

# LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 34 No. 4 June 2012



*From The President*

*By Linda J. Goff*



## Celebrating LIRT's 35th in Anaheim!

*I* don't know about you, but I'm getting increasingly excited as our annual conference in Anaheim fast approaches. Saturday committee meetings will be held in the Sheraton Park Hotel, but

*Sunday June 27th will be our BIG DAY!*

Sunday morning at 10:30 a.m., the LIRT program will focus on critical thinking, a core value and skill for library instruction. Program details are on pages 6-7.

After your Bites with LIRT lunch at the nearby GardenWalk, you'll have the afternoon free for exhibits or other things, but make sure you plan on attending LIRT's 35th Anniversary Celebration, with a party unlike any before!

Put on your dancing shoes and join me in the Palm Ballroom of the Sheraton Park Hotel, a mere five minute walk from the Anaheim Convention Center from 5:30 to 7:00 p.m.



*Celebrating, continued on page 2*



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



## *Celebrating, continued from page 1*

We will honor LIRT's Luminaries (past presidents and other important LIRT leaders) with an oral history project done by ALA's Emerging Leaders, premiering the video clips from interviews done this spring by a small group of Emerging Leaders, ably mentored by several LIRT members:

**Project Team:**

Adrienne Breznau  
Heather Rayl  
Shannon Rosenbaum  
Jovanni Williams

**Mentors:**

Breanne Kirsch  
Linda Goff  
Teri Shiel

To top things off we'll have music and appetizers! The Blue Breeze Band will be there to entertain us and you'll have a chance to move and groove with all your LIRT friends.

Of course, the work of the organization will continue with all the necessary committee meetings at their regular times on Saturday and Monday mornings. This year the room assignments came out early so there is an article on page 5 that lists the LIRT events.

Since last year we have tried to move much of LIRT Committee business into the virtual environment, so that those unable to attend mid-winter or annual conferences can still participate in our important work. I encourage all of you to take advantage of ALA Connect, OPAL or other online meeting and document sharing software that can expedite our communications.

I admit that I haven't been an "early adopter" or even a regular user of ALA Connect. **ALAConnect** Turns out I'm in that "password challenged" group of users. After I actually got logged in and started poking around, I found the list of all LIRT members, and many of you have uploaded a photo to your profile. I had a great time paging through your pictures. Do me a favor, if you haven't already uploaded a photo to your Connect account, please do it now. I'd love to see all your smiling faces! For those of you unfamiliar with **ALA Connect**, here's a link to all the things you can do with it: <http://connect.ala.org/node/70772>.

The Conference Scheduler usually goes up in April and I'd really like it if all of you could give it a try as well. My ulterior motive is that I'd like to use it to determine whether you're planning to attend our 35th Anniversary Celebration. I've been poring over the catering menu and don't know whether to order appetizers for 100, 200 or for 300 LIRT members. Signing up for the event on the Conference Scheduler would be a big help.

At the end of Executive Board II, I will add a pin from Anaheim and pass on the purple Cat-in-the-Hat hat, the LIRT President's badge of office, to Mardi Mahaffy who will take over as President of LIRT. My congratulations to Mardi and the new officers - they have a wonderful year ahead of them.

Some of you may wonder what happens to Past Presidents. We don't fade away; we become chair of the Organization and Planning Committee and take on the responsibilities of maintaining the LIRT Manual and of nominating new officers for LIRT. If you are interested in assuming a leadership role in this organization, you'll find the announcement about running for LIRT office, by outgoing Past President Kawanna Bright on page 4. The nomination form is on the **LIRT Home Page**. We're always looking for talented people to help direct the steps of LIRT. I encourage you to consider putting your hat in the ring. If not, I'll be calling you! I look forward to seeing you all in Anaheim!

*Linda Goff*

President



## Annual Conference in Anaheim—Positively Disneying!

### From the Editor

by Rebecca Martin  
rmartin2@niu.edu



Come one, come all to ALA Annual in California! This year's LIRT events include not only a forum with a rich array of presentations on instruction and information literacy but also the much awaited 35th annual celebration of LIRT in the Palm Ballroom of the Sheraton Park Hotel. As president Linda Goff has promised, there will be music, food and fun with LIRT movers and shakers--past and present. It is clear that the vitality of this organization keeps us all going, as our newsletter attests, with so many relevant and creative instruction strategies.

This issue also showcases the wealth of information garnered by LIRT's Top Twenty Committee with their annual annotated bibliography of top publications in the field of instruction and information literacy. Their committee planning also involves collaborations through online meetings and the sharing of documents by means of cloud services not to mention the many fine articles this group reads prior to making its selections and annotations. Two other interesting articles in this issue relate to the use of technology in teaching and research--Jeff Knapp (LIRT Treasurer) writes about Penn State's "World Campus" and Billie Peterson-Lugo (LIRT Webmaster) writes about Mendeley.

As my column title implies, change can be dizzying, but in my opinion, it also serves to reinvigorate us. On that note, congratulations are in order to Dr. Kathy Rosa (LIRT Secretary), who has begun a new job as Director of the ACRL Office of Research and Statistics. In addition, Teri Shiel, an ALA Emerging Leader and active LIRT committee member, will take on the position of Editor beginning July 1, 2012. I know she will do a great job.

For me, as editor, it's been quite a ride over the past three years—at times like Splash Mountain! During this time, several LIRT members, including Jeff Knapp, Susan Gangl, Billie Peterson-Lugo, and myself have made a concerted effort to transform the newsletter into the high-quality, eye-catching publication you now access online. And it's not over yet, as plans continue to eventually migrate the newsletter to ALA Connect. We have been able to publish so many more of your informative articles, accompanied by pictures and hot links to valuable resources. Now that's something to celebrate!

So I bid you farewell as editor but we look forward to seeing as many of you as possible this June in Anaheim!

*Farewell!* Yours truly,  
*Rebecca*



## Request for Nominations: LIRT Officers 2012–2013

The LIRT Organization and Planning Committee seeks nominations for three offices:

### Vice-President/President-Elect:

This is a three-year commitment that includes service on the LIRT Executive Board as the Vice-President/President-Elect during the 1<sup>st</sup> year; as the President the 2<sup>nd</sup> year; and as the Past President in the 3<sup>rd</sup> year. As Past President, you would also chair the Organization and Planning Committee during the 3<sup>rd</sup> year.

### Vice Treasurer/Treasurer-Elect:

This is a two-year commitment that includes service on the LIRT Executive Board as the Vice Treasurer in the 1<sup>st</sup> year and Treasurer in the 2<sup>nd</sup> year.

### Secretary/Archivist-Elect:

This is a two-year commitment that includes service on the LIRT Executive Board as the Secretary during the 1<sup>st</sup> year and service as the LIRT Archivist during the 2<sup>nd</sup> year.

Please look at the [LIRT Manual](#) for more information about each position. Nomination forms are available online at <http://fleetwood.baylor.edu/LIRT/nomination.php>. You may self-nominate. Please forward the name of the prospective candidate and office for which he or she is being nominated to Linda Goff ([ljgoff@csus.edu](mailto:ljgoff@csus.edu)).



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Contributions to be considered for the **September 2012 issue** must be sent to the editor by **June 15, 2012**.

### Send claims to:

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Production editor: Susan Gangl

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MARK YOUR CALENDAR...

## SCHEDULE FOR LIRT 35 AT ALA ANNUAL - ANAHEIM

*Mark LIRT activities on your calendars first before you make other plans for Anaheim! Sunday will be a special day, with the LIRT program in the morning and the 35<sup>th</sup> Anniversary Celebration with music, food and fun in the early evening! Don't miss it.*

– Linda Goff, LIRT President 2011-2012



### Saturday, June 23, 2012

8:00 a.m. – 9:00 a.m. Executive I	Sheraton Park Hotel – Plaza D
9:00 a.m. – 10:30 a.m. Steering I	Sheraton Park Hotel – Plaza D
10:30 a.m. – 12:00 p.m. All Committees I	Sheraton Park Hotel – Plaza D
12:30 p.m. – 2:00 p.m. <b>Bites with LIRT</b>	(off-site restaurant)

### Sunday, June 24, 2012

10:30 a.m. – 12:00 p.m. **LIRT Program** Anaheim Convention Center -201D

**Critical Thinking and Library Instruction: Fantasyland or Adventureland?**

For program details, please see pages 6-7.

