

# MINITEX

## Reference NOTES

A Program of the Minnesota Office of Higher Education and the University of Minnesota-Twin Cities

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MINITEX Reference Services invites you to read and enjoy a special double issue of Reference Notes including updates from November and December. Of particular note is the "SPECIAL FOCUS: Information Literacy & the Library" with guest authors from our Minnesota library community – LeAnn Suchy (College of St. Benedict), Jennifer DeJonghe (Metropolitan State University), Thomas Eland (Minneapolis Community and Technical College), and Jennifer Nelson (Hennepin County Library).

### Education Minnesota 2008

*Beth Staats*

I attended the 2008 Education Minnesota Professional Conference held annually at St. Paul's RiverCentre. This year's conference was theme was "Today's Students, Tomorrow's Citizens." As usual this conference had incredible attendance and wonderful, informative workshops given the competition for workshop slots. I presented a session titled, "Electronic Library for Minnesota: A Free Resource!" to approximately 75 Minnesota teachers and educators. What a fabulous turnout! Tim Peters of MINITEX CPERS manned the exhibit booth and was very happy with the number of people stopping by to chat, pick up information, and comment on what a great resource ELM is. There were over 300 exhibitors displaying education-related products, services, and programs, including the Bell Museum of Natural History, Wildlife Science Center, the Learning Shop, TIES, and the Minnesota Historical Society, to name just a few. This conference even offered flu shots and the opportunity to give blood. Admission for this annual conference is free and open to the public, and registration is not required.

### EBSCO Updates

In response to feedback from our customers, EBSCO has added several enhancements to the recently redesigned EBSCOhost interface. Below is a summary of the new features now available:

- A new Image Quick View limiter replaces the Articles With Images limiter
- The Image Quick View limiter includes multiple sort options by image type.
  - Can I limit my EBSCOhost search results to articles that have Image Quick View available? ([http://support.epnet.com/knowledge\\_base/detail.php?id=4207](http://support.epnet.com/knowledge_base/detail.php?id=4207))
  - Can I set the Image Quick View limiter to display under Limit your results on the EBSCOhost Result List screen? ([http://support.epnet.com/knowledge\\_base/detail.php?id=4206](http://support.epnet.com/knowledge_base/detail.php?id=4206))
- Direct link to the Basic Search Screen from both the Basic and Advanced Search Screens
- Keyword renamed New Search
- Result List mouse over text changed from Refine Search to Search Modes and Limiters



The MINITEX Library Information Network is a publicly supported network of academic, public, state agency, and special libraries working cooperatively to provide and improve library service to patrons in Minnesota, North Dakota, and South Dakota.

## History Day @ Your Library

Jennifer Hootman

- Entire phrase for cited references on Result List replaces the number of references in parentheses
- Search mode specified on Result List green bar
- Search History View Results anchor positioning improved
- Date Slider Bar with original search date ranges
  - How do I use the Date Slider feature in EBSCOhost? ([http://support.epnet.com/knowledge\\_base/detail.php?id=3873](http://support.epnet.com/knowledge_base/detail.php?id=3873))
- Additional Help link added to Choose Databases Screen
- Publication name and date added to NewsBank results

Additionally, *EBSCOadmin* has been updated to provide library administrators with automatic advance notification when the login used to access *EBSCOadmin* is about to expire.

Visit EBSCO's Support Site (<http://support.ebscohost.com>) to learn about new features, search among thousands of FAQs, download Flash tutorials, Help Sheets or User Guides, or communicate with Technical Support at any time, using the EBSCO Support Form (<http://support.ebscohost.com/contact/askus.php>).

With the success of last summer's *EBSCOhost* 2.0 fully ADA compliant release, you now have an excellent alternative to the *EBSCOhost* Text Only interface, which will be fully retired in the spring of 2009. For more information and user reviews of EBSCO's 508 Accessibility, please visit <http://www.ebscohost.com/thisTopic.php?marketID=1&topicID=844>.

If you use the Text Only interface for accessing *EBSCOhost* via a handheld device, you will find *EBSCOhost* 2.0 equally effective. A brand new product for accessing *EBSCOhost* using handheld devices is currently in development and targeted for release in the spring.

For those who continue to use the Text Only interface to minimize connectivity speed issues based on local network providers, *EBSCOhost* 2.0 provides a superior alternative to Text Only.

For assistance, please see this EBSCO's FAQ at: [http://support.epnet.com/knowledge\\_base/detail.php?id=4260](http://support.epnet.com/knowledge_base/detail.php?id=4260), or contact Technical Support at any time, using the EBSCO Support Form (<http://support.ebscohost.com/contact/askus.php>).

**Please remember, that you can also contact MINITEX Reference Services for further information and assistance at: [elm@umn.edu](mailto:elm@umn.edu).**



John Wells as John Beargrease

The first-time event jointly sponsored by Metronet and MELSA, *History Day @ Your Library*, had 47 attendees, 12 presenters, and 4 actors from the Minnesota Historical Society's History Players. For all involved, it was an impressive day of professional development on using historical research topics as a means to teach research techniques and engage students in information literacy. This year's History Day theme was "The Individual in History."

