible to require too much work for one credit.

User Management

Being able to make users "unavailable" allows me to remove students who have dropped a class from the active list without destroying the whole enrollment. This can be a problem, and any Blackboard warnings should be heeded.

Assessments and Grade book

Being able to give at least some quizzes online is an extremely useful feature. It's also possible to assign credit for participation, attendance, and extra projects. It's easy to back up the grade book by downloading it to Excel, a recommended safety measure.
Constructing quizzes is perhaps the most labor-intensive area of Blackboard. It is all too easy to construct badly designed quiz items, such as a poorly phrased question or one with incorrectly numbered matching answers. Proofreaders can help—and if you don't proofread, some student will find every typo, or follow the question you wrote and give the wrong answer.

Course Statistics is the area that allows tracking student use of the areas of the class. The instructor has several options about whether to take statistics on use of a specific area or student, or to run an aggregated report. I have not done so before, but plan to track access of course readings and links this semester. Not wishing to spy on people, I will warn students that I am using the tracking feature.

Conclusions and Recommendations

To sum up, course management software can help make library instruction available to more patrons. It helps librarians increase their information competencies, and it can be used in several library contexts. Blackboard is one of the easiest packages for beginners. As a slightly experienced beginner, I recommend it highly.

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Interlibrary Loan for Access: Focus on Audiovisual Materials and Special Collections

Amy Fry

Amy Fry is the Interlibrary Loan/Reference Librarian at the University of Missouri Kansas City Miller Nichols Library.

Abstract

Borrowing requests for audiovisual (AV) formats and materials held in special collections create unique challenges for interlibrary loan (ILL). The author outlines the reasons these materials are often not available through ILL and suggests ways that ILL departments can partner with other library departments to improve access to these resources. Doing so will enable owning libraries to boost usage statistics for these collections, allow lending libraries to grant borrowing requests, and allow borrowing libraries to satisfy their users' needs.

Introduction

ILL allows access to a much greater percentage of items in the bibliographic universe than any library could ever conceivably own. A proliferation of resources, stretched budgets, and the availability and ease of use of global research resources have all contributed to an emphasis on access over ownership in academic libraries and the growing importance of resource sharing.

As more non-print and special collections materials are cataloged and become visible to researchers, the demand for them is increasing. ILL offices often have difficulty filling requests for these materials because they cannot easily be lent or copied. Innovation, collaboration and flexible resource sharing policies can help us improve access, lending, and collection use, even as we protect our valuable collections.

ILL at Miller Nichols Library

Two classes of materials requested by patrons of the University of Missouri-Kansas City (UMKC) Miller Nichols Library (MNL) have been consistently difficult to verify holdings for and obtain: AV materials and rare materials held in non-circulating collections). MNL also receives requests for AV and special collections materials owned by our library that we are unable to supply. To boost lending and troubleshoot unfilled borrowing requests for AV materials, I decided to explore how non-print and non-circulating materials fit within the traditional ILL system, where access suffers, why, and how we can begin to address that problem at UMKC.

AV Materials, Special Collections and ILL

AV materials can be difficult to find, verify and request because they often fall outside the traditional boundaries of library collections, the traditional process of bibliographic verification, and the collection circulation procedures that expedite ILL requesting and processing. These

materials often come in non-standard or outdated formats, are non-circulating or unavailable for ILL, are held in special collections, or are owned by independent archives.

Other rare materials held in special collections and archives can be difficult to identify and obtain as well. Restrictive policies protect rare, fragile and valuable collections, but prohibit access. Because of these policies, many special collections departments search, copy, ship and bill materials in their collections for remote users themselves.

Because libraries have already built up the technology and procedures to expedite ILL requests for circulating print materials – systems that integrate software to search catalogs, place requests, communicate with patrons via e mail and provide electronic document delivery. Should ILL departments just stick to what it is we do best and let archivists, special collections librarians and savvy researchers deal with the rest? I argue no.

While sound recordings have long been collected by libraries to support music programs, newer academic disciplines (popular culture and media studies, American studies, gender studies, etc.), as well as new areas of interest in older academic disciplines, also use AV materials in research and teaching. These materials are of central importance to the academic mission of these departments. Therefore, access to AV materials is no longer the problem of the individual researcher – it has become the responsibility of the library.

Academic programs are requiring more research using primary and original sources from students, which often requires the use of unique materials that fall outside traditional, circulating library collections. Graduate students, and even undergraduates, often need access to non-circulating materials but do not have the funding or financial resources to travel to use these resources on-site. As universities struggle with budget cuts and shortfalls, even faculty members may not have the funding they need for travel to do research.

Libraries' special collections help create a unique public face for their institutions, and demonstrating the use of these collections is vital to continuing to secure funding both for their preservation and expansion as well as for other library collections and projects. Finding ways to provide access to remote users not only supports academic research, but is also one way to boost the usage (and usage statistics) of special collections.

Though many special collections departments manage access to their materials for remote users, ILL is in a unique position to assist in creating new avenues for access. Because materials are cataloged, remote users often find holdings through global bibliographic utilities such as WorldCat, and request them through ILL. ILL departments may be the first to see requests for access, putting them in a good position to respond to such requests. ILL departments are part of and work within already existing extensive networks for inter-institutional cooperation. Existing software allows ILL offices to provide expedited service in receiving and responding to requests, both from local users and from other institutions, and facilitates complex record keeping to track requests, services and billing. ILL departments can use their networks and positions to mediate between researchers and collection development librarians, special collections, archives, etc., in order to provide better service and improve access.

Access: ILL and AV Formats

While over 7,600 libraries worldwide are suppliers over OCLC, less than 500 libraries lend AV materials. This number is based on my examination of several lists, including OCLC's list of Custom Holdings for AV Lenders: Free Lenders of Videos, Peterson's Free LVIS AV Lenders Custom Holdings Groups (Peterson), Albitz and Bolger's examination of the 6th ed. of the Interlibrary Loan Policies Directory, and my own custom holdings of fee and free lenders of video and audio formats. Although AV materials are becoming more and more crucial to academic research, many libraries still refuse to circulate them.

Most librarians cite heavy collection use and relevance to curriculum as the reason for not circulating AV materials or lending them through ILL. Albitz and Bolger identify three chief reasons for refusal to lend videos: 1) the original acquisition motive (usually a faculty request); 2) the physical nature of the medium and its perceived susceptibility to damage (though an informal discussion in March 2000 on the Videolib Listserv revealed that most lenders experienced little or no loss or damage due to ILL); and 3) the difficulty and cost of replacing some video titles (Albitz and Bolger 81).

In Albitz and Bolger's survey of 34 small Ohio and Pennsylvania college libraries, 34% lent video titles on ILL, Fourteen percent lent with restrictions and 50% would not lend at all. As the authors point out, "Many librarians have yet to embrace fully the idea that information is information, whatever form it takes, and they tend to treat video recordings differently than books and journals" (78).

A more recent survey (February 2004) on the Music Library Association Listserv (MLA-L) related to the ILL of CDs revealed similar concerns and reasoning for a refusal to lend audio formats. Out of 28 academic libraries who responded to a query placed by Sheridan Stormes, 18 replied that they do not lend audio CDs through ILL. Concerns cited included short circulation periods, possible damage to materials, the expense of replacing lost or damaged titles, and that items were required for classroom use.

I queried the ILL-L listserv about this issue in October 2003. The libraries that responded to my question (3 public and 2 academic libraries) did not feel that lending AV materials on ILL severely restricted use of these items for their own patrons (Campbell, Duncan, Graham, Maringer, and McCloskey). While special considerations are required for shipping, the respondents observed that loss/damage rates for AV materials seemed to be roughly the same as of that for other returnables (books), and their participation in ILL did not seem to shorten their lifespan. These librarians commented that is important to lend AV formats because AV materials are not more "special" than books, lending materials enhances circulation statistics, and lending encourages reciprocity.

The ALA Guidelines for the Interlibrary Loan of Audiovisual Formats specify that format alone is not a sufficient reason to refuse a loan (acceptable reasons include cost, copyright restrictions, rarity, fragility, etc.). Decisions about the circulation and ILL of AV materials should be made on a case-by-case basis, not by a blanket policy that lumps all of these materials together by format, regardless of subject matter or level of use. Such a policy does a disservice to the

academic community at large. Libraries should embrace the possibility of lending their collections with enthusiasm, as an opportunity to serve the greater research community and engender good will and open sharing among institutions. As we are less and less able to buy all, or even most, of what our patrons want to use, our reliance on the good will of our peer institutions is going to grow. Our desire to promote open, responsible borrowing and lending among institutions *now* is going to be crucial to our patrons' ability to conduct academic research in the future.