12:30 p.m. – 2:00 p.m. **Bites with LIRT** (off-site restaurant)

5:30 p.m. – 7:00 p.m. **LIRT 35<sup>th</sup> Anniversary Celebration** Sheraton Park Hotel Ballroom

#### CALLING ALL PAST AND PRESENT LIRT MEMBERS!

Please come and help celebrate our 35<sup>th</sup> Anniversary with stories and pictures of LIRT through the years. We will spotlight video/oral histories of LIRT's former leaders recorded by this year's Emerging Leaders while enjoying the dance music of the *Blue Breeze Band*. Enjoy light hors d'oeuvres and lively music while you catch up with all your friends in LIRT!

### Monday, January 25, 2012

8:00 a.m. – 9:00 a.m.	All Committees II	Anaheim CC 201 B
9:00 a.m. – 10:30 a.m.	Steering Committee II	Anaheim CC 201 B
10:30 a.m. – 12:00 p.m.	Executive Committee II	Anaheim CC 201 B





# 2012 LIRT ANNUAL CONFERENCE PROGRAM

## CRITICAL THINKING AND LIBRARY INSTRUCTION

### Fantasyland or Adventureland?



SUNDAY, JUNE 24, 2012

10:30 a.m. to 12:00 Noon

Anaheim Convention Center, Room 201D



LIRT provides a forum for inclusive conversation and professional development in library instruction and information literacy, key components of lifelong learning. Critical thinking competencies are essential to this process. As librarians move beyond “how to” instruction sessions, understanding and incorporating educational principles and practices, such as critical thinking, will help leverage their collaborations with user communities. Join us as we explore how libraries can promote successful information literacy outcomes through theory-based instruction, practical critical thinking activities, and faculty-librarian partnership in pedagogy.

#### Featured presentations:

##### **Cultivating Critical Thinking in K-12 Library Instruction: Results of the Implementation of Bloom’s Taxonomy**

Presenter: Kathy Rosa/ Assistant Professor, Chicago State University

In this session you will learn how to create and assess results-based critical thinking activities based upon Bloom’s Taxonomy. A theory-into-action approach is used to illuminate the connections between practical library instruction and the tenets of critical thinking. The results presented are based on the presenter’s experience supervising LIS graduate students in K-12 libraries; however, the ideas may be adjusted for use in public or academic library settings. Results include the experiences of LIS students, who created and delivered theory-based instruction in school libraries. The instruction is aligned to national and state standards for library and information literacy instruction. The students reflect on their experience, and it is enlightening. The critical-thinking model and instructional activities will be shared with the session participants. Tips on how to assess the success of your instruction will also be covered.

##### **Junk science: encouraging critical thinking in a communication research methods class**

Presenter: Rosalind Tedford / Director for Research and Instruction, Z. Smith Reynolds Library, Wake Forest University

Popular news reports on scholarly research are notoriously flawed. They skew, misinterpret, oversimplify and sometimes overtly distort the real message and lessons from research studies. These poorly constructed stories then often get repeated and incorporated into popular culture in ways counter to what the research may show. Teaching students to think critically about these news reports requires first that they understand both the research and reporting process and then that they know how to verify (or disprove) the information they contain. In an effort to develop these skills in Communication majors and minors at Wake Forest University, Communication faculty and I have partnered to create a

2012 LIRT ANNUAL CONFERENCE PROGRAM, *continued on page 6*



## 2012 LIRT ANNUAL CONFERENCE PROGRAM, *continued*

library instruction session and class exercise to expose students to these flaws in news reporting of scientific information. Using popular news stories and comparing them to the actual research studies upon which they report, I lead the students through the process of independently verifying reports. Along the way, we learn about the research process, reporting process and strategies for using library resources to locate the original studies. Results have been very positive and students are frequently astonished at the proliferation of the junk science reporting; we hope they will be much better consumers of information about scholarly research. The exercise is so effective that I have adapted it in other contexts, including my for-credit information literacy course. There are many possible variations and adaptations that can be made to fit it into a wide array of courses and library instruction situations.

### **Moving from fantasy to adventure by grounding information literacy instruction in critical thinking models**

Presenter: Robert Schroeder / Education & University Studies Librarian and Coordinator of Library General Education Program, Portland State University

Academic librarians feel there is a strong relationship between critical thinking and 21st century information literacy; but as a discipline, librarianship has yet to show concrete linkages between extant theories of critical thinking and definitions of information literacy. In this session, you will discover how strongly librarians feel the link between critical thinking and information literacy, even while our understanding of the linkage lags behind. Get introduced to theories of critical thinking from other disciplines, such as education, psychology and philosophy, that can be used to promote information literacy outcomes on your campus. Also see how hybrid critical thinking/information literacy outcomes can be used successfully to integrate information literacy at a programmatic level as well.

### **Your Make-it-Work Moment: Creating Space for Critical Thinking in the Library Classroom**

Presenters: Barbara Alvarez / Spanish & Portuguese Languages and Literatures Librarian, Hatcher Graduate Library, University of Michigan

Jennifer Bonnet / Librarian for French History, French Languages & Literatures, and Religious Studies, Hatcher Graduate Library, University of Michigan

Sigrid Anderson Cordell / Librarian for History, American Literature and American Culture, Hatcher Graduate Library, University of Michigan

Numerous studies have shown that the major obstacle for successful college research papers is students' lack of critical judgment and analytical skills when coming up with a topic, constructing arguments, and working with sources. We also know that students learn best when they are actively engaged in the learning process. Nevertheless, librarians are most often asked to provide instruction sessions that are primarily focused on finding and retrieving resources through databases. Whereas these are important skills to learn, a key need is for students to develop an understanding of their intellectual role in the research process and to hone their critical thinking skills regarding the use of sources. This presentation examines how instruction librarians can negotiate these often conflicting goals by collaborating with faculty and designing sessions to engage students in the intellectual aspects of research. Through learning activities, the presenters will illustrate the ways in which librarians can move away from mere resource demonstration to a participatory learning mode that emphasizes students' critical thinking. Even in "general overview" sessions, librarians can model the ways in which scholars conduct research by asking questions and providing opportunities for analysis in a broad range of classroom situations. Using participatory learning techniques, the presenters will demonstrate interventions that can be carried out at different stages of the research process to facilitate topic formation, development of thesis and argumentation, and critical work with sources. The presenters will also discuss ways to negotiate the expectations of faculty, who perceive library instruction as being strictly tool-oriented training.



# An Academic Librarian Teaching a Credit Course, Online

*By Jeff Knapp, Penn State University Libraries, Altoona*

Since 1979, the Penn State University Libraries has offered a three-credit Library Studies course for undergraduates entitled, “Research Methods for Law and Government Information” (L ST 370) at its University Park campus. In 2004, having worked with the course for three years, I was asked to adapt its content for delivery as an online course offered by Penn State’s “World Campus.” I have taught the course online once per year since then and have made a number of revisions to it based on the greater availability of online tools that has occurred over this time. This is just a description of my experience with this course.



First, a bit about the course in general--as its title implies, the course has been traditionally taught by a librarian involved with Penn State’s government documents collection, which is part of the Federal Depository Library Program. The undergraduates who take the course (online and in-residence) tend to be students who plan to go to law school, but criminal justice majors and even some students in communications frequently take it.



The thrust of the course, in general, is to familiarize students with the vast array of information available from federal government sources. Approximately half of the course content is about legal sources, such as federal statutes, regulations, and case law, since this is the content that students seem to value most. The balance of the course deals with the organization of the federal government and publications from entities that can influence government. Some examples of the sources

discussed are statistics and data from federal agencies (with particular attention paid to the U.S. Census), law journal articles, and policy papers from various think tanks and interest groups.