The opening session started the program off bringing history to life. The Minnesota Historical Society's

History Players provided a mixture of education and entertainment by taking on the Minnesota historical figures, Harriet Bishop (1817-1883), Frederick McKinley Jones (1892-1961), Wanda Gág (1893-1946), John Beargrease (1858-1910). Bishop was St. Paul's first public school teacher. Jones was a self-taught engineer and inventor holding over 60 patents and formulated the idea of a self-contained, automatic-starting cooling unit for trucks. Gág was a picture book artist and writer best known for her book, *Millions of Cats*. Beargrease delivered mail from 1879-1899 along Lake Superior's North Shore between Two Harbors and Grand Marais. Beargrease also delivered mail by dog sled during the winter averaging 30-40 miles each day. For more on the MHS History Players, see their website at: <http://www.mnhs.org/places/historycenter/programs/players/index.html>.



Suzanne de la Houssaye as Harriet Bishop

Chris Taylor delivered the morning general session, "History Day in Minnesota." He shared an overview of what History Day is and what is involved for participating students, teachers, and judges. Additionally, he shared some pictures of student exhibits as well as played recordings of student performances giving outstanding examples of past student History Day projects.

The breakout sessions that filled the balance of the program included a variety of presentations focusing on online resources, print resources, human resources, and



Dwight Scott as Frederick McKinley Jones

more detailed information on participating in History Day. Beth Staats and I presented two of the breakout sessions. One focused on finding primary resources in MnLINK, WorldCat, and Minnesota Reflections, and another targeted searching for primary resources in the appropriate ELM databases such as Discovering Collection, InfoTrac Student Edition, ProQuest Newspapers, and MasterFILE Premier. Karen Eidem, of Metronet, delivered an impres-

sive, detailed presentation on the content of the Research Project Calculator and its application in classroom research.

*History Day @ Your Library* was a terrific program of which we were delighted to be a part. The sessions included everything a teacher would need to know to participate and guide student participation in History Day as well as resources available for them and their students whether it's online or at their local public and academic library or at the Minnesota Historical Society.



Judith Hentges as Wanda Gág

## Reversing the Ratchet - Soaring to Excellence Teleconference

Beth Staats

I attended "Reversing the Ratchet: Basic Technology Adoption Strategies for Library Employees," another informative and inspiring Soaring to Excellence Teleconference. Steven Bell, Associate University Librarian for Research and Instructional Services at Temple University, brought up interesting points relating to technology in libraries. He urges us to not just automatically adopt new technologies simply because they are new, but to ask ourselves the right questions, such as, why am I doing this? How will this technology help us to make a difference? He states that we should stay away from technology without a cause. New technology is constantly adding pressure to the library worker so instead of bombarding them with more and more technology, we should pick and choose technology that will really benefit our users and workflow. If you are interested in learning more about this teleconference, a streaming video is available at <http://www.collegeofdupagepress.com/index.php?id=3977>.

## Upcoming Webinars

When it comes to database searching, are you looking for a new searching tip or technique, feeling rusty, new to the Electronic Library for Minnesota (ELM) resources, or perhaps want to take advantage of the freely accessible ELM resources? If this is the case, you'll want to be sure to register for the webinars offered by MINITEX Reference Services. Webinars are an efficient and cost-effective way to meet and share information. The hassle of driving and parking is gone, and each session is completed in one hour. Via computer and conference call, MINITEX Reference Services staff will deliver the information right to your desktop. Check out our upcoming schedule at: [http://www.minitex.umn.edu/events/training/!](http://www.minitex.umn.edu/events/training/)

- January 7, 12:00 - 1:00 p.m. WorldCat
- January 8, 3:30 - 4:30 p.m. EBSCOhost 2.0
- January 9, 1:00 - 2:00 p.m. Academic Search Premier Basics
- January 13, 1:00 - 2:00 p.m. ELM Overview
- January 16, 11:30 - 12:30 p.m. Gale K12 Resources and PowerSearch
- January 21, 9:00 - 10:00 a.m. Discovering Collection
- January 21, 3:30 - 4:30 p.m. EBSCO's Business Source Premier Basics
- January 29, 1:30 - 2:30 p.m. Keeping Current with ProQuest Newsstand Complete: Using the Smart Search Feature
- January 30, 11:00 - 12:00 p.m. EBooks and NetLibrary
- February 2, 3:00 - 4:00 p.m. EBSCO's MasterFILE Premier Basics
- February 4, 11:30 - 12:30 p.m. WorldCat
- February 10, 1:00 - 2:00 p.m. ProQuest Newsstand Complete Advanced
- February 12, 3:30 - 4:30 p.m. Academic Search Premier Advanced