Public libraries are leading the way in collecting and lending AV materials, and the public library community is likely to treat AV materials as just another part of their collections. "I think everyone is pretty willing to share AV, to ILL it, to reciprocal borrow it…It holds up very well for ILL," Judy Napier told Norman Oder for a 2002 Library Journal survey (41). It is time for academic libraries to follow this example and take a more open attitude to reciprocal lending of AV formats.

Access: ILL and Special Collections

Several writers (Mulder, Ericson and Ranger, Gallagher, Enns) have promoted relaxing restrictions on sharing even non-circulating materials, and support lending between archives to help researchers who cannot travel to use collections on-site. Wisconsin's archival sharing program has facilitated the use of archival material throughout the state since 1965, contributing to original research and enhancing teaching and learning with a zero loss/damage rate to irreplaceable collections (Ericson and Ranger). The Consortium of Popular Culture Collections in the Midwest also lends non-circulating materials between member institutions. As Peter Berg, Lucy Caswell and Brenda McCallum wrote in their 1993 prospectus, "As the nation's major conservators of such research resources in academic libraries, we must reevaluate and renew both our individual and collective efforts to provide access to the universe of materials required by scholars in many different disciplines" (94).

The ACRL Ad Hoc Committee on the Loan of Rare and Unique Materials' Guidelines for the Interlibrary Loan of Rare and Unique Materials take a "tone of cautious encouragement of special collections lending" (Mulder 114). If a user cannot travel to use an item on-site and the item is unavailable in another format, the borrowing institution must demonstrate it can ensure the item's security and agree to comply with any use restrictions. Owning libraries are encouraged to give specific reasons for a refusal to loan, such as condition, cost, etc., rather than adhering to a strict policy of refusal for all collection sharing.

Some archivists are wary of involving the ILL office in these transactions. However, many users find materials in these collections in WorldCat and request their use through ILL. Merely referring users to special collections may deter users despite the fact that the library may be very able and willing to supply the material. Gallagher writes that, since many users will probably reach special collections material through the ILL office, "if the query can be handled that way – request for a photocopy for example – why not just do it. Do whatever works best for the collection, the library and the researcher" (95). While ILL staff should not decide what to circulate nor handle special collections material, ILL does have the equipment and networks in

place to easily respond to requests in a timely manner, process invoices and payment for services, supply electronic copies and ship items to requesting institutions.

In June 2001, the University of California system began a 19-month pilot project allowing users to request non-circulating special collections items through the online catalog. Patrons placing holds on these items were alerted that the item might not be available and would be under special use restrictions if the loan was approved, and they were given the option to discontinue their request. Sixty percent of users went forward with their requests, even knowing it would take longer and perhaps end up being inconvenient to use the material. Requests were reviewed and forwarded to special collections, who determined if the item was available for loan or copy and then processed the shipment.

UC found that the biggest problem with the system was that users often could not identify circulating copies or copies in alternate formats and choose these over special collections copies. Double checking these requests added to the processing workload. However, the libraries found that their non-circulating collections were in high demand and likely to be used if made available.

Digitization in response to such demand is an attractive option. Many libraries are digitizing special collections and sound recordings to increase access and for preservation, and several have explored the possibility of using interlibrary lending requests as the impetus for digitizing special collections materials. Projects at Stanford University, the Library of Congress and the University of Innsbruck in Austria (Muhlberger) have all recently experimented with digitizing non-circulating collections in response to ILL requests.

Conclusion

A commitment to open resource sharing will best serve researchers everywhere, even if collection growth is restricted by funding shortfalls and rising costs of materials. In order to promote access, libraries can examine lending requests on a case-by-case basis and increase our willingness to lend, with or without restrictions, both non-circulating and non-print materials.

Practical Suggestions for ILL

- Keep custom lists of AV lenders up to date.
- Lend AV materials when possible.
- Build relationships with special collections departments and communicate information about the requests you receive for their items.
- Look at unique collections owned by your library with an eye towards global research and sharing.

While all departments in the library realize the value of ILL for borrowing, many are more reluctant to become open lenders. While we have intellectually acknowledged the need to share collections and collecting, we may be less inclined to make an institutional commitment to do so. While libraries acknowledge the research value of creating collections of rare and unique materials, we are slower to create access to these collections. We need to pull together the gap

between theory and practice in creating access to all parts of the library's collection, and ILL can be the starting point.

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A Two-Way learning Experience: An Analysis of Chat Reference Transcripts at the James C. Kirkpatrick Library

Fu Zhuo, Mark Love, Scott Norwood, and Karla Ashley

Fu Zhuo is an Assistant Professor of Library Services at Central Missouri State University in Warrensburg, Missouri.

Mark Love is an Assistant Professor of Library Services at Central Missouri State University.

Scott M. Norwood is an Assistant Professor of Library Services at Central Missouri State University.

Karla Ashley, a library assistant at Central Missouri State University, is currently pursuing her MLS degree at the University of Missouri at Columbia.

Abstract

In 2002, after several months of preparation and training, the James C. Kirkpatrick Library (JCKL) at Central Missouri State University launched a chat reference service. Since that time, both patrons and librarians have found the JCKL chat reference service to be a useful tool in providing reference services.

In attempting to analyze the effectiveness of this service, JCKL librarians and staff examined the transcripts of approximately 100 chat reference sessions. The analysis yielded some informative results. The standards we used to analyze the transcripts were ALA's RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers. Even though these guidelines were originally designed to evaluate face to face reference, they have been updated for application to remote reference services such as chat.

For each category of RUSA criteria, we formulated evaluative questions. For instance, we asked such questions as: "Did the reference worker greet the client?", "Should chat 'abbreviations' and informal shorthand be used in order to satisfy the user's information needs?", "Did we explain how to do a successful search in our library?", "Did we initiate a reference interview?", "Was the user willing to engage in the reference interview and clearly identify what information they were looking for?", "Is there a question that the reference worker should have asked in order to clarify communication and pinpoint the client's need?"

The analysis indicates that users, staff, and librarians can learn valuable lessons from chat reference sessions. For reference workers, the analysis has provided many important insights into the current state of chat reference service and how it can be improved in the future. The analysis also demonstrates that when chat reference sessions are conducted effectively, the user leaves the session with direction toward the information he or she is looking for and with a positive impression of library staff and services.

Introduction

In 2002 the James C. Kirkpatrick Library (JCKL) at Central Missouri State University (CMSU) took on the added responsibility of a chat reference service using AOL's Instant Messenger (AIM). Desiring to provide an effective service, we collected 100 chat reference transcripts to see if our users could teach us how to improve.

Literature Review

Various methods of evaluating chat reference have been used. We determined to use transcript analysis. Joanne Smyth summarizes three models of virtual reference transcript analysis, each of them targeting one specific part of the chat reference transaction.

Marie Radford acknowledges that research in evaluating virtual reference services is both greatly needed and sorely lacking. Less than 10% of virtual reference services are doing any type of evaluation. Research projects that evaluate individual chat sessions on a micro level are very few in number.
Jana Ronan offers a number of suggestions based on the "RUSA Guidelines for Behavioral Performance of Reference and Information Services Professionals." The guidelines, first published in 1996, have come to be widely accepted as standards. Recognizing the addition of email and chat reference services, the guidelines were updated in 2004 to serve remote users.

Analysis and Findings

Our team decided that the RUSA Guidelines gave us the needed tool for evaluating our service and would give insight into areas for improvement. The RUSA Guidelines consist of four categories: approachability, listening/inquiring, searching, and follow-up. The transcripts were examined in relation to these guidelines by asking a series of evaluative questions that corresponded to each RUSA category.
For instance, under the category of approachability, guideline 1.3 reads: "Acknowledges others waiting for service." Here we asked the question, "Does the reference worker acknowledge the AIM client immediately, even during a face-to-face interaction with another client (asking the AIM client to please wait)?" Within figure one, our analysis indicates that the response by the reference worker was immediate in 57 of the 100 transcripts; 35 were prompt, no evidence of delay and 8 showed an unexplained delay.