Adapting the course to an online environment was a challenge initially, but not because of the availability of online resources. Our law databases were more than adequate for providing access to the key federal law publications, such as United States Statutes at Large, United States Code, and Code of Federal Regulations. The challenge for me was mostly in the teaching part. It was hard for me to explain a database’s features through written commentary alone, which I was originally limited to in preparing this course. I found it as tedious for me as it likely was for the readers (“Step 1: Type in your search terms in the box provided; Step 2: Click on blah; Step 3...”).

As a librarian and a teacher, I also knew that there are still some benefits for students to see a shelf full of legal

*An Academic Librarian Teaching a Credit Course, Online, continued on page 9.*





volumes and learn to understand how they relate to each other. Keep in mind that standard legal citation formats are still largely tied to the print model—most of them utilize some form of volume and page number in them.

Some of the ways I addressed this challenge when I revised the content last year were:

- Screencasts using Jing (free software available online) for recording demonstrations of different databases. It's very easy to learn and use, and it makes it possible to discuss things like forms of truncation you can use in searches, or explain quirks or special features of a particular resource.
- "Virtual trips to the library" World Campus offered me the services of a professional videographer. We shot some demonstrations of me pulling out a slip law and showing how it gets published chronologically in Statutes at Large, and how it is broken down topically in the United States Code.
- Video animations, via Captivate software, of the process of a bill becoming a law. The narrated animation highlights all of the possible publications that can be produced along the way, such as committee reports, committee prints, etc.
- Blogging assignment In order to offer students the experience of being in a class "community," the main assignment for each lesson is to find an example of that lesson's publication type and post it to their blogs along with their analysis of the example. Students then get to comment on their classmates' work and learn from each other.

Teaching a three-credit course is a lot of work for a librarian, who also has to teach course-related instruction, work the reference desk, and generally help to run a library, but it can also be enormously rewarding. As librarians, we often don't get to build strong relationships with individual students, since we are often limited in the amount of time we spend with a specific class. Librarians teaching "their own" courses can get this benefit, and it can give the librarian enormous insight into how students work and do research.

Additionally, it can also provide a lot of insight into the stresses and pressures that our faculty colleagues experience in their teaching. Having taught this course, I can sympathize with the limited time most faculty have to devote to topics like information literacy. As the coordinator for library instruction at my campus, I always make an effort to offer flexible solutions to faculty colleagues who want some library instruction for their classes but can't necessarily devote a whole class period to it.

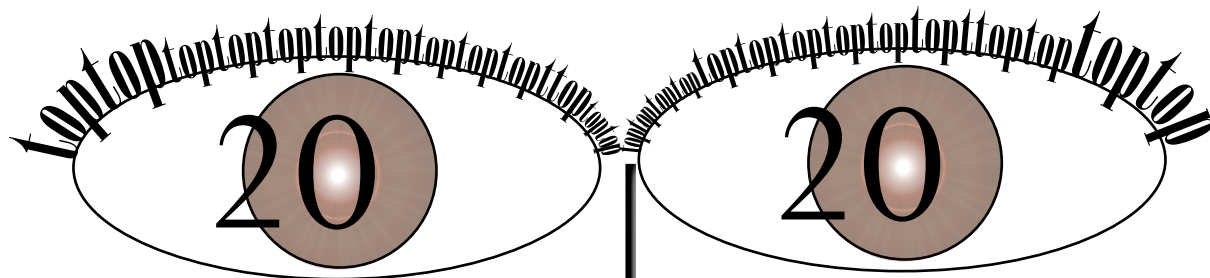
Ultimately, I think some for-credit course instruction is an important way academic librarians can emphasize their continued relevance to higher education. In my experience, students always seemed surprised by how much they learn from the course, and they also seem to develop an appreciation for the services librarians can provide. It's amazing what the granting of a grade for a three-credit course can do in showing the significant impact librarians have in teaching and learning!



# LIRT TOP TWENTY ARTICLES

submitted by the Top 20 Committee

high quality library-instruction related articles from all types of libraries



Battles, Jason, Valerie Glenn, and Lindley Shedd. "Rethinking the Library Game: Creating an Alternative Reality with Social Media." *Journal of Web Librarianship* 5.2 (2011): 114-131.

Can a library with limited resources develop a game to rival the most popular commercial games? Librarians at the University of Alabama found that they could. This article details the challenges and rewards of creating an information literacy game from initial planning and development to assessment. A team of librarians and staff created a web-based alternative reality game, Project Velius that used characters to solve a mystery about a missing person. Students used library and web resources to discover clues and move the plot along. In addition to building the game platform and creating a story with well-developed characters, the team created Web, Facebook, WordPress, and Twitter pages with additional information pertaining to the mystery. Quantitative and qualitative feedback revealed that although the game did have some success, too few students finished the game. This article provides an excellent account of the game creation process and a detailed description of important lessons learned.

Carlson, Jacob, Michael Fosmire, C.C. Miller, and Megan Sapp Nelson. "Determining Data Information Literacy Needs: A Study of Students and Research Faculty." *portal: Libraries & the Academy* 11.2 (2011): 629-657.

In an era when research is continually being performed in high technology settings and huge data files are being produced, a team of librarians from Purdue University conducted interviews with research faculty and assessed student performance in a geoinformatics class in order to determine if there was a need for librarians to provide instruction for data information literacy (DIL). Through interviews with faculty,

the authors found that faculty thought students needed help in the areas of ethics, metadata, preservation, quality assurance, basic database skills, standardizing documentation processes, and maintaining relationships among data (master files and versioning). Their study of students' final semester projects revealed recurring issues in the following areas: preservation/archiving, metadata, and the technologies and workflows of data sharing. The authors suggest that librarian-led data information literacy efforts could address both data producer needs and data consumer needs. The authors then proposed twelve core competencies for data information literacy based on the faculty interviews, information revealed by the geoinformatics course and through a study of ACRL Information Literacy Competency Standards.

Cherry, Joan M., Wendy M. Duff, Nalini Singh, and Luanne Freund. "Student Perceptions of the Information Professions and their Master's Program in Information Studies." *Library & Information Science Research* 33 (2011): 120-131.

Using a sound longitudinal survey methodology, this study investigated how students in a graduate information studies department viewed their profession, their job prospects, and their own program of study. The authors created open and closed-ended questions to gauge and analyze students' perceptions over the course of their Master's studies. They found that students were optimistic about their chosen profession and their job prospects. The majority of students believed the profession was growing and would continue to grow in the future. Students also believed that a "great deal of computer knowledge" would be needed in the future. Students viewed their profession positively in terms of social status. Conversely, students did not have a positive impression of their program of study with a majority of students being

20:20 LIRT Top Twenty, continued on page 11



unhappy with the amount of practical work they received. This article provides great insight into how students view the library profession and their education. Additionally, as the authors point out, the study would provide other programs of study an excellent set of tools for doing their own research.

Conley, Theresa M., and Esther L. Gil. "Information Literacy for Undergraduate Business Students: Examining Value, Relevancy, and Implications for the New Century." *Journal of Business & Financial Librarianship* 16.3 (2011): 213-228.

Information literacy (IL) is a term bandied about by librarians, but what are its implications in the "real world"? The authors surveyed business professionals to seek their awareness of the concept of information literacy and its importance in the job setting for new college graduates. Not surprisingly, most business professionals do not use the term IL, although survey participants noted that its overlying themes of critical thinking and decision-making are highly valued in the business world. Interestingly, those surveyed rated information retrieval skills lower than other higher-level IL skills. The authors noted that this might have implications for IL sessions that focus on lower-level skills. Perhaps devoting more time to IL can lead to development of the higher-level IL skills that are needed for business students.