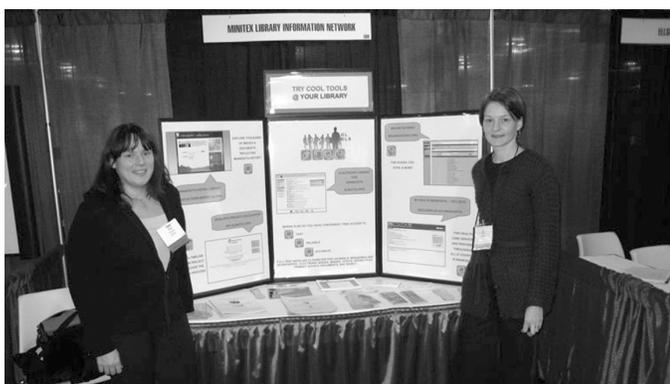
**And, if you can't make one or more of these sessions or prefer a hands-on, in-person learning experience, please let us know. Contact Beth Staats at [fried004@umn.edu](mailto:fried004@umn.edu) or 612-624-7873.**

## Conference Wrap-Up

Carla Pfahl

MINITEX has had a busy Fall schedule exhibiting and presenting at the annual conferences for Minnesota for Teachers of English to Speakers of Other Languages (MinneTESOL), Education Minnesota, Minnesota Educational Media Organization (MEMO), Minnesota Library Association, and TIES. The topics we presented on were ELM: An Overview, AskMN: The Librarian Is In!, WebJunction, and Harnessing Google to Accomplish Daily Tasks. There were many great sessions we attended as well. Check out Beth Staats article on *Eight Key to An Effective Library*, a presentation she attended at MLA.

Having the opportunity to attend interesting sessions and present information on a wide variety of topics at all the conferences we attend is certainly a treat but the



(l-r) Carla Pfahl and Beth Staats

best part of being at conferences is being able to meet with individual librarians and media specialists from all types of libraries across Minnesota. It is especially rewarding to introduce ELM or Research Project Calculator to a librarian or media specialist who may not have known about them before. Hearing your stories and comments (“I’m so grateful you exist! What would we do without you?”, or “I can’t wait to get back to school and show my teachers and students this!”) really goes a long way. At an ELM Overview session I gave at MinneTESOL, I was impressed with the librarians and media specialists working with a very diverse population at how enthusiastic they were to hear about all the great resources at their fingertips. One thing that stood out was they mentioned many of the students they worked with did not feel comfortable with speaking English and found this to be a barrier in many ways. However, they felt more comfortable, and savvy even, with computers (using English), and they were very appreciative of all the educational online resources available to them. We hope to continue to reach out to more groups like this and create a broader knowledge of all the wonderful tools available to Minnesota residents.

While we enjoy meeting so many talented and hard working education staff through these conferences, remember, this is not the only way to connect! We have many great training sessions available in a variety of formats: webinars, online tutorials, hands-on sessions, site visits, workshops, and more. Please visit our website at <http://www.minitex.umn.edu/reference/> to see the many opportunities for learning and interaction.

## From Awareness to Funding: A Study of Library Support in America—October 30, 2008

Cathy De Rosa presented “From Awareness to Funding: A Study of Library Support in America” on October 30, 2008, at the Bullard Rainforest Auditorium in Como

Park, St. Paul, MN. De Rosa is Vice President for the Americas and Global Vice President of Marketing for OCLC, and Principal contributor to the report. De Rosa’s presentation explores the following hypothesis for the report:

U.S. public libraries are facing marketing and advocacy challenges that have been faced by other ‘super brands.’ Lessons learned and successes achieved can be applied to increase library funding. Utilizing marketing and advocacy techniques targeted to the right community segments with the right messages and community programs, we can improve the state of public library funding.

A video of the presentation can be view on the MINITEX website at: <http://www.minitex.umn.edu/events/highlights/2008/awareness/> and a podcast of an interview with Cathy De Rosa and Jenny Johnson by Sarah Long, Director of the North Suburban Library System (Chicago area), can be found here: <http://www.librarybeat.org/longshots-Longshots-#128-Cathy-DeRosa-and-Jenny-Johnson,-December-2,-2008>.

## World Internet Project Report 2009

*Reprinted in part from OCLC Abstracts, December 8, 2008, 11 (49).*

The World Internet Project (WIP) has published its global findings on the impact of online technology. WIP is a five-continent collaboration that creates an international picture of change produced by the Internet. Among the findings:

**Information on the Internet: is it reliable?** In the 10 WIP countries and regions that reported on this question of Internet reliability, 40 percent or more of users said that one-half or less of information on the Internet is reliable. Countries and regions in which a majority of respondents said that about half, a small portion, or none of the information online is reliable included the United States (52 percent).

**The Internet: importance as an information source.** Even though large percentages of users consider less than half of online information as being reliable, the Internet is nevertheless considered an important source of information by large majorities in all of the WIP countries and regions. In all of the WIP countries and regions except for Macao and Sweden, larger percentages ranked the Internet as an important or very important source of information compared to television, newspapers and radio.

**Internet use at school.** Very large percentages of Internet users who are students go online to find information for their school-related work. In 10 of the WIP countries and regions, more than 70 percent of students who are Internet users go online for school-related work at least weekly, and in nine of the WIP countries and regions, more than 30 percent of students go online daily or several times a day for schoolwork. **[Minnesota students can search the *Electronic Library for Minnesota* databases for magazine, newspaper, and journal articles, eBooks, and information from reference sources at: <http://elm4you.org/>]**

**Internet non-users: reasons for not going online.** Why are people around the world not online? In every WIP country other than the Czech Republic, Singapore, and the United States, “no interest/not useful” is the most-cited reason. Of particular note is that the expense of going online is no longer a significant factor in most WIP countries, with 10 percent or less of non-users in all of the countries except the Czech Republic saying that going online was too expensive or they cannot afford the fees.