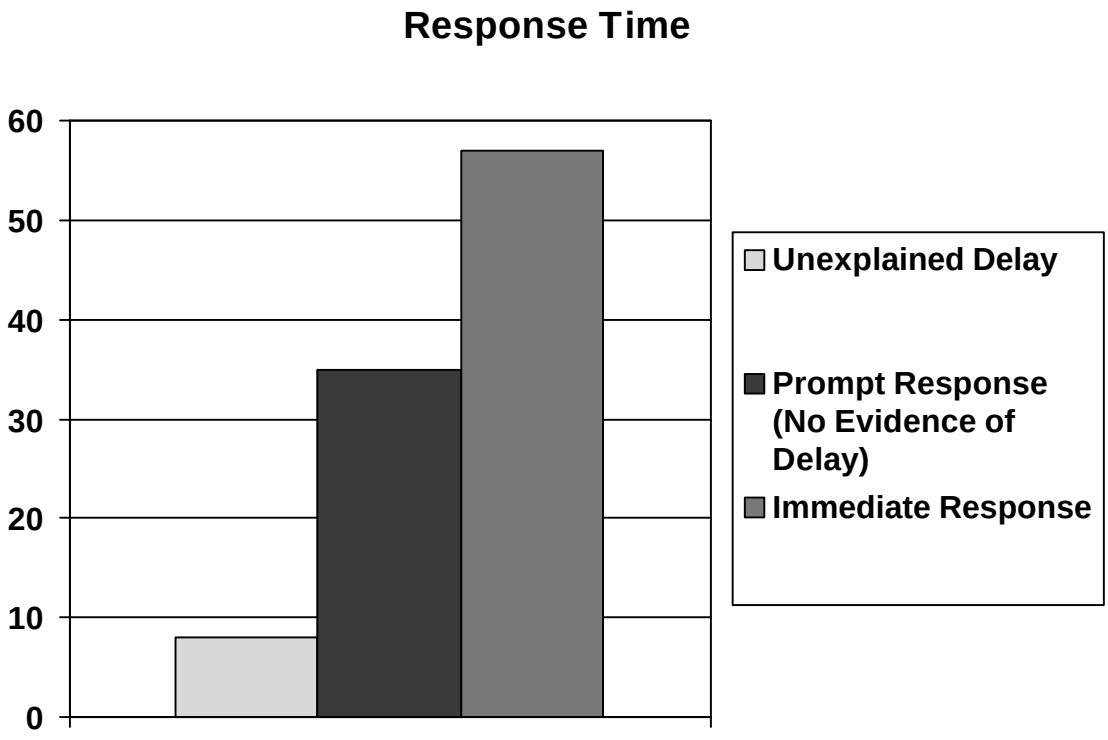

Fig. 1. Response time to chat reference requests by JCKL reference team workers.

On one transcript, the AIM client appeared frustrated with the delay in acknowledgement:

> CLIENT (8:04:22 PM)**.** I have a question… I know that there is a special box in EbscoHOST to get only refereed journals.
> CLIENT (8:04:41 PM). I was wondering what was the special box titled, I can't seem to find it.
> CLIENT (8:10:46 PM). hello?
> JCKLReference (8:11:12 PM). You need to be in the Advanced Search mode.

However, the chat client generally appeared satisfied with the reference worker's explanation that he or she was assisting another client and appears willing to wait.

> CLIENT (11:33:51 AM). Hello, do you know how to site a book in APA format?
> JCKLReference (11:34:41 AM). just a bit, I have somebody I am helping.
> CLIENT (11:34:48 AM). thanks

In the category of Listening/Inquiring, guideline 3.1 states: "Communicates in a receptive, cordial, and encouraging manner." Here we asked the questions, "Did we greet the client?" and "Were our greetings and closing statements polite and encouraging in keeping with high standards of customer service?" As shown in Figure 2, our analysis of the chat transcripts indicated that JCKL reference workers were usually successful in greeting the client. Out of the 100 transcripts examined, 48 showed evidence of a greeting by the reference worker. Our analysis also indicated that the absence of a personal or impersonal greeting did not seem to negatively impact the client or client service during the reference transaction.

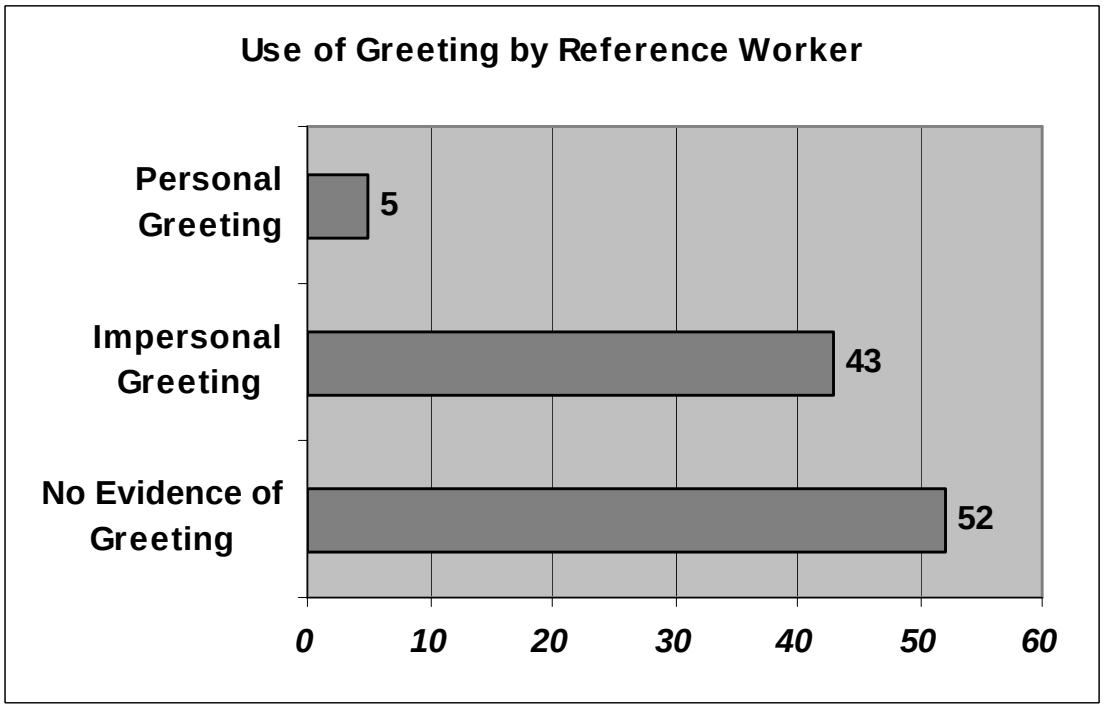

Fig. 2. Use of greeting by reference team workers during chat reference.

Reference workers also seemed to be typically effective at ending reference transactions politely or with encouragement. For instance, 74 out of 100 transcripts reflected some indication of closure, most often a statement of "you're welcome" by the reference worker.

Guideline 3.5 states, "Seeks to clarify confusing terminology and avoids excessive jargon." Here, we asked the question, "Did we provide clear, concise instruction that clarified confusing library terminology?" We found that reference workers were normally effective in explaining library concepts and terminology in a cogent manner.

> CLIENT. I need topic then cited according to APA format then need to write one paragraph abstract of the article
> CLIENT. just give me easy one lol
> JCKLReference. Try this … go to the library homepage … drop down the menu under online resources … select academic search premier (EBSCO)…
> JCKLReference. type in "social work" and select the box for "full text"
> CLIENT. on quest?
> JCKLReference. no, go to the CMSU home page, and select Kirkpatrick library.

Guideline 3.6 reads, "Uses open-ended questioning techniques to encourage patrons to expand on the request or present additional information." In correlation to this guideline, we asked the following questions: "Did we initiate a reference interview?" "Was the client willing to participate in the reference interview and try to identify what he or she needed?" "How did we initiate the reference interview?" "Is there a question that the reference worker should have asked in order to clarify communication and pinpoint the client's need?"

Our analysis indicates that 57 of the 100 chat transcripts indicated some sort of reference interview was conducted. Since the reference interview is generally considered the best means of providing clear and thoughtful reference services, the result of the findings is that reference workers need to demonstrate more consistency in conducting reference interviews. We found some examples in which the initiation of a reference interview would have been helpful in pinpointing the information needs of the client. For instance, in the transcript below, the reference worker began referring the client to electronic resources without making an attempt to further determine the topic the client was looking for.

> CLIENT. I'm not sure if you can help me or not, but I am trying to find 3 Printed sources that talks about the advantages or disadvantages of being a student athlete
> CLIENT. I have been checking online with little success and I'm not sure where else I could check
> JCKLReference. You might try to look for articles in Academic Search Premier (EbscoHOST), or …
> JCKLReference. you could try to find newspaper articles in Lexis Nexis.

This type of reference transaction compared unfavorably to transactions when the reference interview was conducted. It seems that when reference workers asked the client more questions about their specific information need at the outset of the transaction, the client's information need was pinpointed quicker.