Cullen, Rowena, Megan Clark, and Rachel Esson. "Evidence-Based Information-Seeking Skills of Junior Doctors Entering the Workforce: An Evaluation of the Impact of Information Literacy Training During Pre-Clinical Years." *Health Information & Libraries Journal* 28.2 (2011): 119-129.

When you are sick, you hope your doctor knows what he or she is doing. This New Zealand study examines the information seeking skills of junior doctors. The authors interviewed and observed doctors from five different undergraduate medical cohorts from the 1990s through the years 2000. Although most of the doctors interviewed could recall their initial information skills training, most had broadened their skills beyond that to include Google and also newer medical resources. These doctors were also asked to assess their own information seeking skills and conduct an independent search under observation. Like traditional college students, the doctors rated their skills higher than what they actually were. Unfortunately, the authors note that the doctors retained little high-level information seeking skills, which emphasizes the need for more training in higher-level courses.

Dabbour, Katherine S., and James David Ballard. "Information Literacy and U.S. Latino College Students: A Cross-Cultural Analysis." *New Library World* 112.7/8 (2011): 347-364.

An analysis of data from a grant project at California State University Northridge (CSUN) reveals a complex picture of Latino and white students' use of the library, Internet access, information literacy instruction, and information literacy knowledge. In 2004, a random sample of students was surveyed using questions based on the ACRL Information Literacy Competency Standards. The researchers hypothesized that pre-existing educational differences between Latino and white students would correlate with lower information literacy skills. Although Latino students did score lower on several skills-based questions on the survey, they also used the library more often for Internet access, study, and relaxation, had more information literacy instruction (perhaps due to targeted freshmen and general education programs), and were just as likely as white students to feel that library skills contributed to their academic success. Researchers did not find the significant differences they expected, and they suggest that language and cultural biases in the skills assessment may have contributed to some of the differences in the scores. Latino students did rely more on the library for Internet access, which has implications for library services and collection development. The researchers also noted that overall neither Latino nor white students did as well as expected on the library skills test; assessment techniques and amount of students' access to K-12 library instruction are suggested as future areas of study.

Deitering, Anne-Marie and Kate Gronemyer. "Beyond Peer-Reviewed Articles: Using Blogs to Enrich Students' Understanding of Scholarly Work." *portal: Libraries and the Academy* 11.1 (2011): 489-503.

Given that a primary goal of information literacy is to create lifelong learners, Deitering and Gronemyer effectively argue that students need to learn the context in which peer-reviewed and scholarly research is created in order to fully understand the research itself. Experts in a discipline have internalized the background knowledge, ongoing scholarly debates, and shared standards in the field; most students have not. Therefore, it is imperative that librarians (who often teach in classes outside their own subject expertise, making them beneficially empathetic to the students' lack of context) explore new



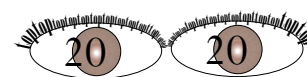
instructional methods for introducing students to those ongoing scholarly debates in a way that helps students make connections between the broader discipline and a specific publication. The authors recommend using group, academic, and public blogs to show students that the authors of scholarly articles are engaged in public scholarly conversations about their work and about their peers' works. Such social mediation of scholarly discourse offers opportunities for the librarians and classroom faculty to introduce not only the context in which the scholarship is created, but also to introduce critical evaluation of web resources, explanations of the difference between a blog about an article and the article itself, and sources that still may be freely accessible after a student graduates (unlike subscription-based scholarly databases). The authors do not present evidence of how effective this approach has been, but they do elucidate their theoretical foundation and offer practical instruction methods to try.

Dunaway, Michelle Kathleen and Michael Teague Orblych. "Formative Assessment: Transforming Information Literacy Instruction." *Reference Services Review* 39.1 (2011): 24-41.

This article looks at using formative assessment to measure graduate students' information literacy skills and abilities and as a way of tailoring one-shot information literacy instruction sessions to those individual students' needs. To do this, students completed a pre-class assessment form to measure their existing information literacy skills; then in class, students answered three questions using an audience response system to demonstrate how well they had mastered the information literacy skills introduced in the pre-assessment form. The students' answers were then used by the instructor to adjust and mold the content of the class to best meet the needs of the students. These assessments were implemented in two elective classes in the MBA program and completed by thirty-four students. The authors found that having students complete the pre-class assessment, and the follow-up in-class assessment, allowed them to adjust their instruction to suit their students' needs and focus on the specific skills needed by those students. Assessing student learning in this way helped create "customized" classes that targeted different information literacy topics and skills, depending on what those students needed; the first class focused on peer reviewed sources in evaluating the credibility of content, credibility issues with web content, various ways to use listed sources, and how to locate current sources. The second class, which occurred the following semester, spent more instruction time on the significance of the peer review process in evaluating the credibility of sources, how to use specific library resources, and answering specific questions students had.

Fuselier, Linda, and Belle Nelson. "A Test of the Efficacy of an Information Literacy Lesson in an Introductory Biology Laboratory Course with a Strong Science-Writing Component." *Science & Technology Libraries* 30.1 (2011): 58-75.

Responding to teaching faculty's observation that their students had a lag in their science information literacy skills, Fuselier and Nelson provided formal science information literacy instruction with some sections of students in an introductory biology class but not other sections. To do this, librarians divided the seven sections of this biology class into two groups; four sections would receive a formal science information literacy lesson and also complete a homework assignment based on the lesson, and three sections would not receive the lesson. All seven sections completed a pre- and post-test to assess their attitudes about science information literacy and their skills in it. The pre-test showed students in both the lesson group and non-lesson group highly rating their science information literacy skills and indicated no reluctance about using scientific literature. The post-test revealed that students in the lesson group perceived a big improvement in their science information literacy skills and also answered more questions correctly on the science information literacy skills section. An informal poll of class instructors found that they thought students' science writing skills had improved. A second post-test, given at the end of the academic year, after students had completed the second introductory biology course, showed that students who had taken the first introductory biology class scored better on the science information literacy skills section than students who had not taken that class.



Gross, Melissa, and Don Latham. "Experiences With and Perceptions of Information: a Phenomenographic Study of First-Year College Students." *Library Quarterly* 81.2 (2011): 161-186.

The authors used the Information Literacy test (ILT) from James Madison University with 77 first-year college students and identified 19 as "proficient" in their information literacy skill levels and 58 as "below proficient." They then conducted semi-structured interviews outside of a classroom or library context used a phenomenographic method to analyze the interview transcripts. The study was unique in that it looked at "self-generated" information seeking behavior along with imposed information seeking (i.e. research required to complete a course assignment.) The study corroborated





past research by finding that students favor the Internet and other people as sources of information. Results also showed that students viewed information seeking as a product, not a process – outcomes are more important than approaches. Also, the time required in the search for information is not as important as actually finding the answer. The authors advise that instructional strategies need to harness student's preference for people as sources of information and find ways to incorporate the high-levels of motivation seen in self-generated information seeking into academic-level research.



Gustavson, Amy, and H. Clark Nall. "Freshman Overconfidence and Library Research Skills: A Troubling Relationship?" *College & Undergraduate Libraries* 18.4 (2011): 291-306.

Librarians at East Carolina University surveyed 377 freshmen college students, asking them to rate their own skills in completing library research, and then measured their ability to actually do research using an eight-question skills test. The population sample included first-semester freshmen, mostly between the ages of 18-24; 61.5% were women and 38.2% were men. Data on age, gender, and high school G.P.A. was also gathered to see if it affected confidence level or skills. The largest response group on the confidence level question was a "3" - right in the middle (with "1" being "Not Confident" and "5" being "Very confident".) The highest average scores on the skills test were from the students who rated themselves as a "3" on the confidence level. The two groups that were overconfident – measured by below-average scores on the skills test - were those with confidence-level scores of "4" or "5" and those who had previously had library instruction. Students who received good grades in high school had a slightly higher confidence rating and did better on the skills test. Previous exposure to library instruction was also associated with higher scores. The authors suggest ways to deal with overconfidence in the library instruction classroom, including using guided, hands-on activities.