**Going online for health information.** The World Internet Project also found that very large percentages of users go online for information about health topics. More than a quarter of users in all of the World Internet Project countries and regions except the United States never go online for health information. **[*My Health Minnesota ? Go Local makes it easier for Minnesota residents to find most health information at: <http://apps.nlm.nih.gov/medlineplus/local/minnesota/homepage.cfm?areaid=30>]***

**Newspapers: importance as an information source.** Offline newspapers were ranked highly as information sources among Internet users. Forty-five percent or more of users in all of the WIP countries and regions ranked newspapers as an important or very important source of information. Where are newspapers considered not important as information sources? The United States was high at 20 percent. **[Minnesota residents can search for news articles from over 500 news titles in *ProQuest Newsstand* at: <http://elm4you.org/>]**

The full report can be found at:  
<http://www.digitalcenter.org/WIP2009/WorldInternetProject-FinalRelease.pdf>

## Sandra Nelson's Eight Keys to an Effective Library

Beth Staats

This was the second time I was lucky enough to attend a presentation by Sandra Nelson of Sandra Nelson Consulting (<http://sandranelson.com/index.htm>) and

author of the *PLA Results Series* (<http://sandranelson.com/books.htm>). This session covered, just as the name implied, eight key concepts to library effectiveness. “Serious times mean serious thinking about our services,” Sandra said. I thought I would summarize her presentation and eight keys for those of you who were unable to attend this session.

1. **Focus on user needs / wants** – This means that we must provide services to everyone who needs them. Take a look at demographics and immigration patterns. What do they want and/or need, rather than what do we want and/or need.
2. **It is all about them – We must provide excellent customer service!** Even if your library is short-staffed, struggling, and grumpy, keep smiling through the pain. We have to make people feel comfortable.
3. **Make data-based decisions**—Experienced-based decision making is not as effective as it used to be. We must make decisions based on economics and user needs and on return-on-investment.
4. **We can't do this alone – Collaborate and Build Bridges**—Show people that the services we offer make a difference. By building bridges, we can build advocates. The community and people in it need to see the library as transformational.
5. **Reward risk takers**—Become more entrepreneurial. Be willing to fail.
6. **Become politically effective**—Use city hall, the school board, administration to further your cause. Make the relationship personal in their own community. Go where they are.
7. **Learn from the competition**—Netflix, Amazon, Google, Blockbuster, etc . The customer wants convenience. Remember, you are what you sell.
8. **Embrace change!**

## Libraries Covered in NBC Nightly News

Carla Pfahl

“With money so tight, the cost of books has people turning to a place where you can actually get books free then return them for the next user. The library business, it seems, is booming.” Brian Williams, NBC The story sheds light on how users are coming to the library in record numbers. The story focuses more on books than other services libraries offer, however, they briefly mention “free wi-fi” and borrowing dvd’s. While

the economic downturn is a boom for library usage the story also mentions how libraries are struggling to keep their doors open among tough budget cuts by local governments. Some library systems face consolidation, branch closures, and/or less library hours just to stay within budget.

"Right now more Americans have library cards than at any time since the American Library Association began keeping records." Chris Jansing, NBC (<http://www.ala.org/ala/newspresscenter/news/pressreleases2008/September2008/ORSharris.cfm>) The story was short and a bit thin, but it did highlight the value of libraries and showed their need and benefit to the community.

To view full news story and comments from the public visit: [http://msnbc-1005096.newsvine.com/\\_video/2008/12/10/2200028-libraries-offer-free-relief-from-tough-times](http://msnbc-1005096.newsvine.com/_video/2008/12/10/2200028-libraries-offer-free-relief-from-tough-times)

## RMJ – Rural Minnesota Journal

Attention all academic libraries: Bill DeJohn, MINITEX Director, recently mailed out a copy of the Fall 2008 Rural Minnesota Journal produced by the Center for Rural Policy and Development. This issue's focus is women in rural Minnesota including these articles: "The Demographics of Rural Women: Now and the Future," "Walking in Two Worlds: Helping Immigrant Women Adjust in Rural Minnesota," "Strengthening Social Capital to Tackle Poverty," and more! Look for your copy today or find it online at [www.ruralmn.org](http://www.ruralmn.org) and you can download a copy of the journal!

## New Discoverability Tools Minnesota Historical Aerial Photographs Online (MHAPO) and MapHappy

*Kristi Jensen, Borchert Map Library – University of Minnesota, Twin Cities*

University Libraries' Borchert Map Library is preparing to release a new online tool, MHAPO (<http://map.lib.umn.edu/mhapo/>), a Google Map interface providing access to thousands of scanned copies of print Minnesota air photos found in our collection. The air photos cover the Twin Cities metro area and are from the late the 1930s through the 1970s. They hope to go live with MHAPO before the beginning of the Spring semester.

