



Instruction Section NEWSLETTER

Association of
College and Research Libraries
and American Library Association

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Dude, that's primo....

IEP Renamed PRIMO

The Emerging Technologies in Instruction Committee is pleased to announce a name change for the Internet Education Project. During the 2004 Midwinter Meeting, the committee brainstormed new names and ultimately selected PRIMO: Peer-Reviewed Instructional Materials Online. This new name emphasizes the peer-reviewed nature of the project, and the word "primo" reflects the first-rate instruction models found in the project database.

The Internet Education Project was born from the 1994 committee report *User Education for the Internet: Report and Recommendations*. This report outlined a new project the committee was working on to "identify the most appropriate and effective means for librarians to design and disseminate instruction materials for teaching the academic and research community about information seeking, information sharing, and information evaluation in the networked environment presented by the Internet." Ten years later, the project has evolved from teaching about the Internet, to teaching using the Internet as a medium, so the Internet Education Project name no longer matches the project content.

Miriam Dudley Instruction Librarian 2004

William Miller wins Dudley Award



William Miller, Director of Libraries at Florida Atlantic University, is the 2004 winner of the Miriam Dudley Instruction Librarian Award. This award recognizes a librarian who has made a significant contribution to the advancement of instruction in a college or research library environment. The award honors the woman who was the chair of the committee that organized the Instruction Section (then known as the Bibliographic Instruction Section), and who was the first chair of the Section. There are four areas of distinction in which Dudley nominees may excel: planning and implementing academic instruction programs that have served as a model for others; producing a body of research and publication that has had an impact on the concepts and methods of the field; sustained participation in regional or national organizations devoted to the field; and/or promoting, developing and integrating education for instruction in ALA accredited library schools or professional continuing education programs.

Dr. Miller's contributions to information literacy are wide-ranging and have been sustained over time. He has made contributions at the institutional, state, and national levels in a variety of ways. He has initiated or enhanced academic instruction programs wherever he has worked. Indeed, he has been characterized first of all as a teacher-librarian. Upon his arrival in 1976, Albion College in Michigan had no library instruction program at all. He began a vibrant program which ultimately reaches almost every department in the college. While Head of Reference and Government Documents at Michigan State University, he coauthored and supported an extensive workbook program stressing information skills for several thousand freshmen each year. As Director of Libraries at Florida Atlantic University, he has supported the growth of and enhancements to the instruction program, culminating in the creation of a department of information literacy.

His publication record is extensive, and many of his articles and chapters have explored topics connected to information seeking and information literacy. Two of these are "Instructing the Online Catalog User," which appeared in *Research Strategies* in 1986, and "The Future of Bibliographic Instruction and Information Literacy for the Academic Librarian," a chapter in *The Evolving Educational Mission of the Library* edited by Betsy

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Miller (continued from p.1)

Baker and Mary Ellen Litzinger
(ALA, 1992).

Miller has held a number of leadership positions in the Instruction Section, at a time when it was known as the Bibliographic Instruction Section (BIS). As 1984-85 BIS Chair, he recognized the need to appoint the first Task Force on Core Competencies. The work of this task force had a major impact on the recognition of instruction as a vital library service. He created the Communication Committee during this year, because the Section was growing so large. Dr. Miller also served as chair of numerous committees and task forces, including the Long Range Planning Committee, the Committee on Cooperation, and the Task Force on Name Change. Dr. Miller has served as a proponent of information literacy to the wider academic community, including presenting on the topic at conferences of the Modern Language Association and the American Sociological Association.

Elsevier Science, publisher of *Research Strategies*, sponsors the Miriam Dudley Instruction Award. Dr. Miller will receive a citation and \$1,000 at the IS annual conference program on Sunday, June 27, 2004, at 1:30 pm.