Mackey, Thomas P., and Trudi E. Jacobson. "Reframing Information Literacy as a Metaliteracy." *College & Research Libraries* 72.1 (2011): 62-78.

Mackey and Jacobson offer not an alternative to information literacy, but rather a recasting of it so that it connects several other types of literacies that account for the changing technologies inherent in participatory Web 2.0 environments.

The article begins with a succinct summary of types of literacies, including: information literacy, media literacy, digital literacy, visual literacy, information fluency, and cyberliteracy. Each type of literacy has elements that incorporate the well-known ACRL Information Literacy standards. In practice, metaliteracy consists of these elements: understanding format type and delivery mode; evaluating user feedback as an active researcher; creating a context for user-generated information; evaluating dynamic content critically; producing original content in multiple media formats; understanding personal privacy, information ethics and intellectual property issues; and sharing information in participatory environments. What is different about Mackey and Jacobson's metaliteracy is that it keeps all of the elements of the ACRL Standards but incorporates producing and sharing information as a way of moving beyond a skills-based approach to information.

Mery, Yvonne, Jill Newby, and Ke Peng. "Assessing the Reliability and Validity of Locally Developed Information Literacy Test Items." *Reference Services Review* 39.1 (2011): 98-122.

Librarians at the University of Arizona provide a strong model for successful library instruction assessment in this statistically rigorous article. A locally created test was administered to assess students in an online credit course. One hundred and twenty five items were created to assess 1,400 students. These results were also compared to the SAILS results to test the validity of the items. The authors provide an in-depth explanation of their meticulous research methods. They also provide lists of the items that they created and examples of how they came to revise the items using a statistically comparative model. Readers can look at this article as an example of an assessment method they can employ at their own institution as well as providing examples of strong assessment questions.

Oakleaf, Megan, Michelle S. Millet, and Leah Kraus. "All Together Now: Getting Faculty, Administrators, and Staff Engaged in Information Literacy Assessment." *portal: Libraries and the Academy* 11.3 (2011): 831-852.

This article describes the efforts of Trinity University librarians to convince faculty, staff and administrators of the inherent value of information literacy (IL) as a component of college education and to win their participation in collaborative





information literacy evaluation and instruction. Their three-part process included establishing a common, campus-level definition of information literacy and educational goals, creating workshops to further educate non-librarians about the value of information literacy education, and discussing possible barriers to non-library acceptance of the importance of collaborative information literacy instruction and solutions for achieving such IL instruction. In 2000, the library first hired an information literacy coordinator, who then developed grants, workshops and lunch seminars for targeted faculty groups to discuss integrating IL instruction into their First Year experience courses. As a result, course-integrated IL instruction increased 151% between 2003 and 2008. The president of Trinity University then selected curriculum-integrated information literacy efforts to be one of the three stated goals in the 2007 QEP (Quality Enhancement Program) for reaccreditation, further bolstering the library's efforts. Trinity librarians continue to strive toward the creation of a faculty-driven IL program, facilitated by annual workshops hosted by the library to maintain faculty engagement, financial incentives via the QEP program and iterative assessment of faculty, administration and staff strengths and challenges with regard to the IL instruction process.

O'Connor, Lisa, and Kacy Lundstrom. "The Impact of Social Marketing Strategies on the Information Seeking Behaviors of College Students." *Reference & User Services Quarterly* 50.4 (2011): 351-365.

O'Connor and Lundstrom have applied social marketing strategies, often used to promote library services and programs in general, to specific student research situations and in doing so, have determined that such practices have a positive impact on student research behavior. They compared two information literacy instruction techniques – one a traditional, skills-oriented model and one using social marketing techniques, plus one control group that received no instruction, to see what effect the social marketing had on 1) students' willingness to seek expert help when needed, 2) the types and number of sources they consulted, and 3) the tendency to procrastinate based on the assumption that finding worthwhile research materials would be fast and easy. After spending six weeks reviewing students' journaling, works- cited lists and surveys, O'Connor and Lundstrom found that social marketing strategies were "somewhat more successful" at bringing about improvements in some student research habits – by decreasing procrastination and increasing help-seeking behaviors, but they also saw that these strategies had the same effect on the types

and number of sources students consulted as did traditional instruction. While noting that their study is limited, O'Connor and Lundstrom have opened the door to further research on the use of social marketing strategies in information literacy instruction practice.

Seely, Sara Robertson, Sara Winstead Fry, and Margie Ruppel. "Information Literacy Follow-Through: Enhancing Preservice Teachers' Information Evaluation Skills through Formative Assessment." *Behavioral & Social Sciences Librarian* 30.2 (2011): 72-84.

Seely, Fry and Ruppel examine how formative assessment (evaluation of student work before the submission of a final draft) can help improve student achievement along with traditional 'one-time' library instruction. For their study, the authors worked with two groups of preservice teachers who were seeking to obtain K-8 elementary teaching certification and who were enrolled in a required social studies methods course (one from the spring semester and one from the fall semester). These teachers participated in an information literacy workshop in which they learned the Meriam Library's evaluation model, which uses five criteria to evaluate source quality: currency, relevance, authority, accuracy and purpose. Following the submission of the participants' final



projects, the librarians then assessed and compared the quality

of sources cited to the assessments of these teachers in order to measure the participants' own information evaluation skills. These formative assessments were implemented in two ways, through an informal post-workshop assessment of the participants' own skills and through written feedback on a first draft of sources for their final project. The authors, in comparing their experiences from both the Spring and Fall semesters, found that building formative assessment techniques into the Fall-semester information literacy instruction sections led to a higher level of student achievement even though it involved significantly more time and work on the part of the librarian.

Snavely, Loanne, and Nancy Dewald. "Developing and Implementing Peer Review of Academic Librarians' Teaching: An Overview and Case Report." *Journal of Academic Librarianship* 37.4 (2011): 343-351.

Assessment of credit-bearing instruction has been a well-documented discussion within higher education literature



since the 1990s, but in academic libraries there is a perception that the use of peer evaluation as a tool for assessment may be largely underutilized. As part of their promotion and tenure evaluation process, the Penn State University Libraries were asked to “develop a form of assessment that is credible to faculty and administrators across the University community.” This charge led to the development of formative and summative methods for evaluation that would incorporate a system of peer review, along with more traditional assessment and review components, into the promotion and tenure review process. In this article, Snaveley and Dewald describe the development of formative and summative assessment methods and provide an outline for how to incorporate comprehensive peer review into an overarching assessment of library instruction. They provide analysis and discussions for topics pre-observation, during class observation, and for post-observation meetings with the instructor. Snaveley and Dewald conclude that the benefits gained from the feedback gathered by peers can raise confidence levels among teachers, broaden awareness, improve technique and enhance engagement between both students and teachers, as well as among librarian instructors.

Wong, Shun Han Rebekah, and Dianne Cmor. “Measuring Association between Library Instruction and Graduation GPA.” *College & Research Libraries* 72.5 (2011): 464-473.

Wong and Cmor investigated the correlation between students’ cumulative grade point averages and their attendance at library workshops. The authors conducted a longitudinal study (45 sample groups; n = 8,701) using a Chi-Square Test for Independence. They found a strong correlation between the two variables. Attendance at one or two discrete library workshops had little effect on GPS; however, 50 percent of the programs which offered three or four library workshops as a constituent component showed an improvement in students’ GPA. Wong and Cmor also found that certain programs (English, for example) are more dependent upon information literacy than other programs (math or visual arts).

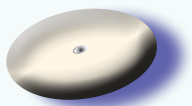
Townsend, Lori, Korey Brunetti, and Amy R. Hofer. “Threshold Concepts and Information Literacy.” *Portal: Libraries and the Academy* 11.3 (2011): 853-869.