Although still in development, MapHappy (<http://www-dev.lib.umn.edu/scieng/>) is also available for review and feedback. MapHappy, a new way to search for maps at the library, is a Google Maps mashup that provides users with visual information about the location and coverage of print and electronic maps while searching University Libraries collection. A browse feature also allows users to find maps that cover a particular geographic area rather than searching with key terms. All 30,000 maps held in the Twin Cities libraries are discoverable in MapHappy. Comments or feedback is appreciated (email Lisa Johnston at: [ljohnsto@umn.edu](mailto:ljohnsto@umn.edu)).

## SPECIAL FOCUS: Information Literacy & the Library

*Jennifer Hootman*



Defining, teaching, and assessing information literacy skills have taken on great significance in the field of librarianship. Our professional views on this work and how it is or is not implemented in our libraries varies as widely as our library types, missions, programming, resources, and primary patron group. William Badke, associate librarian at Trinity Western University in British Columbia, is a prolific researcher, writer and authority on information literacy issues and recently wrote an article entitled "Ten Reasons to Teach Information Literacy for Credit" for the November/December 2008 issue of *Online*. In his article, Badke argues 10 reasons why teaching information literacy in higher education is crucial *and* why it should be a credit-bearing course.

In this special focus on information literacy, please take a moment to read what your Minnesota library colleagues have to say about Badke's article and/or what they are doing in their libraries to address the need for information literacy instruction.

### Scholarly and Information Literacy Embedded in the Disciplines

LeAnn Suchy

*Public Services Librarian*

*College of St. Benedict - Clemens Library*

A librarian-friend recently told me, "Using the library should be easy; in the same way that Apple doesn't include user manuals with iPods, so should students be able to jump into using the library without mediation." In reference to the use of library databases and tech-

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nology like SFX or another link resolver, I completely agree with this statement. Information literacy, however, is a different story.

Students entering our institutions, the College of St. Benedict and St. John's University, are very tech savvy, easily jumping onto computers and using the Internet and library resources. Finding good sources to search, assessing the information they find, and evaluating sources, regardless of how tech savvy they are, is where many of our students fall short without librarian mediation.

In "Ten Reasons to Teach Information Literacy for Credit," William Badke argues that to bring our students up to the research level they need, both during college and in their careers afterwards, institutions of higher education need to offer information literacy credit courses. Badke states that "students are not learning good research skills with existing methods."

I cannot argue with Badke's points that students need information literacy skills to navigate through college and to be successful in their future careers. I can argue that some existing methods of teaching research skills are working. At the College of St. Benedict and St. John's University, we librarians meet with every First Year Seminar class in the fall and spring semesters. First Year Seminar (FYS) is a required two-semester course for all incoming freshman, and one of the course learning goals outlines information literacy: "Discover and practice sound principles of information literacy and effective use of information technology by becoming familiar with library resources and staff."

Because of the information literacy course goal, we librarians meet with each FYS class to discuss library use and research. All of us run our sessions differently, and not because we disagree with each other's methods, but we try to work closely with faculty to tailor the sessions to each individual class. Some FYS faculty give me multiple class periods to discuss research, some require all their students to meet with me one-on-one after our session to go over sources they found, and some ask for my assistance in creating assignments that will test information literacy skills. Faculty involvement is key in the success of these sessions. The more faculty allow us to interject ourselves into the class, the more we are able to teach the students.

We can also see this level of involvement in higher-level classes. Some academic departments involve librarians in every class year, such as our nursing department. Nursing students get to know librarians well because they see us year after year in multiple different classes. When those students come to the reference desks or our offices for additional help, I know they have already

exhausted many different resources because faculty required librarian involvement throughout the years.

While I think faculty involvement is what can make some of these existing methods of teaching research skills successful, I would love to see more information literacy credit courses offered at institutions of higher education. However, I think I see them a bit differently than Badke. Badke states that the "new information environment" is complex and that information literacy is "a credible academic subject."

The information environment is large and distributed, but what is complex to students is scholarly literature. In Paul N. Courant's article "Scholarship: The Wave of the Future in the Digital Age" (<http://net.educause.edu/ir/library/pdf/PUB7202t.pdf>), he uses the term "scholarly literacy" rather than "information literacy" because, he states, many students are already fairly information literate. He argues that what students really need help with is scholarly literature. For instance, a student I worked with recently was well versed using Internet sources, including Google Scholar which he used to find scholarly literature, even scholarly literature linked back to our library via Google Scholar. What he did not understand was that the library has more useful ways to access scholarly literature.

Focusing more on scholarly literacy, I would love to see more credit courses offered per discipline similar to the system at the University of Alberta, Augustana (<http://www.augustana.ca/services/library/infolit/courses.html>). The librarians at the Augustana Campus Library teach 21 information literacy credit courses spread across different campus disciplines. I do not see information literacy as an academic subject on its own but interwoven into already established disciplines. Interweaving information literacy into disciplines could be very successful, and I think even more successful if these courses were co-taught with faculty in that discipline. Not to undermine what we librarians know and do, but faculty involvement in one-shot library sessions makes the sessions more successful, as it would in discipline-specific courses.