*Trudi Jacobson
Chair, Dudley Award
Subcommittee*

From the desk of the Instruction Section Chair

The Long and Winding Road

I don't know about the rest of you, but my spring semester has flown by at a rapid pace. Here it is April already, and my term as IS chair is rapidly drawing to an end. While my memories of leading this incredible volunteer organization are all unforgettable—and, by the way, I'm fairly confident that my late night anxiety dreams about the keeping the section moving ahead won't persist forever—what will linger the strongest in my mind is the simple realization of this fact: the Instruction Section "works" because of an extended timeline of amazingly talented and selfless individuals united in shared service centered on the core ideal of educating and teaching others about the world of information. You, I, all of us together, we have and will continue to play a part in a shared goal that is more marathon than sprint.

Speaking of staying focused, IS committees and task forces have been hard at work on their various projects and initiatives, many of which are profiled in this issue of the newsletter. More will be announced in the months to come. And yes, even though as I write this many of us around the country are dealing with cold and wet spring weather, it's not too early to begin packing your shorts and sunscreen in anticipation of the 2004 ALA Annual Conference in Orlando.

In addition to our regular business meetings, IS will be sponsoring several special events in Orlando that I encourage all IS members to attend. Annual Conference kicks off with our traditional IS Dinner on Friday night, which provides an opportunity for all of us to reconnect, visit, and trade exciting and/or embarrassing stories from our home campuses (no shortage of the latter from my own institution, CU-Boulder, this semester). Orlando local arrangements chair Linda Colding has found us an exciting venue and an inventive menu, and I hope you'll consider joining us for dinner in her hometown.

On Saturday, the section is offering a half-day workshop on conducting information literacy research that builds upon the section's recently published *Research Agenda for Library Instruction and Information Literacy*. While the workshop is free, attendance is limited and pre-registration is required.

Then, on Sunday afternoon, I'm very pleased to invite you to attend the 2004 IS Program. Entitled *The Price of Success: Affording Information Literacy in an Uncertain Academic Economy*, this timely program offers a stellar lineup of panel participants who will provide their individual perspectives on the challenges and opportunities of supporting and sustaining successful information literacy programs during financially difficult times. As a reminder, the program session begins with the presentation of the IS

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Two Publication Awards Given in 2004

This year the Instruction Section is awarding two Publication Awards. The recipients of the first award are Esther Grassian and Joan Kaplowitz for their book, *Information Literacy Instruction: Theory and Practice* (Neal-Schuman Publishers, 2001). Grassian is the Information Literacy Outreach Coordinator at UCLA's College Library; Kaplowitz is Assistant Head of the Reference Department at UCLA's Biomedical Library. Their book is a seminal work that pulls together information about information literacy instruction that heretofore has had to be gleaned from a myriad of resources. The broad scope of the book's coverage—the history of information literacy, pedagogical and instructional design theories, methods of assessment, instructional technology, etc.—and its knowledgeable grasp of “real life” issues related to these topics will be useful to any librarian seeking to develop a solid understanding of our field. Written by practitioners in the field, the book approaches each issue from both a theoretical and a practical perspective, offering exercises and sources for further reading at the end of each chapter. This book will serve as a foundation stone for aspiring instruction librarians in graduate programs, as well as for those who are already teaching but who never have had formal training in instruction.

The second recipient of an IS Publication Award is Ann Grafstein for her article “A Discipline-Based Approach to Information Literacy”, *Journal of Academic Librarianship* 28 (July 2002): 197-204. Grafstein is the Coordinator of Library Instruction at Hofstra University’s Axinn Library. Her article is a hallmark in our field that should be required reading for all campus administrators and faculty, as well as librarians. It proposes a discipline-based approach to teaching information literacy, one that persuasively articulates what it is that a discipline needs in order to nurture lifelong learning. Succinctly written, this article breathes fresh life into the notion of faculty/librarian collaboration by explicitly delineating the complementary roles of faculty and librarians in teaching information literacy.