Lori Townsend, Kari Brunetti and Amy Hofer ask, “What do we teach when we teach information literacy in higher education?” The authors contend that the threshold concepts of Meyer and Land offer a promising theoretical framework for identifying and teaching the content of information literacy. Townsend et al. reinterpret these threshold concepts for librarians in the following way--*transformative* causes the learner to experience a shift in perspective; *integrative* brings together separate concepts; *irreversible*, once grasped, is enduring; *troublesome* is when students encounter difficulties, and *bounded* refers to the unique boundaries of a discipline. They then suggest that we need to apply these concepts to our students to get a better understanding of the challenges of teaching information literacy.

Swoger, Bonnie J.M. “Closing the Assessment Loop Using Pre- and Post-Assessment.” *Reference Services Review* 39.2 (2011): 244-259.

Bonnie Swoger describes a project at SUNY Geneseo that measured the information literacy skills of incoming students and then used assessment tools to make changes in the library’s instructional program. Librarians at Geneseo administered a pre-test to first-year students, and after a one-shot bibliographic session, followed up with a post test. They found that library instruction was out of sync with the students’ skill set(s). Swoger translates the ACRL’s Information Literacy Competency Standards into measureable goals and the article contains examples of pre- and post-assessment tools. Libraries and librarians looking for assessment assistance can benefit from this study.





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# TECH TALK: Mendeley



## *Dear Tech Talk -*

Recently I've encountered several references to "Mendeley". Sometimes it sounds like another reference manager like EndNote, RefWorks, or Zotero, but at other times it sounds like it could be different. What do I need to know about Mendeley? - *Mixed-up Mendeley Muddle*

## *Dear MMM -*



Mendeley is a reference manager, with many of the same functions as those mentioned in your question. However, reference management is not exactly the primary purpose of Mendeley – it is, however, a convenient side benefit.

Based in London, Mendeley was started in 2008 and is funded by some of the people behind Skype, Last.fm, and Warner Music. The idea originally developed from two graduate students – Victor Henning and Jan Reichelt – who were doing similar work in different fields and felt there must be a better way for them to manage their references. They envisioned something like iTunes for PDFs – a user-friendly drag and drop process that automatically extracted bibliographic metadata from the PDFs.

Initially they thought they would license the software to researchers, but upon further thought, they determined that through cloud computing, they could enable a worldwide collaborative environment among researchers. To this end, they enlisted third and fourth co-founders, Paul Föckler (software expertise) and Stefan Glänze (the founder of Last.fm) (Henning, 34).

The involvement of Glänzer is vital to the collaborative aspects of Mendeley. Last.fm is a music recommendation service that uses "scrobbling". Scrobbling enables Last.fm to determine which songs a user plays the most, likes the most, which artists the user prefers, etc. From this data, Last.fm can deliver personalized music recommendations (<http://www.last.fm/about>). Like iTunes or Amazon – if you liked that, then you might like this. Mendeley applies this concept to research papers.

Mendeley requires using both a desktop application (which users can freely download) and a cloud environment. Mendeley also has iPhone and iPad apps. In order to take full advantage of Mendeley, researchers need to establish a profile on Mendeley. This profile can be as detailed or brief as the researcher prefers, but it includes: "Publications", "Awards and Grants", "Biographical Information", "CV", "Destinations", and "Contact Information". Additionally, each of these sections has different levels of privacy: "Everyone", "My Contacts", "Only Me". Researchers can also apply these levels of privacy to their "Research Activities" and indicate whether or not they want Google and other search



engines to index their profile. These strong privacy settings are important to those who want to keep their research under wraps or accessible only to a specified group of colleagues. Researchers use their login credentials to synchronize easily between the desktop application and the cloud version of Mendeley, as well as synchronize with the iPhone and/or iPad apps.

Once the researcher has established her Mendeley account, she starts adding content to the account through a variety of mechanisms (<http://blog.mendeley.com/tipstricks/7-ways-to-add-documents-to-mendeley/>), many of them similar to those used by other citation management systems:

- Use the Mendeley “Web Importer” bookmarklet to add database references or web page references;
- Import XML, RIS, or BibTeX files from other reference managers;
- Synchronize with Zotero and/or CiteULike (currently this is a one-way sync, with Mendeley pulling content from these resources).

However, Mendeley has a couple of unique approaches for getting content into a researcher’s account which significantly streamline the process from the researcher’s perspective:

- Drag and drop a single PDF or an entire folder of PDFs into the Mendeley desktop application, and Mendeley extracts bibliographic metadata from the PDF to build the citation automatically.
- Setup a “Watch Folder”. This folder can be on a local computer or it can be set up in Drop Box or similar service (<http://www.youtube.com/watch?v=Ys4uWXXykQ8>). Every PDF deposited in this folder can be automatically renamed using a standard naming convention defined by the researcher, which uses all or some of these fields: author, journal, title, and year. Researchers can also implement a standard subfolder structure within the folder that also uses all or some of these same fields. All new files added to Mendeley automatically display in a “Needs Review” folder in the Mendeley application.



So put these functions in context with the research process. The user searches in a variety of places for documents related to her research needs. She simply saves relevant PDFs (and even web pages can be saved as PDFs) to Mendeley’s “Watch Folder” and continues to search for information. The PDFs are automatically renamed in a meaningful fashion, filed in an appropriate subfolder (if so desired), citation metadata is extracted, and at the researcher’s convenience, she can check the “Needs Review” folder to verify and/or correct the citation metadata and then place the reference in the appropriate Mendeley folder.

Periodically, she syncs the desktop application with the cloud environment, and the new citations are added – both to the researcher’s personal library at Mendeley and to the Mendeley catalog as a whole. She also syncs the web-based Mendeley database with her iPhone and/or iPad. The researcher can decide whether to sync just the citations, the citations and PDFs, or the citations and selected PDFs. The “free” Mendeley account provides 1 GB of storage – 500 GB of personal storage and 500 GB of group storage, 5 private groups and 10 users/private groups. Premium accounts (\$4.99/month, \$9.99/month, and a custom-quote option) provide more storage, more groups, and more users/group (<http://www.mendeley.com/upgrade/>). The act of syncing accomplishes three things: (1) it provides a back-up for the researcher’s local Mendeley account; (2) it enables accessibility to the researcher’s Mendeley account from any computer or iOS device with an Internet connection; and (3) it builds the Mendeley catalog which is accessible and searchable by anyone.

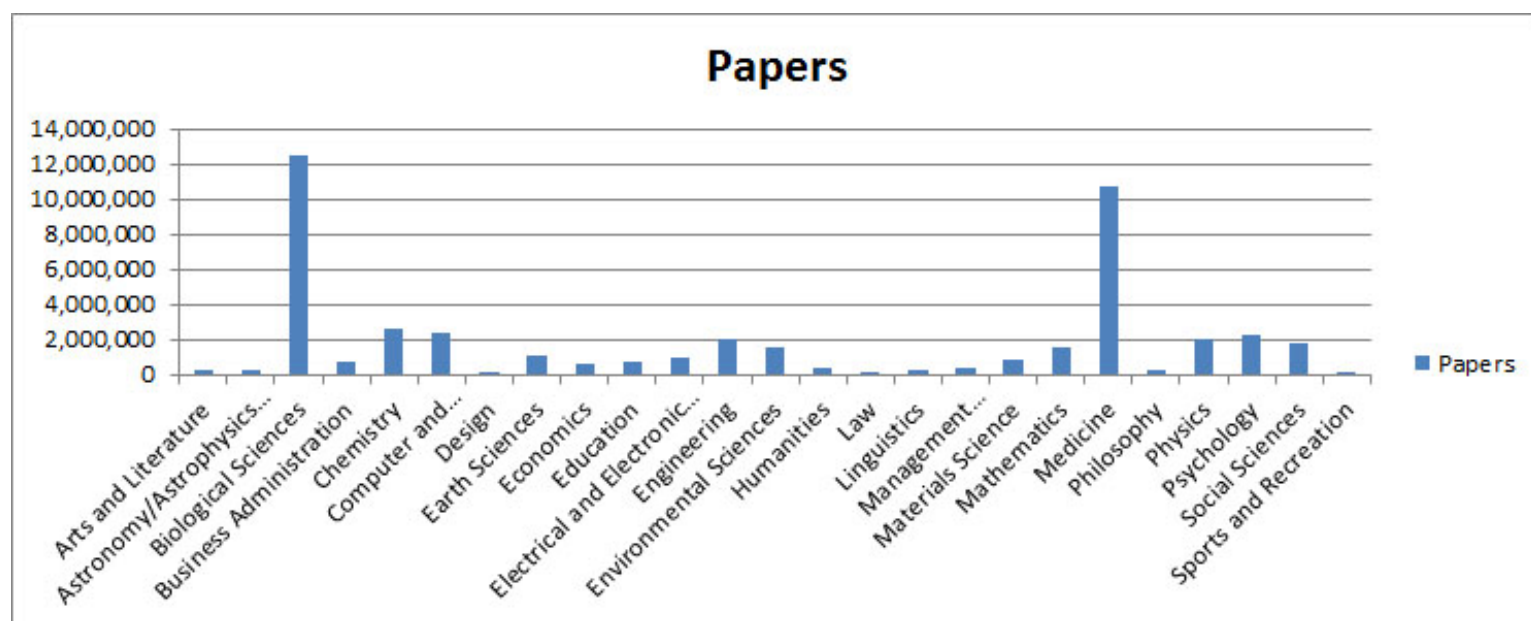
One more feature related to the PDF’s, the Mendeley application provides PDF annotation and highlighting functions. These notes and highlights are stored in Mendeley, not on the PDF, which means the PDF itself remains “clean” and