Faculty involvement is key whether we introduce information literacy credit courses or enhance one-shot library sessions. Badke's article may be interesting to introduce to faculty to hear their feedback, though I wish Badke would have expanded upon how to reach faculty and administrators. His article reads as if written for his librarian colleagues, but I wish his top 10 was a list of how to reach out to faculty, because that is sometimes the most difficult part of our jobs, but also one of the most important parts. What is your top 10 list for reaching out to faculty? I'd love to hear it!

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## Ensuring the Success of an Information Literacy Course

Jennifer DeJonghe

*Associate Professor*

*Metropolitan State University – Library and Information Services*

In the November/ December issue of *Online*, William Badke gives ten excellent reasons to support for-credit information literacy courses as a core component of higher education. His arguments about the importance of information literacy should provide ammunition for librarians at an institution that does not yet have a credit-bearing information literacy program, and reinforcement for those at institutions that do. Once a course is in place though, assessment is the key to both justifying the continuation of the program and ensuring broad support at a university. At Metropolitan State University our for-credit information literacy class is not required for most students, yet we are consistently able to fill at least six sections of the course a semester due to strong positive outcomes and the word of mouth generated among students, faculty, and advisors.

Before we taught our information studies course as a for-credit course, we conducted a large number of traditional one-shot bibliographic instruction sessions throughout the university curriculum. Despite our best efforts to work with the course instructors to tailor these sessions to course content and to make them engaging, we often left the classroom feeling frustrated. It was nearly impossible to really connect with students in such a short amount of time, and very difficult to determine if the students were gaining any long-term knowledge. Students would respond favorably to the sessions, but it was much more difficult to determine whether or not their research skills had been improved in a concrete and measureable way. Certainly we did not have time to teach them more in-depth information literacy concepts in under two hours.

Teaching a for-credit course is completely different. It allows us to work with the students long enough to really teach them deep and long lasting concepts, and to measure the skills they have developed. At the beginning of the semester we gather information from the students to find out where they are starting from – and we are no longer surprised to find students in our course who have never been in a library, have never used a library database, and who can't differentiate between a newspaper and a blog, because "online they all look the same." We also find out at the beginning of the semester why the student enrolled in the course

and where they heard about it. At the end of the course, we can measure the gains students have made through the quality of their final research project and by their oral presentations, which include discussion of the skills they have learned. We also give various surveys during and at the end of the course to measure student perception of the effectiveness of specific assignments and content, and we have made many changes to the way we teach based on this feedback. Our course has become filled with hands-on activities, video clips, and lively discussions – so that in addition to learning a lot, our students often comment on how "fun" the course was for them. The information world changes rapidly, and we need to keep the content fresh and engaging.

We are still struggling to find a way to assess the students who take our course against those who do not take it in the long term– perhaps by somehow testing graduating seniors. In the meantime, we have gathered enough informal feedback to make us feel confident that our strategies are working. Other faculty tell us that they see a vast improvement in student work from those students who have taken our course. They tell us stories of students stepping forward in their research classes to demonstrate to other students what they learned in our information studies course – while excitedly urging other students to enroll in it as well.

Faculty and other advisors become cheerleaders for our course, and their encouragement accounts for roughly one third of the students who enroll. Peer word of mouth is another way that we gain enrollment. We often have students who take our course making statements such as "this class should be required!" and "I wish I'd have taken it sooner!" We then use these quotes from students when promoting our course at events such as the new student orientations. We feel that using the voice of students to promote the course is stronger than anything we can say ourselves.

Convincing a college or university to implement an information studies course is the first battle – and one that I believe every academic librarian should fight. Keeping the course running, and keeping the seats filled is the next step, and both formal and informal measurements of student success are key to this process.

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## Developing a Credit Bearing Information Literacy Program – The MCTC Model

Thomas Eland

*Library Faculty (Coordinator, Information Studies)  
Minneapolis Community and Technical College - Library*

This article responds to a challenge laid out by Bill Badke in his recent *Online* magazine article.

Badke, William. "Ten Reasons to Teach Information Literacy for Credit." *Online* 32, no. 6 (November 2008): 47-49. *Academic Search Premier*, EBSCOhost.

Bill Badke and I are kindred spirits when it comes to teaching information literacy instruction at the college level. This *MINITEX Reference Notes* article is a much truncated version of the chapter I wrote for the *Information Literacy Handbook*. (Cox, Christopher N. and Elizabeth Blakesley Lindsay. Eds. *Information Literacy Instruction Handbook*. Chicago: Association of College and Research Libraries, 2008.)

### Conceptualizing the program

At MCTC we developed a plan to build an information literacy curriculum during the 1997-1998 academic year. We had developed a successful bibliographic instruction program over the years in which we provided two hours of instruction for every section of English Composition 1, and four hours of instruction for every section of English Composition 2. However, the library faculty was never happy with the results because the instruction did not allow us to assess student learning in a meaningful or comprehensive way, and we were unable to teach anything but basic skills. The library faculty discussed the idea of a curriculum-based information literacy program and what it meant in terms of library faculty workload, student learning, and the consequences for discipline faculty. We decided that our ultimate goal should be a required two or three semester credit freshman information literacy class that would be housed in a newly created Information Studies department chaired by the faculty library coordinator. The library faculty also envisioned the creation of more advanced level information literacy classes, as well as liberal arts course offerings in Information Studies.