*Abbie Loomis
Co-Chair, Awards Committee*

No Recipient for Innovation Award

Due to a lack of qualifying nominations, the Instruction Section will not be naming a recipient for the IS Innovation in Instruction Award this year. The Awards Committee is currently taking active steps to revise the award criteria and expand publicity efforts in order to ensure stronger, more viable nominee pools for the future. IS leaders, along with award sponsor Lexis Nexis, would like to thank all individuals who submitted nominations this year, and we look forward to recognizing innovative library instruction projects and initiatives with this award for many years to come.

Diverse Populations Resource Available

The Instruction for Diverse Populations Committee is pleased to announce the publication of the Library Instruction for Diverse Populations Bibliography, available on the Web at <http://www.ala.org/ala/acrlbucket/is/publicationsacrl/diversebib.htm>.

The committee has compiled this bibliography to meet the need of librarians for information about teaching diverse populations within college and university settings. With its emphasis on material written in the last ten years, the bibliography features groups long associated with the idea of “diversity” such as students of color, international students, and disabled students as well as populations recently identified such as non-traditional or adult learners, and students who are the first member of their family to attend college.

Committee members surveyed the whole of higher education literature, so this bibliography goes beyond the library walls to include the observations of counselors, classroom teachers, and student services professionals. The bibliography includes print and electronic resources key to the development of effective methods and materials for providing library instruction and teaching information literacy competencies to diverse student groups. Librarians seeking information about one of these groups can turn to the relevant section of the bibliography, find an overview of issues and strategies relating to that population, and locate informational resources that will give them immediate help in preparing teaching methods and materials.

*Michele Ostrow, Member
Instruction For Diverse
Populations Committee*

IS Needs You

There are over 3600 personal members of the Instruction Section. Every organization tells its members that they are important to the continued vitality of the organization, its philosophy, purpose, and projects. Often, a contribution to the "continued vitality" is a monetary one. While we all pay to belong to the ACRL Instruction Section, it's your time and energy that is the vital contribution to IS as an organization. In my four years as Newsletter Editor, I have had the opportunity to observe that it tends to be the same small group of people who volunteer to lead the work of the section. Is it the same small group because IS librarians are cliquish? Because there's been no way to seize control from these power-mad librarians? It's neither of these things. It's because these librarians have served the section in a variety of capacities—appointed as interns, members, chairs or elected as president, secretary or member-at-large. They have given work hours and personal time to promote, support, and enhance the work of instruction librarians.

If you have yet to volunteer to serve on a committee, I encourage you to do so. There's a rumor that it's hard to get on an IS committee because there are so many people in the section. You might be surprised to learn that there are times when there aren't enough volunteers to fill committee vacancies and that when it's time to elect officers, voluntary nominations don't fill the slate. We live and work in an era where committees work via email before we meet at annual and midwinter conferences. Several IS committees have virtual members—not the well-known volunteer who gets appointed but never shows up for meetings—but members who participate in committee work via email, fax, and phone. There isn't a specific place on the Committee Volunteer Form to ask to be a virtual member, but if you can make a contribution to IS by being a virtual member, note it on the form under "Interest in IS Activities".

I've been Newsletter Editor a long time. Some people say, "I've done my time", but I'm going to volunteer again. Volunteer with me, the best is yet to be.

*Marji MacKenzie
Newsletter Editor*

Winding Road (*continued from p.2*)

awards, including the Miriam Dudley Instruction Librarian Award, given this year to William Miller, director of libraries at Florida Atlantic University.

Complete information about all of the Orlando events I've mentioned can be found elsewhere in the newsletter.

At the end of the conference, IS will be saying goodbye to two of our valued section administrators. Both Marji MacKenzie, IS Newsletter Editor, and Sarah McDaniel, ILI-L Listserv Administrator, will be stepping down from their positions as their appointment terms come to an end.

Marji leaves us after two successful 2-year terms in her position, and after pulling together 8 consecutive issues of this newsletter, she is no doubt looking forward to a deadline-free existence. Sarah leaves us as the inaugural ILI-L listserv administrator, and she was an instrumental force in the creation and ongoing success of ILI-L as a major discussion forum for instruction librarians around the world. On behalf of the members of the section, thank you, Marji and Sarah, for your time, energy, dedication, and expertise!