> CLIENT. where do I find case studies on the library site
> JCKLReference. Hi, there
> JCKLReference. You can find it from two of our databases
> JCKLReference. Do you need to find a general case study?
> CLIENT. what's the I'm not sure
> JCKLReference. Can you tell me more of what you need?
> CLIENT. a study on a disaster

Under the category of Searching, guideline 4.3 states, "Explains the search strategy and sequence to the patrons, as well as the sources to be used." Here we asked the question, "Does the reference worker seek to teach as well as answer the question?" Our findings indicated that 67 of the 100 transcripts showed some evidence of teaching by the reference worker to the client or some enablement by the reference worker to the client in order to help the client find information. About one-third of the transcripts reflected transactions in which the reference worker answered the immediate question only.

Both the transcripts in which the reference worker seemed to answer the client's question directly and the transcripts in which the reference worker taught the user how to perform a search effectively seemed to be successful. The example below demonstrates a transaction in which a reference worker answered a client's question directly and successfully.

> JCKLReference. hello, can I help you?

CLIENT. how do I search for movies
CLIENT. from the internet
JCKLReference. are you looking for what we have here at JCKL?
CLIENT. thank you
JCKLReference. You can do a “keyword search” and limit the search by “material type” – “video or film”
CLIENT. thank you

This next example provides an instance in which a reference worker successfully utilized more of a “teaching” approach in responding to a client’s question.

JCKLReference. how can I help you?
CLIENT. how are we supposed to know what movies there are at the library, to utilize this service, if they are behind the counter?
JCKLReference. They are listed in Quest, the library catalog. To browse, you can do a keyword search using the word “film” or “video” or “feature film” etc… When the list comes up, select “limit search” and change the material type to “film/video” to see only the videos that we have. You can also do title searches if you’re looking for something specific.
CLIENT. yeah, like 650 came up …
JCKLReference. if you’re looking for a certain genre, you can add words like “mystery” and “comedy” to your search

Under the category of Follow-up, guideline 5.5 states, “Makes arrangements, when appropriate, with the patrons to research a question even after the reference transaction has been completed.” Here we asked the question, “Does the chat require an extended search by the reference worker, with follow-up delivered via chat, phone, or email?” Demonstrated in Figure 3, our analysis indicated that in 94 out of the 100 transcripts, no follow-up action with the client was necessary and 92 transcripts showed some indication of client satisfaction, most often a thank you from the client at the close of the transaction.

However, in the instances which required follow-up, reference workers were successful in offering to perform some in-depth searching on behalf of the client and offering to contact him or her later with the results.

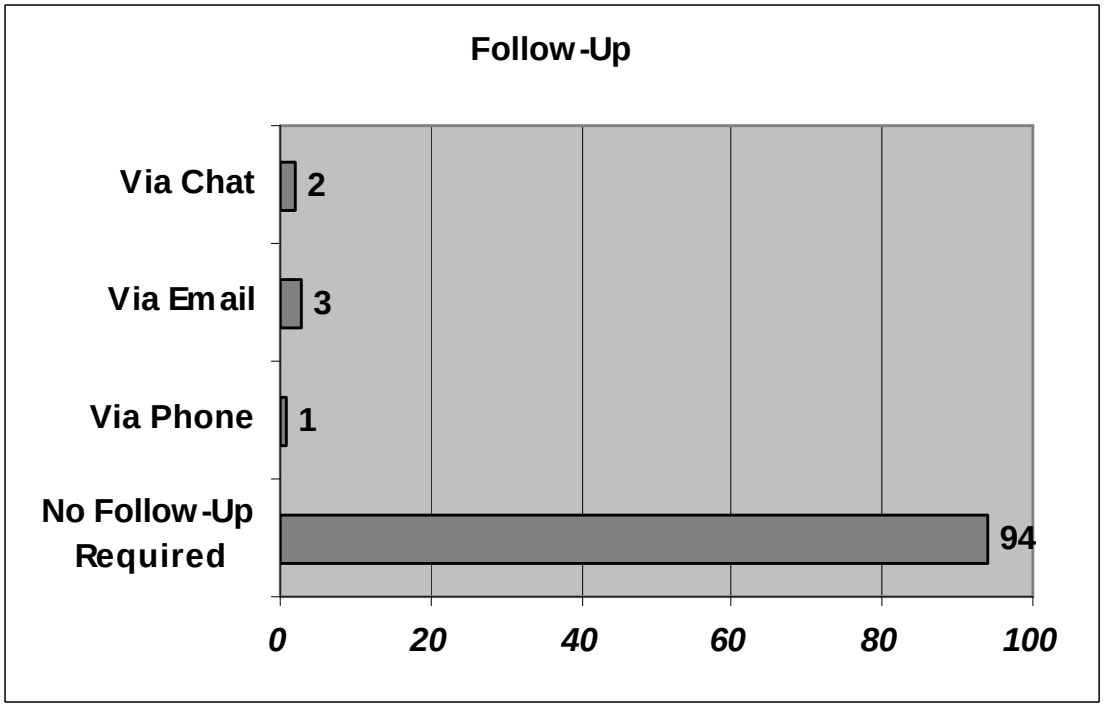

Fig. 3. Frequency and method of follow-up to chat reference questions.

CLIENT. I'm looking for some statistics of a federal prison in South Caroline. The name is Edgefield FCI. I can't seem to find ANYTHING on the internet, and I have looked on the online catalog.
JCKLReference. What kind of statistics, number of prisoners or what?
CLIENT. I have the number of prisoners, but what would be really helpful are facts like the ethnicity, age, type of offenses, repeat offenders or career and also the education levels.
JCKLReference. Just a minute, I'm looking in the Statistical Abstract
JCKLReference. So far what I'm finding are figures for the whole system, the Smallest breakdown I'm finding in this source is by state. I will need to look in some other sources.
JCKLReference. Do you want to leave a name and email address and we'll let you know if we find something?
CLIENT. Sure, …

Conclusions and Recommendations

The reference philosophy at JCKL places the highest priority on client instruction in the use of library resources. Whenever possible, reference workers recognize the opportunity for a "teaching moment" and strive to enable the client with useful research techniques while familiarizing them with informational resources. Although the medium of chat may complicate this task, the philosophy remains the same and, according to this study, is an attainable goal.

Over two-thirds of the inquiries in this study of virtual reference were research oriented. Nearly 100% of those transcripts showed evidence of library instruction. Despite the difficulties of written communication, lack of visual and verbal cues, and the inability to demonstrate a search strategy, the skilled reference workers at JCKL continued to strive to educate their clients in the use of library resources. Evidence of client comprehension and satisfaction implied success in this endeavor.

Transcripts revealed consistent, accurate and informative responses by reference team members and when appropriate a referral to a better source of information. In fact, 100% of all reference responses were considered to be accurate and/or appropriate, while 90% were deemed clear and concise and directly addressed the client's inquiry.

Review of this collection of chat transcripts has also facilitated a "teaching moment" for JCKL reference workers. While many positive elements were evident in this fledgling service, some modifications and refinements would result in improved client service, and may be essential to its continued growth.

Perhaps the most serious issue and area for improvement involved initial response time. The term "instant messaging" implies the expectation of a prompt reply. The client initiating the dialogue made the assumption that a person was available at the other end of the line. If the reference reply was not immediate, the client may have experienced some level of dissatisfaction. They may or may not have waited for assistance. Transcripts from this study, unfortunately, did not all indicate the elapsed time from client initiation to reference response. Evidence indicated that nearly 10% of the sessions showed an unexplained delay between client greeting and reference response. Moreover, during the time in which these chat samples were collected, clients may have sought help from reference, received no immediate reply, and terminated the connection. Unfortunately, none of these transcripts were kept and so an accurate percentage of sessions involving a delayed response time could not be calculated.

Delays in response time to inquiries may have stemmed from the fact that this chat service was staffed from the reference center. Possible reasons for delay include the fact that workers have been assisting a "face to face" client or time may have passed before there was a convenient moment in which to reply to the chat client. Reference workers helping a client away from the reference desk may have neglected to post an "away" message. Mechanical error may also have been at fault. If the audio notifier was disabled, the reference worker may not have been aware that a chat transmission had been initiated. Both of these problems could be resolved by the addition of an automated first response.

Reference workers should continue to employ a reference interview whenever appropriate. A skillful reference interview that pinpoints the virtual clients' needs is just as essential as the traditional "face to face" reference interview. On occasion, a virtual reference worker has to make the choice of suggesting the most pertinent or useful resource versus the most easily accessible resource. The "most pertinent" does not equate with the "best" if the chat client cannot understand how to access and/or utilize that resource. A perceptive chat worker will often be able to recommend the "best" source for that specific client based on his/her reference interview.