when synced, the notes and annotations aren't transferred to the cloud environment. However, the application does have an "Export PDF with Annotations" function that helps address this issue.

Additionally, for papers associated with a group, the annotations and highlights of each group member are separately tracked and visible to everyone in the group; likewise these group-annotated PDFs can be exported with annotations. The group-annotated paper is a separate version of the paper any one individual may have in her personal account.

It's not hard to see why Mendeley appeals to researchers. It significantly streamlines the management of their PDFs and at the same time starts to build bibliographic citations. It's easily backed-up and accessible from anywhere. At the same time, researchers seamlessly add contributions to a large, interdisciplinary database of research papers, roughly comparable to proprietary resources like Web of Science or Scopus. Currently (April 2012) Mendeley indicates that there are 34,235,271 papers in the catalog. Previous literature has cited higher numbers, but a de-duplication process is now in place (see <http://tinyurl.com/6t3o75g> for an example); so one assumes 34,235,271 is closer to the number of unique papers in the Mendeley catalog. This crowd-sourced catalog provides yet one more method for



researchers to identify research of interest. Researchers using the Mendeley catalog can click on the "Save Reference to Library" button to easily add new references to their personal Mendeley collections.

But, where does the Last.fm approach to deliver personalized content come into play? Henning and Reichelt describe their ideal for Mendeley – "a service for academic researchers could be based on aggregating scholars' existing research paper libraries, relations between researchers writing papers in different disciplines, and the scholars' paper reading behavior." Additionally, they state, "Along these lines, a 'Last.fm for research' would be able to display statistics to each individual user about his personal library, to aggregate readership statistics about papers, authors, journals, and academic disciplines, and to recommend interesting articles and researchers to the user" (327).

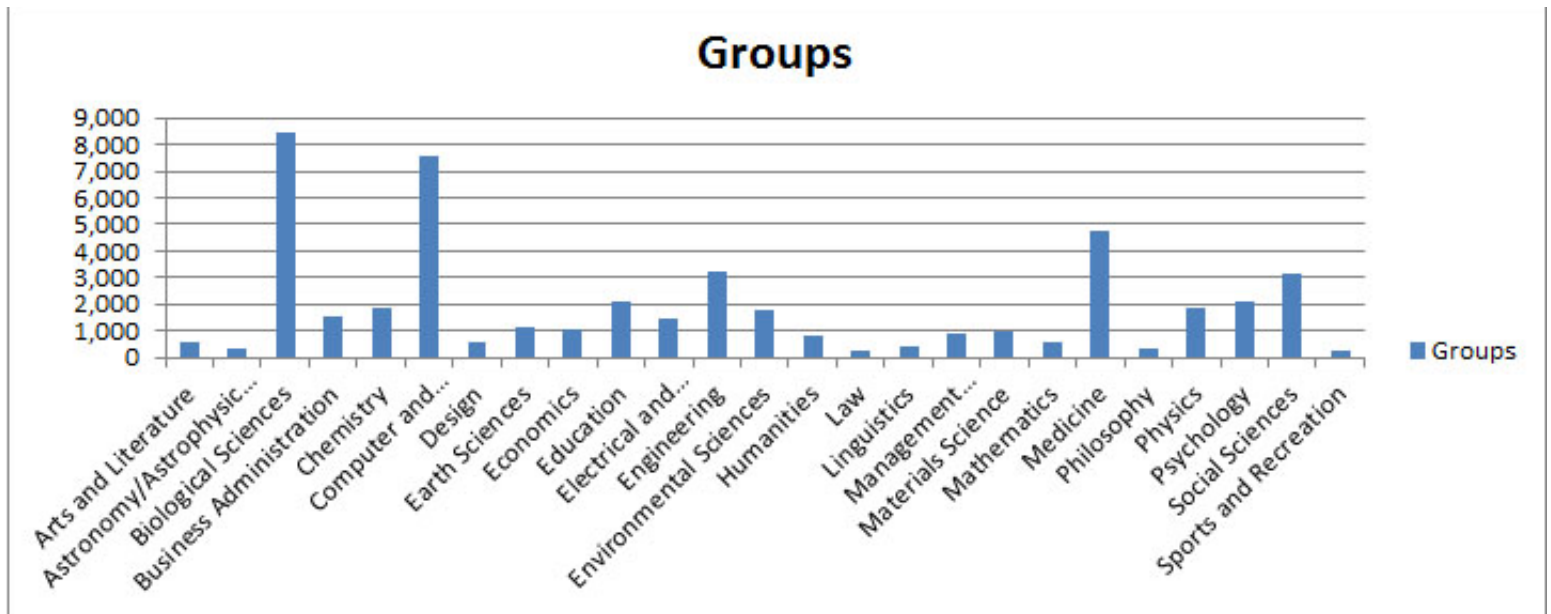
When researchers establish their Mendeley accounts, they associate themselves with a discipline and have the ability to establish public and private groups associated with specific research interests. They can choose to be members





## TECH TALK: Mendeley, *continued from page 18*

of or follow public groups of interest. Within this cloud environment, Mendeley technology keeps tracks of “readers” of papers (those who add papers to their library). If a researcher checks a specific discipline she immediately sees a list of those papers with the highest readership (<http://tinyurl.com/7pk6xjd>). Likewise, any papers that have been



added to a group will indicate readership (<http://tinyurl.com/7rzd9n>). Like Last.fm, Mendeley has the ability to mine data from the papers individuals collect, look at papers with similar data, and make personalized recommendations of other papers that may be of interest.

Of potentially greater interest to academic researchers with tenure requirements, Mendeley will track readership of their authored papers. All an individual has to do is add her publications to the “My Publications” folder in the Mendeley application and synchronize the account. This action will automatically populate the “Publications” section of her profile and the references will be part of the Mendeley catalog. From there, Mendeley will start tracking readership. Academicians often examine the metrics of how often their research is cited. Readership metrics have the potential to show is whether or not a paper is of interest to/being “read” by others.

An interesting off-shoot of this functionality is “ReaderMeter” (<http://readermeter.org>), a mash-up aggregating author-level readership statistics based on the number of bookmarks scored by each of one’s publications. ReaderMeter queries Mendeley’s API for articles matching a given author string. It parses the response and generates a report with several metrics that attempt to quantify the relative impact of an author’s papers based on its consumption by a population of readers – in this case, those who use Mendeley (<http://tinyurl.com/6uxd6hk>). This tool is not yet quite ready for prime time. For example, if an author’s name is common (John Smith) or if there are several variations of the author’s name (JD Smith, John D. Smith, John David Smith, John Smith), there isn’t any normalization of data or a “name authority” tool, so the data generated under these circumstances is problematic. Nevertheless, ReaderMeter represents an interesting concept and is worthy of further development.