### Moving the program forward

Our first step was to transform an existing library skills course into a true information literacy course. Two library faculty members took the lead and redesigned the course. We sought and gained the support of our Academic Vice President and the English department. Both were crucial allies whose support was necessary. The library faculty held many candid conversations with

the English faculty over who was best qualified to teach information literacy. It was finally decided that the library faculty were the ones most qualified to teach information literacy and that removing the teaching of research skills from English composition classes allowed the English faculty to spend more time teaching the writing process.

The proposed information literacy course was approved by the college curriculum committee in January 1998, and was first offered fall semester 1998 and became a requirement for the Associate of Arts transfer degree. The first year was a transition year. Four sections of INFS 1000: Information Literacy & Research Skills were offered fall semester, with six sections in the spring. The library faculty also continued to offer a reduced number of bibliographic instruction sessions. After the transition year the library dropped all bibliographic instruction.

### Where we are today

Three years after the introduction of INFS 1000 we went back to the curriculum committee and requested the course be increased to 1 lab credit—a lecture credit is 50 minutes per week, and a lab credit is 100 minutes. The course had proven to be a success and gained widespread support of the faculty and administration. We also held discussions with the English faculty for the need to make INFS 1000 a prerequisite to English Composition 2. The English faculty was concerned about this approach. In the end, the library and English faculty decided to request that English Composition 1 and INFS 1000 be required within the first 24 credits of the Associate of Arts degree. The English faculty also supported the library's request to increase the credits for INFS 1000 once again, this time making it a 2 credit course (1 lecture, 1 lab). The new requirements were approved and went into effect fall semester, 2004. We now teach between 10-12 sections of INFS 1000 every semester and 4-5 sections each summer. Four of the sections are taught as online class sections each semester.

Beginning fall semester 2006 the Business Management program began to require INFS 1000 for students seeking their Associate of Science degree. INFS 1000 is also required for students in the A.S. in Urban Education, the A.S. in Urban Parks and Recreation, and the Associate of Fine Arts degrees.

### INFS 1000 Pedagogy

From the beginning the library faculty decided that INFS 1000 would be a competency based course. Our goal was to assess individual student learning, individual class section outcomes, and overall program outcomes. As a result we developed the course so that all sections

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would use a common syllabus, assignments, and a mid-term and final competency examination. From the beginning we used a common grading rubric with the mid-term and final examination projects which allowed us to assess specific information literacy outcomes. We use the grading rubric to score the exams and produce an annual information literacy program assessment report. The exam rubrics proved so useful that we designed assessment rubrics for use with the individual assignments. Not only do these rubrics provide faculty with an objective set of criteria to assess student learning, they also provide students with a clear understanding of why and how they are being assessed.

To be information literate students must understand the political, economic and social contexts in which information is produced, distributed and organized, and they must understand this before they attempt to search for and evaluate information. As a result INFS 1000 was developed using a critical information literacy approach. The implications of this approach are described by Michelle Holschuh Simmons in her article, "Librarians as Disciplinary Discourse Mediators: Using Genre Theory to Move Toward Critical Information Literacy." Simmons summarizes the underlying philosophy of the MCTC information literacy program well when she states that:

Critical information literacy is a deliberate movement to extend information literacy further than the acquisition of the research skills of finding and evaluating information. Instead, it is the 'refram[ing] [of] conventional notions of text, knowledge, and authority' in order to ask more reflective questions *about* information: "Who owns and sells knowledge?" "Who has access to information?" and "What counts as information (or knowledge)?" Additional questions such as "Whose voices get published?"—or more importantly—"Whose voices do not get published?" are the types of questions that can help students begin to see scholarly communication as a dialogic, political, and contested process. These types of questions encourage students to see that information is not neutral but that it reflects social, political, and economic ideologies that are situated within an historical context. (Simmons, Michele Holschuh. "Librarians as Disciplinary Discourse Mediators: Using Genre Theory to Move Toward Critical Information Literacy." *portal: Libraries and the Academy* 5, no. 3 (2005): 279-311.)

The INFS 1000 course material can be found on our course web page (<http://www.minneapolis.edu/library/support.htm>).

## Youth, Technology, Literacy and Rich Media Development – Skill Building for the 21st Century

Jennifer Nelson  
*Partnerships Coordinator*  
*Hennepin County Library*

Youth aged 10-18 are using public libraries in what seems like record numbers. And it's no wonder that they are, what with the range of programs and services being offered and the increasingly youth-friendly environments libraries are creating.

Teen book clubs, teen advisory groups, teen involvement in planning and implementing programs, the introduction of gaming programs and the ubiquitous opportunity to use computers and network with other youth have made the public library a hub of activity on a daily basis. Complementing the opportunities for positive youth development and social engagement, are programs designed to support academic achievement and career exploration. This traditional role for libraries in educational support is evolving as technology changes the educational and workforce landscape youth face in the 21st century.