If a follow-up to the chat session is warranted, reference workers should be sure to do so. The worker should make certain that all essential information has been collected, including how and where to get back with the client. The promise of a follow-up is useless and the reference service gets a poor reputation if the library worker inadvertently deletes the email address or buddy name.

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Browse Topics: Government Information Webliographies

Tanya Finchum

Tanya came to librarianship, and government documents in particular, as a second career in 1999 when she was hired by the Edmon Low Library at Oklahoma State University. Tanya earned a Bachelor of Social Work from East Tennessee State University (first career as a social worker), a Master of Arts from the University of Cincinnati, a Master of Science in Library Science from The University of Tennessee, and most recently a Doctorate from Oklahoma State University.

Abstract

Browse Topics is an online collection of individual Web pathfinders, webliographies, of federal government information created and maintained by volunteer contributors. The Government Printing Office (GPO) and Oklahoma State University are partners in providing this helpful electronic tool. Sources of government information are rapidly transitioning from the traditional paper formats to online formats and it is increasingly difficult to keep abreast of all the government information that is available on the Web. These webliographies are accessible online and provide a good 'first stop' for people seeking government information in individual subject areas.

Introduction

The definition of a government publication has expanded and is no longer just an item in print. More and more people are turning to the Internet for information and there is an increasing emphasis on electronic dissemination of government information. These factors create a prime opportunity to enhance public access to government information. Tools for identifying and locating information are components of an effective information dissemination program and *Browse Topics* is one such tool.

Browse Topics is an online collection of individual Web pathfinders and webliographies of federal government information created and maintained by volunteer contributors. This tool links to agency sites and governmental resources dealing with various topics. The Government Printing Office (GPO) and Oklahoma State University (OSU) are partners in providing this helpful electronic tool.

Sources of government information are rapidly transitioning from the traditional paper formats to electronic formats and it is increasingly difficult to keep up with all the government information that is available on the Web. In 1975 the GPO began developing subject bibliographies as a tool for users to find paper sources in particular topic areas (Morehead 54). Browse Topics is the next generation of subject bibliographies where contributors, generally government document librarians, create bibliographies of web-based government information on particular topics. Searching for information on the Internet in a trial-and error mode can be inefficient and having access to these webliographies online provides a good 'first-stop' for people seeking government information in individual subject areas.

Browse Topics is indexed via OSU's Government Documents Department website, as well as search engines like Google. From the homepage of Browse Topics, users can select a topic such as identity theft, nutrition, or presidents. Additional topics can be suggested and added with the approval of the GPO. There are general guidelines for including online items. For example, web addresses need to end in .gov or .mil unless the item is posted on a site that has an official cooperative agreement with the GPO. Concise abstracts of the items are provided, allowing information seekers to review the brief description before proceeding. If the source is not what is needed, then time has been saved.

Background

In 1996, the GPO released a final report entitled Study to Identify Measures Necessary for a Successful Transition to a More Electronic Federal Depository Library Program. The report summarized a study of the transition to an electronic Federal Depository Library Program (FDLP). The FDLP is a partnership between government and libraries to link the public with government information. A strategic plan for the transition included a role for the GPO in identifying and linking the public to the enormous amount of government electronic information. Browse Topics was introduced as one part of a suite of Pathway locator services and was developed by the Electronic Transition Staff of the GPO's Library Programs Service (Hernon 233). One of its goals was to enable the public to locate government information regardless of format.

The GPO was required to disseminate government information products online with the passage of the Government Printing Office Electronic Information Access Enhancement Act of 1993 (Robinson 19). After this act became law, the amount of electronic information in the program grew rapidly and in 1995 Public Law 103-40 authorized GPO Access—a free online access point to many government databases including Browse Topics. Browse Topics was developed as a finding aid to help libraries and the public with identifying information available from the government online. In 1999 the University of Central Oklahoma's Chambers Library assumed responsibility for management of the database. In July 2002, the partnership was transferred to Oklahoma State University's Edmon Low Library with contracts being officially signed in January of 2003. In reality, the partnership is not just between GPO and OSU but instead includes the entire government information community. Volunteers who contribute webliographies are the backbone of the service, making the database only as good as its contributors.

Human Resources and Management

Managing a database such as Browse Topics can be time consuming with irregular periods of high activity. A three-member team of government documents librarians at OSU manages the workflow surrounding the database. Once OSU became a partner with the GPO, the first step was to contact all contributors to confirm if they wished to continue and if so, to request that individual topic pages be reviewed for possible updates. Two of the team members coordinated this objective with the use of a spreadsheet containing information such as contributor's name, e-mail address, and last date the topic page was updated. This initial step involved a great deal of

e-mail correspondence as well as some additional research to locate contributors that had relocated.

As updated topic pages were received, the third member of the team (who is proficient in html) would take the next steps in posting the pages to the web. As new managers of the database, we quickly realized that contributors and potential contributors have different degrees of ability in creating html pages. Initially, topic pages received in formats other than html were converted by a team member. This soon became a time consuming task and the decision was made to ask contributors to submit topic pages using html formatting. While this made the turn-around time on our end much quicker, we may have lost a number of potential contributors without html knowledge or access to someone with formatting knowledge. To further assist with time constraint issues involved in reformatting and posting changes, the GPO is in the process of establishing a method where individual contributors can update topic pages online themselves.

Once the established contributors responded, a message was posted on GovDoc-L, the main listserv, for government documents librarians. The message served two purposes: to promote the updated Browse Topics web site and to recruit new contributors. Additionally, to further promote and recruit contributors, a presentation was made at the Federal Depository Library annual conference in the fall of 2003. Having a presence on the web also serves as a venue to recruit new contributors as well as brings in requests from businesses that are not government agencies to be included on the topic pages.

After managing the *Browse Topics* database for almost two years now, there continues to be a steady workflow. Regular reminders to review and update topic pages continue to be posted on the listserv mentioned previously. Additionally, recruiting additional contributors and promoting the database continues.

Contributing a Topic

Effective public use of government information depends, in part, on the user's ability to identify and locate desired information. Browse Topics webliographies, developed by government information specialists, have the potential to be a very useful tool and are also the means for employing new information technologies to improve public access to government information. Contributors are expected to have knowledge of and interest in the topic they choose to develop and submit. Contributors research, organize, and present online sources for their topics and then send the file in the preferred html format for posting on the website of Browse Topics.

Seekers of government information can access the webliography online and find various agencies represented in one spot, rather than having to search web sites of individual agencies. Additionally, with the goal of providing up-to-date information, contributors are asked to update their topic pages twice a year by checking hyperlinks and editing for additional electronic items. Users of the information can contact contributors directly as well, using e-mail hyperlinks for the webliographers.

As the GPO transitions toward more and more online sources, the issue of promoting government information remains important. Browse Topics is one means of having a presence on

the web and of promoting government information on the web. Additionally, contributing to Browse Topics provides a service to users of government information as well as provides an opportunity for the contributor to review, and perhaps add to, their own knowledge of the topic. These resources are also a helpful source for librarians new to government documents.

Conclusion

Information literacy is a topic of great interest to librarians. Government information literacy, the ability to find and use government information, is a topic of great interest to government documents librarians. Information seekers may or may not know the producing or disseminating agency for specific government information. Browse Topics can serve as a tool to conduct a topic search providing links for a particular subject potentially found on various agency Internet sites. Contributors are generally librarians who have an interest in the topic and pull together a variety of information resources from various agencies. This service improves public access to government information. It is important to note that the contributor selects informational sources appearing on the topic page. As always, each information seeker will need to evaluate the value of the information found and note whether the government or the web site stands behind the authority of the information provided. Browse Topics averages approximately 1,213 hits per day and the average length of a visit to a page is close to 8 minutes. At the time of the writing of this article, 74 topics had contributors and were current with 26 topics in various stages of development. There are a number of topics still needing contributors. Readers are encouraged to check out the site and think about sharing your knowledge of a topic.

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Tablet PCs in an Academic Environment

Robert Hallis

Robert Hallis administers the Harmon Computer Commons at Central Missouri State University. He conducts over forty workshops a semester dealing with using Microsoft Applications, Web creation and management, and using library resources in an electronic environment.
He earned his doctorate in Historical Musicology from The University of Texas at Austin, where he earned masters degrees in Musicology and Library Science. He is a Member of the American Library Association, the Music Library Association, and the Missouri Library Association. Hallis has given several presentations dealing with incorporating technology in an educational environment. He has been involved in working with computer based learning systems for over twenty years.