Thanks, too, to my colleagues on the IS Executive Committee for joining me in the adventure. Your advice, support, and assistance have been invaluable. A special thanks to past-chair Trudi Jacobson, member-at-large Susan Miller, and secretary Marsha Forys, who all will be stepping down from Exec in July.

And, finally, I extend my greatest appreciation to all committee and task force chairs, members, interns, and volunteer administrators. The impact of your unwavering commitment and tireless energy on the success of IS cannot be overstated. It's been an amazing thing to watch.

*Keith Gresham
IS Chair 2003-2004*

Shaping the Future of IS

The IS of the Future Task Force in conjunction with the Education Committee and the Membership Committee hosted the Midwinter IS Discussion Forum on Sunday, January 11th in San Diego. Approximately 60 members attended the forum and offered their thoughts on how to improve IS. Participants in groups of 6-8 selected one of five issues to discuss (communication, leadership, committee structure, collaboration activities, and de-centralization of IS). Their task was to brainstorm possible structural solutions to current problems, providing suggestions for new ways of conducting business.

The Task Force has compiled the comments from the session and is currently developing recommendations to present to the IS Executive Committee at ALA Annual. Additional input is welcome. Please send suggestions or comments to task force chair Jennifer Dorner at dorner@pdx.edu.

*Becky Imamoto
Intern, IS of the Future Task Force*

The Price of Success: Affording Information Literacy in an Uncertain Academic Economy

As information literacy programs grow, libraries struggle to find resources to meet ever-increasing campus responsibilities. Many programs are expected to teach more sessions for greater numbers of students using existing staff and resources. The IS Annual Conference Program will focus on setting and implementing priorities for information literacy programs and the allocation of academic resources at both library and institutional levels. Participants can expect to learn practical strategies for implementing priorities and negotiating for program support.

Panelists represent a variety of campus perspectives on instruction and information literacy: Lorie Roth, Associate Vice-Chancellor, Academic Programs, California State University; Bruce Kingma, Associate Dean, School of Information Studies, Syracuse University; Patricia Durisin Barbera, Instruction Coordinator, MIT; and Trudi Jacobson, Coordinator of User Education Services, SUNY-Albany.

The speakers will outline their priorities for information literacy in teaching, curriculum and educational programming; describe methods for implementing those priorities; and discuss strategies for supporting and sustaining information literacy initiatives. The IS Annual Conference Program will commence Sunday, June 27, 2004 in the Orange County Convention Center 224 A-D at 1:30 pm with the presentation of the Miriam Dudley Instruction Librarian and Publication Awards and conclude at 3:30 pm.

Kristen Ramsdell

Co-Chair, Conference Program Planning 2004

Participants were enthusiastic about the brainstorming session as demonstrated by evaluation form feedback. In response to the question of what they might take away with them or do differently, the largest groups spoke of partnering and collaborating with faculty, holding a research paper contest, or asking students to keep a web log in order to analyze how they do research. One frequent comment was how reassuring it is to see that we share common challenges.

The committee also solicited participants for topics they would like to see discussed in future brainstorming sessions. Creating learning outcomes and sharing descriptions of successful collaborations with faculty were frequently mentioned among the many suggestions made. Come brainstorm with us in Orlando!

Mark Emmons

Chair, Teaching Methods Committee

Brainstorming Standard Four Ideas

On a beautiful Sunday afternoon in sunny San Diego, 61 librarians gathered to brainstorm answers to the question asked by the Teaching Methods Committee: "How can we help students use the information they find?" The intent of the session was to focus on Standard Four of the Information Literacy Competency Standards: "The information literate student...uses information effectively to accomplish a specific purpose." Over the course of two hours, participants discussed what it means to use information effectively, how librarians can help students in the process, and how to assess student achievement of the Standard Four outcomes. The ideas generated in this session are available on the Teaching Methods Committee website at <http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/teachingmethods/teachingmethods.htm>. The summaries provide the questions posed together with the laundry lists of responses generated by librarians working in small groups. The web summaries can inspire librarians to try new techniques or to reflect on the variety of possible solutions to what may seem an insurmountable problem.