With the massive shift to a fully global economy that is based on high technology processes and products, information services and a vast telecommunication infrastructure, the skills youth need to succeed in the workforce have changed. While reading and writing literacy will always be fundamental, there are an increasing number of literacy skills related to higher order problem solving, personal initiative, leadership, collaboration and communication that are equally important for successful engagement in society and the workforce.

With this shift in mind, public libraries have an unprecedented opportunity to support youth in developing these key, new, 21st century literacies. After all, public libraries are the only community organization that fully supports free lifelong learning and informal education. Libraries don't have mandates that dictate what to teach to whom and when, libraries aren't valued or funded by the scores of its students. Rather, we are in the enviable position of being able to identify needs and posit solutions to enhance the development of key skills that aren't readily available elsewhere.

Locally, the Hennepin County Library (and the Minneapolis Library before it) has been pioneering efforts to teach youth these critical skills since 2006. Building key partnerships with local institutions has allowed the library to provide a unique set of technology programming and leadership development opportunities for youth.

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The library has had the good fortune to have had several projects generously supported by the Best Buy Children's Foundation that have allowed us to develop a core set of youth programming built on an online interactive software environment called Scratch, which was developed and is supported by the Life Long Kindergarten at MIT's Media Lab (<http://scratch.mit.edu>). Our primary programming partner is the Learning Technologies Center at the Science Museum of Minnesota. Our partnership with LTC has allowed us to rely on a set of highly engaged, creative and well educated teachers to not only implement programs, but teach library staff how to use and teach Scratch.

Scratch is a free program that allows anyone to create projects using animation, video, still photos, music and drawing. Projects can be as simple as a drawing or animation or as complex as a game with characters, narrative, timing and scoring. Projects are created in Scratch by using actual computer programming techniques that are encapsulated in building blocks of code that are reminiscent of Lego® bricks. The programming is intuitive – if blocks fit together they can be programmed together; problems in programming are easily debugged by adding and moving the programming blocks. Scratch also supports a social networking website where users can post and comment on projects as well as download projects built by others. The site has well over 200,000 users drawn from the international community and over one million projects are posted.

Using Scratch and building these key relationships has allowed us the luxury to not only learn new skills but also to reflect on what we're teaching, how best to teach, and perhaps most important, why it's important to engage youth in creating rich media content. Through our work we've discovered that Scratch-based programming is a powerful tool for teaching the new, 21st century, literacy skills and for engaging youth in libraries. Libraries have the opportunity to be a persistent place for youth to engage in creative pursuits that support the development of key workforce skills.

Hennepin County has taken its efforts a step further to provide positive youth development experiences by creating Teen Tech Squads at three locations.

Funded by the Best Buy Children's Foundation, the library hires and trains teens to teach other teens to use these rich media production tools. The youth plan and present bi-monthly workshops, attend continuing education workshops taught by Learning Technologies Center staff, and receive mentoring from library staff in developing good work skills and habits. The program has been quite successful, and while we've had the benefit of generous funding to allow us to pay the teens, a volunteer or service learning based approach could provide any library a similar set of engaged teens.

More recently, Hennepin County Library was awarded an IMLS Nation of Leaders Demonstration grant to bring this programming to a set of five national partners. Over the course of the next 18 months staff from Hennepin County Library, Seattle Public Library, the Public Library of Charlotte & Mecklenburg County, the Free Library of Philadelphia, Wilmette (IL) Public Library and the Memphis Public Library will learn to use Scratch and offer programming for youth. In addition, staff will be working with HCL and the Science Museum of Minnesota to assess the literacy skills that youth exhibit and develop through participation. The project will also examine, develop, and promulgate best practices for new technology programming implementation in public libraries – based on the premise that libraries today need to be responsive, not reactive, to changes in our environments. It is through responsive, proactive programming that public libraries will maintain their critical edge as the primary institution for informal learning in all communities – continuously leveling the playing field and setting the stage for all community members to develop the skills they need to effectively engage in 21st century society.

## REFERENCE NOTES

MINITEX Library Information Network  
University of Minnesota, 15 Andersen Library  
222 21st Avenue South, Minneapolis, MN 55455-0439

Reference Phone . . . . . 612-624-4150, WATS 800-462-5348  
Reference Fax . . . . . 612-624-4508  
Hootman, Jennifer . . . . . 612-624-2924, hootm001@umn.edu  
Parker, Mary . . . . . 612-624-1024, m-park1@umn.edu  
Pfahl, Carla . . . . . 612-626-6845, pfahl001@umn.edu  
Staats, Beth . . . . . 612-624-7873, fried004@umn.edu  
Main Website . . . . . www.minitex.umn.edu  
Reference Email . . . . . mtxref@umn.edu  
Office Hours . . . . . Mon-Fri., 8:00 a.m. - 4:30 p.m.  
Reference Intake Form . . . . . <https://www.minitex.umn.edu/reference/refdb/index.asp>

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For address and name changes, please send a message to [mtxref@umn.edu](mailto:mtxref@umn.edu)

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MINITEX Library Information Network  
University of Minnesota  
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222 21st Avenue South  
Minneapolis, MN 55455-0439



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