Abstract

The tablet PC is perhaps the latest technology to attract higher education. I found this technology increased my productivity and mobility using "off the shelf" applications. Colleagues that tried the tablet PC for short periods of time were not as impressed. Wearing three hats at Central Missouri State University, I have been able to evaluate this technology in the administration of the campus' 300 workstation open lab, in conducting two graduate courses, and in using bibliographic tools to conduct research in aesthetics and educational technology. In addition, this presentation will briefly summarize how these devices have been integrated into several projects in higher education around the nation.

Those attending this workshop will receive a brief overview of initiatives across the country using the tablet PC. They will also hear a case study involving the use of a tablet PC with "off the shelf" applications in my administration, teaching and research activities over the past eight months. A unit will be available for inspection during the presentation, and handouts will include a list of hardware and software used during this study.

Budget Cuts without Hours and Service Cuts? How Access Services Has Coped

Rebecca Martin

Rebecca Martin has been the head of the Access Services department at Northern Illinois University Libraries since 1999. In addition, she has done cataloging and reference and is currently in charge of collection development for the NIU Spanish department. She is a past chair of the ACRL Electronic Reserves discussion group, ALA LAMA publications committee, and has done committee work for the Illinois ILCSO consortium.

Abstract

In April 2003 due to statewide budget cuts, University Libraries at Northern Illinois University faced an immediate and permanent reduction of $243,000 dollars as well as a mandate to put $188,000 dollars on reserve. The library had to plan for the first part of a minimum wage hike in FY04. With a $335,000 dollar serials cut to take effect in FY05, part two of the minimum wage hike and another 2% cut to the university budget, the task of preserving hours and services is daunting.

The Access Services Department of the library has taken some steps to deal with personnel shortages and still cover the long hours and the many services it offers. Some of those steps have included taking advantage of new technology, such as CLIO, to achieve better workflow and avoid having to fill one vacant position. A vigorous campaign to educate patrons to use their online accounts eliminated the need for a reception position in interlibrary loan and circulation. Although the student budget, which is often an easy target for cuts, had to be reduced, the staff applied some ingenious solutions that saved the library more than 10,000 dollars. These included use of work-study students, cross training, and just-in-time scheduling of students. This library department effected $60,000 dollars of savings.

The upcoming fiscal year will be a very tough one. Again the department will try to exploit technical advances, such as the implementation of e-mail notices and better interlibrary loan scanning equipment. Certain services that require students to leave the service desks may become the patron's responsibility, and current weekend hours might not be sustainable.

Introduction

For a year and a half, a large academic library, Northern Illinois University Libraries (NIU) in DeKalb, Illinois has tried to accommodate both state budget cuts and a minimum wage rise without reducing building hours or services. In April 2003, the library had to make an immediate and permanent reduction of $243,000 dollars and put $188,000 dollars on reserve for possible cuts in fiscal year 2004. In January 2004, the library had to plan for phase one of a minimum wage hike from $5.15 an hour to $5.50 an hour. In April of 2004, the reserve monies were taken. The library also made cuts of $335,000 to the serials budget (10% of the total materials budget) in July 2004. In January 2005, the minimum wage will rise to $6.50 an hour.

The Access Services (AS) department, which is open 4623 hours per year and hires undergraduates to work 42,775 hours annually among seven units, met the challenge by refining workflow, emphasizing patron-initiated services, cross-training staff, and scheduling students on a just-in-time basis. These methods have produced $66,000 dollars in savings thus far without reductions in building hours or essential services.

The Access Services department includes seven units: circulation, interlibrary loan (ILL), print and electronic reserves, periodicals, billing, shelving, and security. There are 19 fulltime staff members, five graduate students and approximately 80 undergraduate students. The library is open seven days a week and during the fall and spring semesters has a schedule of 7:30 a.m. until 2:00 a.m. Monday through Thursday.

Findings

In the AS department, library budget cuts initially eliminated one fulltime civil service position, two graduate assistant positions, and 156 hours of student employment. The civil service position was a vacant public reception position, which had served both ILL and circulation purposes, tracking and renewing items. The AS staff felt it could accommodate the cut by refining its ILL workflow through the Clio software product, and by enforcing a policy of patron self-renewal through the Voyager automation system.

Using Clio Direct Request, one ILL staff member did not have to spend as much time ordering books and notifying patrons about their books. He was then able to train students to handle patrons at the reception desk. Due to ClioWeb, patrons were now able to track their books requested through OCLC and receive automatic e-mails notifying them of the arrival of their books as well any overdue status.

With regard to self-renewal through Voyager, the circulation staff had already spent several years educating patrons about their library accounts in the online public catalog. Whenever patrons interacted with the library at the circulation or billing desks, they received bookmarks and computer instruction on checking their accounts for due dates, renewing their books, and tracking their requests through the 65 schools in the Illinois consortium. Once this patron-initiated behavior was established, the AS department felt it could eliminate the phone renewal service at the ILL desk.

All library departments had to give up graduate assistantships. This paring of the budget was especially difficult for AS because graduate students work evenings and weekends when fulltime staff prefer not to work. Graduate assistantships (GAs) help attract highly responsible students, who can handle patron problems and oversee long-term projects. AS decided that the least painful decision was to reduce one GA in the circulation unit and the other in the security unit, even though those service points had the most student hours and longest schedules of all library units.

In addition, the library's undergraduate student budget was reduced by $20,000.00 dollars across all departments. In AS, the student budget for FY04 amounted to $227,000.00, which already reflected a reduction of up to 6000 student hours. In addition to the reduction in hours, AS staff

had to justify their student budget requests for FY04. They had to fill out a grid that recorded scheduled hours, hours open per year, student hours required per year etc. The Library administration also asked them to justify the need for staffing more than two students per hour at a service desk.

In writing the justification, staff emphasized the cyclical or unexpected demands that occurred at the circulation, periodicals and security desks. Activity at the circulation desk, for example, was busier at noon and in the early evening as well as during exam weeks. In addition, patron lines could form at any time. The scheduling of three students per hour at these desks was a hedge against absences and the need for a student to leave the desk to perform essential tasks such as book-drop pick-ups or reshelving periodicals. Staff also explained that the complexity and autonomy of the Voyager automation system gave staff more high-level tasks to complete, which meant that they needed enough students to carry out the many routine tasks of circulation. Thus, these units did not see the possibility of scheduling fewer than three students at peak hours.

The staff then made a new request to the library administration. They asked that their student budgets not be reduced until the department looked into hiring more work-study students as well as devise a plan for just-in-time scheduling. With regard to work-study students, there was a considerable savings factor because the library would only have to pay 30% of the student's salary. Thus, if a work-study student was hired at $5.50 per hour, the library would only pay $1.65 per hour for their work. Three students could be hired for the price of one. By employing as many work-study students as possible, AS was able to maintain the same number of scheduled hours as they employed during the previous fiscal year. For FY05 and a January 2005 wage hike to $6.50, the circulation staff has calculated that it should be able to break even by using 20% a week of work-study hours. It will keep its 21 students, as before, but eight of them will need to be work-study students.

AS took a proactive approach to saving money, which we have referred to as "just-in-time scheduling." The impetus here was to justify the staff request to receive the same amount of money as in FY03 but to allow a cushion for unexpected circumstances. The department wanted to see if it could either cross-train students to work in other AS units during slow times or send them home. Cross-training was implemented in areas such as shelving (learning the classification system), print reserves (learning to create brief cataloging records), billing (using a relational database to input information), electronic reserves (scanning and editing .pdf files), ILL (using CLIO software to answer tracking questions), and periodicals (locating print and electronic journals for patrons).

The effort was a success. While the library administration has always asked departments to stay within a 5% control, the departments averaged 6.6% under the control, with the exception of the ILL department, which in spite of similar scheduling efforts and due to a hiring problem, was forced to finance an extra-help staff position out of the student budget. In spite of the ILL unit going over budget, AS effected savings of approximately $35,000.00 with the efforts described above. These savings, plus the aforementioned cuts of staff and graduate students, totaled $66,000 dollars.

Will these measures be sustainable into FY2006 with the minimum wage at $6.50? Naturally, the library hopes that the economic future will be brighter and that the library will receive money to sustain its building hours and services, rather than face more cuts. The library has already seen cuts in its hours as the university has implemented flex hours from June to August across campus for the past two years. As a result, the library is open 8:00 am to 5:00 pm on Fridays with minimal staffing and is closed on Saturdays. It has also been closed nine extra days during the December interim.