Clearly, the robustness of the Mendeley catalog and the strength of the recommendation system are highly dependent on the number of and variety in disciplines of those who use it. Consequently, there is value in knowing something



about the aggregated group that uses Mendeley. At one time, Mendeley provided statistics about the system, <http://www.mendeley.com/stats> (Oh, 546); however, currently this information is not readily available. However, by working through the list of disciplines, you can identify the number of papers associated with each discipline (go to this URL: <http://tinyurl.com/89ogj95> and use the pull-down discipline menu to see other disciplines).

As of April 2012, the disciplines with the largest number of papers associated with them are: “Biological Sciences” and “Medicine”, with a significant drop to the next set of disciplines, which include: “Chemistry” and “Computer & Information Science”. Those disciplines with some of the lowest number of papers include: “Law”, “Astronomy/Astrophysics/Space Science”, and “Philosophy”. Likewise, the public groups with the largest number of papers include: “Biological Sciences”, “Computer & Information Science”, “Medicine”, and “Engineering”; and groups with some of the lowest number of papers are: “Sports & Recreation”, “Law”, “Astronomy/Astrophysics/Space Science”, and “Philosophy”. Without a doubt, the papers in Mendeley are currently skewed toward the sciences. But then again, resources in Web of Knowledge and Scopus are also skewed toward the sciences. There is a greater body of scientific literature and humanities scholars tend to write books and essays and have potentially different approaches to research.

Another issue with the disciplines is their apparent arbitrariness. “Arts and Literature” (which contains a “Literature” sub-discipline) and “Humanities” (which contains a “Languages and Literature” sub-discipline) are top-level disciplines. At this same top level “Linguistics” and “Philosophy” are also listed, instead of being identified as sub-disciplines. Both “Electrical and Electronic Engineering” and “Engineering” are top-level disciplines. “Social Sciences” and “Psychology” are top-level disciplines; as opposed to “Psychology” being identified as a sub-discipline under “Social Sciences”. Or why aren’t other major social science disciplines pulled to the top? Within the top-level disciplines, the sciences are clearly delineated and more granular; of the 25 top-level disciplines, nearly half are in the sciences.

Mendeley is not the be-all-and-end-all tool that can be used to the exclusion of all others. Although it has MS Word and Open Office plugins to incorporate citations into papers and produce bibliographies, many feel that other reference managers perform this function better than Mendeley (Cooke, Gilmour and Cobus-Kuo, Hicks, Ovadia, and Zhang). The “Web Importer” tool isn’t as effective as the tools provided in other reference managers, especially for obtaining citations from library databases. The Mendeley catalog is crowd sourced, which means it will have duplicates; it will have inaccurate citations; it will have erratic tagging; it will be (at least for now) more science oriented.

Then there is the question of copyright. After all, Mendeley provides tools that easily enable the uploading of copyrighted material and easily sharing these papers with multitudes. As a matter of fact, Henning states that, “Before publishers talk to us [Mendeley] they are concerned about our potential to be a sort of Napster for research.” He goes on to say (presumably after some education) that publishers have a different response: “they are very interested in our recommendation algorithms and its distribution potential” (34). Like the iTunes model, publishers see the value of the recommendations driving researchers to obtain their publications, as opposed to seeing copyright infringement.



Mendeley’s copyright page clearly states that they respect the intellectual property rights of copyright holders – researchers, scientists, and publishers (<http://www.mendeley.com/copyright/>). They provide designated agent contact information, spell out what information is needed if an infringement claim is made, and have a strong repeat infringement policy. Related to sharing papers within private groups, the groups are small (10-20 users maximum, depending on the subscription level). This type of sharing easily falls within the realm of “sharing with others for scholarly purposes”, standard language often seen in license agreements. As for papers in public groups, the citations are provided, but only open access papers are directly accessible. Mendeley does provide OpenURL technology to enable access to papers available in local library collections.



Another potential issue – Mendeley is not open source, which means it could disappear or pricing models could change substantially. In fact, they have already partnered with Swets to provide an institutional edition (<http://www.swets.com/mendeley>). Presumably there is added value for an institution to use the Swets implementation of Mendeley. However, Mendeley also provides an API which provides access to their data and has held a contest to encourage the use of the API (Contests from Mendeley and Elsevier). The ReaderMeter is an outcome of this process. Additionally Henning indicates that the future for Mendeley is bright, that a variety of entities – the pharmaceutical industry, universities, ChemSpider, Stanford geo-physicists – are interested in implementing Mendeley for specific purposes (34).

Mendeley's greatest strengths are the ease with which PDFs can be managed and the ease of building collaborative relationships and presenting recommended papers. And even in saying that, Mendeley's extraction of citation metadata from PDFs is not perfect, and sometimes it is downright entertaining to see the author names and titles Mendeley creates from the metadata in the PDF!! However, at this writing, Mendeley's ability to extract citation metadata is far better than Zotero's, and in their FAQ, Mendeley states that they "are working to improve the quality of the automatic extraction and the comprehensiveness of the data available on Mendeley Web" (<http://www.mendeley.com/faq/>). Additionally, the learning curve for Mendeley is pretty low, and they've provided a "Getting Started Guide" (<http://www.mendeley.com/getting-started/>) as well as a wide variety of tutorials (<http://www.mendeley.com/videos-tutorials/> and <http://www.youtube.com/user/MendeleyResearch>) for additional assistance.

In the final analysis, each researcher needs to think about the way she does her work and pick the tool or tools that best enable her to accomplish her work as efficiently and effectively as possible in an age where digital information abounds. Zaugg suggests, "In considering the options, a researcher could reflect on the following questions: What kind of word processor do I typically use? How much integration do I need between a citation program and a word processor? What kinds of collaborative features do my coauthors and I require? Do I primarily work with my citations off-line or online, or do I need both? How do I like to mark up/organize/read my PDFs? Which browser do I prefer? How willing am I to share and collaborate with others at all stages of my research" (36)? Other questions might include: what is my usual practice for finding and obtaining research information; which citation styles do I use most often; what kind of support does my institution provide for the various reference managers that are available; would I like to use my iPhone, iPad, or similar device for accessing, reading, and annotating my research; do I find value in being able to search across all of my references, including full text searches of the documents?



The end result is that researchers are going to select the tool or tools that best fit their needs, which may or may not be the tools supported by the institution. What these decisions mean is that librarians are placed in a position where they need to become familiar with and provide support for a variety of tools -- CiteULike, Connotea, EndNote, Mendeley, RefWorks, Zotero, to name only a few. They also need to become aware of and familiar with new tools, like ColWiz (<http://colwiz.org>), which is very similar to Mendeley, except that it adds into the mix: calendars, to do lists, and project management (<http://www.colwiz.com/features>).

Or do they? Mead suggests that librarians "think more holistically about document management as opposed to reference management, rather than center our thinking and our workshops around one particular bit of software" (392)? He goes on to say, "in the Web 2.0 world (and beyond), it is easier to craft a tool that fits users' existing workflow than to teach them to change their workflow to fit the tool. . . [consequently, librarians need to] consider how to move from trying to make the user stay on the pathway to being able to change the pathway to fit the user" (393).



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## Library Instruction Round Table News

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# LIRT Standing Committees

### *Adult Learners*

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

### *Conference Program*

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

### *Liaison*

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

### *Membership*

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

### *Newsletter*

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

### *Organization and Planning*

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

### *Teaching, Learning, & Technology*

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

### *Top 20*

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

### *Transitions to College*

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

### *Web Advisory*

This committee shall provide oversight and overall direction for the LIRT Web site.

***Please see our online committee volunteer form at***

**<http://fleetwood.baylor.edu/lirt/volform.php>**