**ATTENDING THE
IS DINNER?**

**SIGN UP ON
PAGE 7 AND
READ THE
ANSWER TO
THE QUESTION
YOU DIDN'T
KNOW YOU HAD.**

A cooperative learning strategy

The quick guide to the jigsaw method

Select a topic or concept
(the jigsaw puzzle)

Break it into parts
(the pieces)

Assign each group of learners a piece of the puzzle

Enable learners to develop expertise specific to their piece

Convene new groups to which each learner brings unique expertise

Share expertise to put the puzzle back together, creating new and deeper understanding of the topic or concept

PRIMO (continued from p.1)

PRIMO will continue to grow as the Internet Education Project did through semiannual calls for nominations and submissions. Deadlines for our next round of reviews are May 1st for nominations and May 15th for submissions. For more information see <http://cooley.colgate.edu/etech/primo/index.htm>

Lori DuBois and Judy Smith
Co-Chairs, Emerging
Technologies in Instruction
Committee

Experts puzzle over Bright Ideas

On Sunday, January 11, 2004 the IS Management of Instruction Services Committee facilitated its Bright Ideas session—"Make 'Em Wanna Teach: Getting and Keeping Librarians Excited About Instruction." The forty-seven participants attending the session got more than just the content advertised, they also learned a cooperative learning technique new to most of them, the jigsaw method. The jigsaw structure has learners working in small groups. Each member of the group cultivates a unique area of expertise. When learners share their expertise in the small group, the areas come together like a jigsaw puzzle to form a larger body of knowledge that every group member has helped to develop. During the Bright Ideas session, group members rotated out to an "expert" table where one issue was discussed in depth. People then went back to their home group and reported on what they had learned. This method puts the emphasis on individuals conveying information to their home group, rather than the more common model of small groups working on a single issue and then reporting their findings to the larger group at the end of the session. Many of the participants were eager to try the jigsaw structure as an instructional method in their own classrooms.

Expert groups developed Bright Ideas in these areas:

- ♦ Inspiring colleagues who do not report directly to the instruction coordinator and aren't particularly excited about teaching
- ♦ Engaging librarians in the continued development and improvement of the instruction program
- ♦ Managing an instruction program with a limited number of librarians, all of whom have multiple responsibilities
- ♦ Preventing burnout when teaching multiple sections
- ♦ Motivating colleagues to continue to improve their teaching by experimenting with a variety of teaching techniques
- ♦ Introducing change while remaining positive and encouraging

The facilitators emphasized that this session was about generating new ideas rather than bemoaning past incidents that fit the category. Participants developed multiple solutions for different scenarios that focused on the theme of transferring ownership of instructional program change to the teaching librarians. Asking teaching colleagues "What do you think we should do?" rather than dictating "This is what we need to do" makes teaching librarians feel more invested in the process and creates an environment that encourages innovation and risk-taking. Developing in-house training, bringing instruction experts to campus, and utilizing campus resources that promote and reward the improvement of teaching were among the recommendations of the participating experts.

Liz Kocevar-Weidinger, Chair
Management of Instruction Services Committee

Eat like a football player at Dan Marino's Fine Foods

The Annual IS Dinner

Friday, June 25, 2004

6 pm to 10 pm

Cash bar. Dinner served at 7 pm

Dan Marino's Fine Foods & Spirits at Pointe Orlando

9101 International Drive Suite 1300

407-363-1013

<http://danmarinosrestaurant.com>

Who is Dan Marino? Dan Marino was a quarterback for the Miami Dolphins 1983-99, a very long career in professional football. Wearing jersey number 13 (see the phone and suite numbers above), Marino set a phenomenal number of NFL and team records. The Dolphins were in the play-offs many times but never won a Super Bowl with Marino as quarterback.