The AS staff worries that student help will be cut before building hours are cut. Such a scenario would cause delays in ILL services, claimed-return book searches, basement retrieval of storage books, and billing appeals. Also, maintaining morale would be a challenge if staff had to take on the students' routine tasks in addition to their management duties and complex problem-solving activities, which are related to automation system deficiencies.

On the positive side, the library administration is committed to working toward seamless technological solutions to keep the budget under control percent rather than continuing to reduce the student budget. E-mail notices for circulation are a high priority because they will save on stationery, postage and staff time. A reliable, automated patron load would cut down on the time staff spends verifying and cleaning up patron records. Upgrades to Clio and Ariel that will make them compatible with our present scanner should require less student help for scanning and photocopying. Hopefully, the staff view in the new FirstSearch interface will also reduce the processing time for OCLC since only requests for the items our school owns will be sent to us. In addition, an online feed of data between the Bursar Office and Library Billing would eliminate much paperwork and cut down on person-to-person communication with the billing unit, as patrons are allowed to see the credits applied immediately to their own accounts.

Conclusion

In spite of improvements in technology, AS personnel feel departmental staffing has been cut to the bone. For both morale and practical reasons, no one wants to see the student presence reduced further. Students bring enthusiasm, fresh ideas and computer expertise to these positions. Furthermore, students learn lessons in responsibility, problem solving and people skills. There is also a limit to how much work-study can be accumulated per student. Keeping a well-trained student with experience is preferable to hiring new work-study students all the time. The rote tasks that do not go away in Access Services are what make the system work—accurate discharges of materials, careful filing, searching for lost books, retrieving and reshelving items, and scanning material. Fulltime staff cannot handle the volume of these activities and still perform management duties as well as continue to adhere to competitive turnaround times.

AS will continue to refine workflow, educate the public about patron-initiated services, cross-train students and staff, and apply just-in-time scheduling with students. However, they will also use departmental statistics to show that borrowing and lending transactions are up 15-20%, which means more student work is needed. The manual process of adding patron records at the circulation desk is up 226%. Billing appeals are up 260%, and electronic reserves readings

are up 42% a semester. These are just some of the services that rely on student help, in addition to fulltime staff input. Hopefully AS will be able to convince the library administration that technology cannot replace people.

E-Books and Academic and Public Libraries

Laurence S. Seidenberg

Laurence Seidenberg is a graduate student in the M.S.I.L.S. program at the Pratt Institute School of Information and Library Science in New York expecting to graduate in December 2004.He holds a M.Ed. from the College of New Jersey and a J.D. from the University of Toledo. He has experience in the teaching and legal fields/ and business contracts prior to entering the library science profession.

Abstract

E-Books offer great potential to Public and Academic Libraries in addressing many current dilemmas surrounding cataloging/metadata issues, space savings, preservation and archiving, lowering costs of acquisitions, among other areas. In the academic setting, distance learning efforts, and course pack distribution can benefit greatly from an increased availability of ebook titles in library OPACS. Internet publishers and ebook vendors like netlibrary (World E-book Library), ebrary, questia, RosettaBooks, among others, offer services and collaboration that traditional libraries need to examine and consider in order to remain competitive with new media alternatives for the digitally sophisticated user, and to supplement and solve for current library issues in the area of preservation and archiving, space saving and continued development of remote access to content whether from vendors, for allied distance education units of parent universities/institutions or for library developed or acquired digital collections. With the commercial ebook market in the doldrums, the library market can better collaborate with vendors and traditional library wholesalers like Baker and Taylor for enhanced ebook service models that could offer a greater variety of titles at a lower cost than traditional formats. Provisions for archiving, for example, would be an aspect to negotiate. A library-centric ebook model would suggest not focusing on any one proprietary format of ebook (PDF etc.) but allow the library to be a forum for several types and be as integrated into the OPAC as possible. The library market can take the lead in promoting ebooks for public use and enjoyment, while aiding library functions such as preservation at a time when the impetus for ebook profits are lessened by decreased market demand. The leverage of the stable library market could be used to negotiate more favorable terms for archiving, licensing and overall digital rights.

Overview

Libraries in both public and academic settings are poised to be the first mass adopters and beneficiaries of developing e-book technology. The features adopted, rejected or ill fitting to the user/reader can be a valuable lesson to commercial publishers who can use these efforts as a test market to improve e-book features for application to both recreational readers and the serious scholars in academia. The crisis in funding of both public and academic libraries demonstrate the significance of the entry of the electronic book format, potentially the lowest cost opportunity for libraries to provide books, journals and other documents to a broad community of users. It is this author's view that this technology and format should be seized upon and not rejected out of hand for lack of immediate familiarity or equivalent convenience as that of print materials or for that

matter the administrative headaches of digital rights management or format incompatibility. There is great potential for a variety of reader applications by infusing online materials with online capabilities. For example, the disabled and visually impaired could have access to a wider range of textual material. The non-native English learner could have readily translatable texts side by side with the text in their native language. Distance education programs and struggling small and rural libraries could benefit greatly by the availability of vast online book collections otherwise unattainable due to cost and geography. Rare, crumbling manuscripts, inaccessible due to their frailty, could be accessible to patrons online without concern for damage to the document while simultaneously aiding preservation efforts. Scholars in academia could be afforded access to a vast array of search and navigation features not available in print materials, collaboration with authors and colleagues, more recent updates and vastly superior portability of a great number of books and documents in a small reader or storage device. All this is in addition to the cost savings for libraries in acquisition, storage and administration.

The phenomenon of e-books is still so new and consensus so uncertain that even a clear definition is hard to come by. The American Association of Publishers defines e-books as "a literary work in the form of a digital object consisting of one or more standard identifiers, metadata and a monographic body of content intended to be published and accessed electronically"(Slowinski). A well known e-book vendor, Netlibrary defines e-books in terms of content: "An e-book is not a device; nor is it a mechanism of creation; nor is it defined as one dedicated source of content. An e-book is the content itself" (Slowinski).

Existing and future e-book vendors should consider libraries their first stop in experimenting with e-book models, formats and user preferences. Libraries offer a relatively stable purchase market with a ready market of readers and researchers. This stability is particularly evident at universities where the library is most often the center of learning on campus. Readers are more likely to experiment first with publicly available e-book resources than spend $300-$500 on e-book technology in a high pressure electronics retail store.

Some Current Library Applications of E-books: Overview

E-books have actually been around for several years, decades in fact, in the form of online texts such as that available at project Gutenberg at the University of Illinois. However, dedicated e-book devices really began to appear around 1998 with the "Rocket E-book" from NuvoMedia and SoftBook by SoftBook Inc. A lack of sales, limited title availability, and user friendly features severely diminished their popularity. Better results occurred with Adobe's development of CoolType and Microsoft's Cleartype software to enhance text viewing over long periods.

Other e-book ventures focus on subscription models without relying on a separate reader device, so the content can be read on several devices and PCs. NetLibrary was a pioneer in the area, but due to financial circumstances and the dot.com financial pull back from internet companies, they were taken over by OCLC. Subscription models were readily adaptable from database providers and publishers of online journals and monographs with ready licensing and subscription models, as well as a depth of content from their print catalogs that could be offered. Some other examples of e-book vendors working with libraries have been ebrary.com and Questia. Ebrary has a revenue sharing arrangement with libraries where users seek to print and copy material from

licensed e-books. Questia offers a flat annual fee after which users have access to an array of full text content. Questia targets individual users instead of institutions. E-book vendors are now too numerous to list and vary greatly in their focus, business model and format. Some e-book vendors include:

- Alexandria Digital Literature Library (http://www.alexlit.com)
- Project Gutenberg (http://www.gutenberg.net)
- Safari Books (http://www.safaribooksonline.com)
- Rosetta Books (http://www.rosettabooks.com)
- Online Originals (http://www.onlineoriginals.com)
- Questia (http://www.questia.com)
- Intellectua (http://www.intellectua.com)
- Fictionwise (http://www.fictionwise.com)
- Planetebook (http://www.planetbook.com)
- Xlibris-a partner of Random House (http://www2.xlibris.com)

Netlibrary and Baker & Taylor's E-Content Delivery System are examples of an e-book model not dependent on a particular reader device. They also have worked to adapt their offerings to the library lending model vs. sale. Content is made available for loan in PDF/HTML in single use fashion for limited periods. Netlibrary is part of OCLC and offers over 40,000 e-book titles to 8,500 libraries. It claims to offer a comprehensive approach that fits in with the public mission and methods of libraries. Their website reiterates the benefits of e-books: no reshelving, no lost books or overdue books, reliable data collection, full text searching, hyperlinks and multimedia enhancements to books. Their proprietary software has a unique mechanism to detect copying. When there is rapid viewing of multiple pages, a typical pattern in page by page copying, a warning appears and the user account is disabled (netLibrary).

E-books are readily integrated into the library's OPAC and along with the ability to search across the e-book collection, increased statistics are provided the library concerning the number of times items were browsed, accessed, along with turnaround time. The single use aspect vs. multiple copy lending conforms to publisher demands, but is a point of contention for libraries seeking more flexibility as with a right of first sale as to print materials. Unlike their print counterparts, e-books have the potential to be available to multiple library patrons simultaneously, but the typical license limits use to individual patrons, something of a point of contention for libraries that is analogous to an abrogation of the commonly known First Sale Right of libraries and other purchasers found in 17 U.S.C.109 of the Copyright Law. This allows libraries to do as they wish with the purchased book such as lending it out, selling it at a book sale or as per Fair Use exemptions to permit fair use copying of excerpts. E-books have more license-like limitations than the typically acquired monographic work. A Digital Right of Resale has yet to be resolved since enactment of the Digital Millennium Copyright Act of 1998. License restrictions are more harshly enforced by technological measures with e-books as with all electronic publishing products, potentially frustrating the goals of both the First Sale and Fair Use obligations under the law. Libraries would like to be able to offer simultaneous lending of multiple copies of popular e-book titles for the same negotiated license, as well as be able to offer the user the right to copy segments of the books offered, in line with fair use guidelines applicable to print monographs.

Fictionwise, another e-book vendor provides content to be used on both hand held devices or PCs but is an example of the problem of incompatible industry formats. Overdrive is an e-book DRM, "Digital Rights Management Solutions" company that has arrangements with numerous libraries. They market an e-book server called Content Reserve that integrates e-books into a library OPAC. It offers a Digital Library Reserve Collection Manager with hundreds of titles and provides MARC records and needed metadata. An example of a public library using Overdrive is the Park Ridge Public Library in Illinois (eBook Catalog and Download Center).

The University of Virginia Electronic Text Center is an example of the many digital libraries appearing on campuses that are adding e-book collections. A pioneer in e-texts, University of Virginia, has over 70,000 on and offline humanities related texts. Languages range from Latin to Japanese to Apache. Other examples of burgeoning electronic text and e-book centers include the Georgetown University Center for Text and Technology, University of Kansas-Carrie Full Text Electronic Library and the University of Michigan Humanities Text Initiative (Carrie: A Full-Text Electronic Library and Humanities Text Initiative).

Library Functions aided by E-Book Technology

Some problems of print collections that an e-collection can address include the difficulties of lost, stolen and mis-shelved books, limited library hours, providing access to rare and oversized books and administrative efficiency in book check in , check out and in book binding, as well as addressing inefficiencies in cataloging. While the drawbacks to e-book technology have yet to be fully addressed, the advantages for all libraries, particularly rural and small libraries, merit a closer look at developments that could assist operations and the user. Some advantages restated include:

- E-books and cataloging: New e-book formats supported by Open E-Book (OEB) Publication Structure and Dublin Core metadata can be provided to libraries along with content. These formats can aid cataloging efforts. Being able to easily integrate content within an OPAC is an advantage.
- E-books and labor savings: E-books can save labor costs in the Circulation Department by eliminating physical checkout/check in.
- E-books and preservation: The proliferation of successive formats increases the difficulty of migration for important works sought to be preserved. A digital format together with a persistent digital object identifier can aid in preservation without having to access the original again.
- E-book and the classroom: The role of the library and librarian can be genuinely elevated to that of a distributor/producer of educational content in conjunction with academic departments or school districts, perhaps to create tailored, customized materials from online content. The profile and stature of the smallest library can be raised with the development of a well known online collection niche or cooperative arrangement with school/university department (Jantz 104).

Specific E-book Functions Useful to Academic Library Patrons

Several studies have been done that highlight e-book functionalities/features of the 'ideal' e-book, which is really a work in progress. Adoption of even a small portion of these would be a vast improvement over current models. In one study by the California Digital Library, the following features were cited as desirable by users:

- A format should not be dependent on a specific hardware
- An interface should not be dependent on a particular level of bandwidth
- Content should remain true to the original including page numbers
- Navigation tools should include hyper linking and extensive browsing/searching capability
- The user should have the ability to print some or all of the text (this would align with copyright fair use exemptions from infringement)
- Advanced search tools and bookmarking and highlighting should be made available
- There should be a direct link from MARC records; OPAC integration of the item (Coyle).

A common element of many studies was the user/reader's desire to stay close to the metaphor of the physical book version, encompassing attributes of ownership such as notation (notes, drawings, doodles) but also other kinds of personalization such as control over type, font size, display image, etc. The ability to annotate and personalize or write in the margins stems from the cognitive experience of reading and interacting with the printed material. This in itself is a form of dialogue, a descendent of spoken storytelling merely transcribed. Annotation was actually more common before its relatively recent proscription by Victorian era development of lending libraries of the 19th century and when more blank space and wider margins appeared in books (Gibbons, Peters, and Bryan 87).

Two well known studies were done in recent years that highlighted e-book features valuable to library patrons including the 2002 Electronic Textbook Descriptive Guidelines-EBONI (Wilson and Landoni) and the Columbia University Online Book Evaluation Project in 1999 (Summerfield).

Many of the Columbia findings were found in the 2002 study but uniquely voiced the appreciation by students of the e-books at their academic library merely being available. This is in comparison to the typical delay incurred by a new text due to the processing time from the publisher to cataloging to the library bindery and then to the shelf. The latter procedure still only reflects the process for one book, and one that may be in high demand or taken out of circulation by a professor for lengthy periods.

Some of the key findings of what academic students sought in ideal e-books were the following. An e-book should:

- Include a cover, the same as a print issue
- Include hyperlinks from the index and table of contents
- Include both simple and advanced search tools

- Include the use of hypertext, enhanced navigation and cross referencing
- Include careful consideration of typographical design for legibility, and plenty of white space to avoid a cluttered look
- Include use of short pages
- Include content clues like abstracts and keyword definitions
- Have physical orientation clues to show the reader how much of the book has been read; page numbers etc.
- Break text into short chunks and sections to improve scanning
- Include multimedia and interactivity where helpful- audio, video, quizzes
- Provide the ability to bookmark, highlight and annotate
- Consider ergonomics as to the reading device, its weight, size shape
- Consider durability of the device-battery life, rubber edges (Gibbons, Peters, and Bryan 71).

Conclusion

The major advantages of e-books from the library viewpoint are the potential to lower the cost of operations in acquisitions, cataloging, the enhancement of services to the user, a savings in physical space, increased statistics on library users that could be used to improve service and the advantages for preservation of rare materials that the public can have broader access to. Accessibility for the disabled to a greater variety of materials could be made at a distance and tools to assist the visually impaired to access materials using enhanced online display tools could find a bigger audience with the aging of the U.S. population. The role of the library could be enhanced and the librarian could take a frontline role in conjunction with e-book technology vendors in provision of interactive, perhaps customized e-journal, e-book, e-coursework packages for increasingly segmented audiences. Libraries on campus that already are now involved in library instruction classes and tutorials could become more involved in packaging of content from disparate digital collections and act as digital collection consortia coordinators and liaisons to academic departments. The increased availability of e-book offerings and proliferation of digital libraries and the potential of customization and tailoring of online texts for particular subjects, courses or research endeavors, all within digital rights management confines, offer the librarian the opportunity to redefine his/her role in the information economy and library community in a time of economic and technological challenge.

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I-Cite: Presenting an Interactive Bibliographic Learning Application

Sarah G. Park

Sarah Park is an Automation Support Librarian at Northwest Missouri State University. She is responsible for managing PCs and servers in libraries, coordinating web development, and providing IT solutions to library staff and users. She is interested in exploring emerging technologies and developing applications to cope with information chaos. She received her MS in Library and Information Science from University of Illinois at Urbana-Champaign in 2002.

Abstract

By integrating dynamic web technologies into traditional bibliographic instruction, today's librarians can provide more interactive and effective learning experiences to students.

Unlike many citation assistant products available in the market, which focus on the finished citation, I-Cite is developed to focus on stretching students' critical thinking and reasoning capabilities. I-Cite returns not only finished citations but also returns suggestions and comments on mistakes students have made instantly after students submit answers through web forms. The instant feedback from I-Cite helps students pinpoint their misunderstandings about citing and leads to in-depth examination of the documentation process. It also gives unique opportunities to librarians to evaluate the performance of students' learning and their teaching.

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