Questions: Linda Colding, 407-823-4248,

lcolding@mail.ucf.edu

Transportation: Parking is available next to Pointe Orlando and will be validated by the restaurant.

I-RIDE Trolley: Main Line Stop 30 or Green Line Stop 8

Mail registration and payment

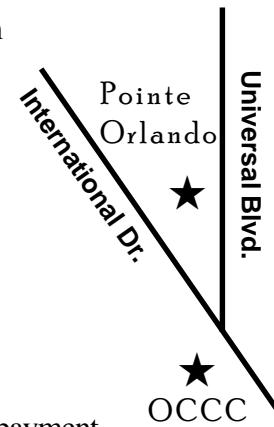
to be received by June 9 to:

ACRL/IS Annual Dinner

Attn: Ben Hawk

50 East Huron St.

Chicago, IL 60611-2795



ACRL/IS Dinner Annual 2004 Registration Form

Enclosed is my check or credit card authorization for **US\$35.00** payable to **ACRL** (U.S. funds only; others please use an international money order). Registrations will be honored with receipt of payment. *Payment must be received by June 9th. Cancellations after June 9th cannot be honored.*

Name _____

Institution _____

Address _____

City _____ ST _____ Zip _____

Telephone _____

E-mail _____

This is my first IS dinner.

I'd like an IS veteran to introduce me to others.

I need ADA assistance.

I need more than a cancelled check as my receipt.

Please select an entree:

- Penne Pasta with Portobello Mushroom**
- Chicken Parmesan**
- Shrimp Scampi**
- House Marinated Pork Chops**
- Skirt Steak**

Dinner includes:

- Spinach Dip Appetizer**
- Mixed Green Salad**
- Key Lime Pie**
- non-alcoholic beverages**

Don't tell ALA it's free

Workshop on Instruction-Related Research in Orlando

Are you interested in conducting research on some aspect of information literacy or library instruction, but not sure where to start? Are you wondering how to develop a research project and place it into a broader context? Would you like to collaborate with others who are researching in similar areas? If so, consider attending the Instruction Section's *Wrestling with Research: A Half-Day Workshop on Conducting Instruction-Related Research*, at ALA Annual Conference in Orlando.

This free workshop is scheduled for Saturday, June 26, from 1:30-5:30 p.m. in the Garden Pavilion of the Doubletree Castle Hotel. Pre-registration is required, and attendance is limited to 75 participants (see below for registration information).

A dynamic team of individuals experienced in various aspects of library instruction research will provide workshop participants with context, direction, and focus throughout the afternoon:

- ◆ *Elizabeth Dupuis*, Head, Instructional Services, University of California, Berkeley, and IS Vice-Chair/Chair-Elect, to introduce the IS *Research Agenda for Library Instruction and Information Literacy* and provide the context and purpose for its development.
- ◆ *Deborah Lines Andersen*, Assistant Professor, School of Information Science and Policy, University at Albany, will offer a broad overview of research in librarianship and present a practically-oriented introduction to research methods and data collection.
- ◆ *Joan Lippincott*, Associate Executive Director, Coalition for Networked Information, will speak about library/information technology collaboration and partnerships.
- ◆ *Carolyn Radcliff*, Project Administrator, Standardized Assessment of Information Literacy Skills (SAILS), Kent State University, will focus on the purpose and development of the SAILS project

Workshop participants will focus on areas of research identified in the Research Agenda, and workshop leaders will guide individuals through the development of a research action plan. The session will offer insights into the value and nature of research and present practical approaches, methods, and techniques for developing library instruction research projects.

Participants will be partnered with individuals researching similar or related areas in order to gain strategies for collaborating and forming strategic research-focused alliances. In addition, a listserv will be created prior to the workshop to foster greater communication and sharing of information among participants.

Registration information for the IS workshop can be found online at <http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/workshop2004/index.htm>. The registration deadline is April 30, 2004. Should pre-registration fill, please check at the door for space availability due to last-minute cancellations.

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