



---

# LOEX QUARTERLY

Affiliated with Eastern Michigan University's Bruce T. Halle Library

---

Volume 33, Number 3, Fall 2006

Greetings from LOEX! For those of you I have not talked to yet, I'm Brad Sietz, the new director of LOEX. I am excited to have the opportunity to continue LOEX's success and build upon it. In the brief time since I started in September, I have already had the chance to talk/email/fax with scores of librarians around the world and it is great that there are so many people interested in library instruction and information literacy.

The big news out of LOEX is the 2007 conference in San Diego, CA. We have a great organization, SCIL (Southern California Instruction Librarians), hosting the conference and they are putting together a high-quality program. We just finished receiving an interesting, diverse group of proposals and will select which ones have been accepted by January. Also, registration for the conference is February 9th at 1:00PM Eastern. I know spots have gone quickly in the past, so mark your calendars. For more information about the conference, please see: <http://public.csusm.edu/acarr/loex/index.html>

Please let me know any suggestions you might have for making LOEX work better for you and your institution - whether it's the conference, the Quarterly, Currents, the website or anything else. I have a few ideas and if you do too, please share them with me.

Have a safe and fun holiday season,  
Brad Sietz  
Director

## - What's Inside -

<b>Utilizing Filmmaking to Advance Generation Y's Information Fluency</b>	2
Jennifer Sharkey	
<i>TechMatters:</i>	4
<b>Whatever happened to Jeeves, you Ask.com?</b>	
Krista Graham	
<b>Will Team-Based Learning Mesh Well with Library Instruction?</b>	6
Susan Metcalf	
<i>Ross' Rave:</i>	9
<b>Whine, wine, whine</b>	
Ross LaBaugh	
<b>Author contact information</b>	12

Please consider submitting your instruction-related research, reviews, and reports.  
Articles are accepted continually.

## Utilizing Filmmaking to Advance Generation Y's Information Fluency

Jennifer Sharkey, Purdue University

Over the last several years, a variety of articles have been written about Generation Y (also known as the Millennials). As this generation enters the gateways of higher education and now employers' doors, much of the discussion is around their work and learning preferences as well as their behavioral tendencies. While college and university administrators examine and explore GenY's learning, technology, and communication preferences, they struggle with effectively modifying curriculum to meet these preferences. Library professionals see great potential in the types of instructional programming we can provide for GenY. However, as with any new generation of students there is concern about meeting the challenges. Reliance on sound instructional practices and effective instructional design models is as important as before. The key is finding the successful combination that works for students' needs and institutional learning outcomes. Filmmaking or digital video production is one of many technological options for creating a connection with students in the classroom and still promoting information fluency.

Being broadly aware of this new generation and their preferences and characteristics are important facets to associate with them during their college learning experience. In their article, *Born With the Chip*, Abram and Luther (2004) identify nine behavioral aspects of the current generation of students. They are:

- 1) Format Agnostic
- 2) Nomadic
- 3) Multitasking
- 4) Experiential
- 5) Collaborative
- 6) Integrated
- 7) Principled
- 8) Adaptive
- 9) Direct.

Two themes, in their article as well as other scholarly works, are that these students have a preference for an active, group-based learning environment and for the use of technology in the classroom. While academics still consider course-management systems, searching electronic sources, and delivering electronic presentations as effective and innovative use of technology, GenY does not agree and would prefer the use of newer technologies. Clayton-Pedersen and O'Neill note this gap in perception

of what is new and innovative has today's students holding low expectations for technology use in the classroom (2005). Slow response to using newer technologies will only create more barriers and obstacles to its system-wide integration.

Apart from the perceptual gap of innovative technology use in the classroom, other issues exist that contribute to the existing gaps. Lack of true integration of technology into curricula is often linked to the absence of technical support, time, and resources (Bates & Poole, 2003). Elimination of these barriers provides the opportunity to use technology as a tool for learning in a collaborative, engaged environment. Application of the Information Fluency model, created by the Associated Colleges of the South, is one way to improve technology integration without sacrificing information literacy and critical thinking. Dede (2005) supports the theory that as students experience learning in a technological immersive environment, there will be a shift from individualized learning to "neomillennial learning styles." Specifically, students will show "fluency in multiple media, [while] valu[ing] each for the types of communication, activities, experiences, and expressions it empowers" (p. 15.15). Filmmaking projects incorporate information literacy skills, active learning, critical thinking, and use of technology. Additionally, these types of projects appeal to the following Abram & Luther's behavioral aspects:

- 1) Format Agnostic: Digital formatting allows for a variety of information sources to be used and incorporated into projects.
- 4) Experiential: Most students haven't created films in a formal matter. The best way to learn how to create a film is to immerse oneself into the process & experiment with presenting information in a new way.
- 5) Collaborative: It is very difficult to create a quality film by oneself. The idea and concept of creating film is, at its core, collaborative.
- 6) Integrated: The very nature of filmmaking is the blending of content and technology. Film is entertainment as well as a communication method.
- 7) Principled: Allowing students to choose a current or hot topic gives them the opportunity to express their ideas and opinions, in addition to expanding their depth of knowledge about a particular topic.

The diverse nature of filmmaking creates a large spectrum of integration possibilities for projects and curricula. At the Purdue University Libraries, one application of filmmaking to advance information fluency is the final project of the introductory information literacy course. For the final project, the students work in groups of 3 or 4 to create a 7-minute documentary on a current topic of their choice. Over eight weeks students follow the basic film production phases of development, pre-production, production, post-production, and distribution. These phases are interwoven with teaching information literacy skills, such as developing effective research strategies, evaluating sources, and differentiating between types of information, and critical thinking. Throughout the course students explore a variety of filmmaking skills and concepts such as the foundations of documentary film, using digital camcorders, and editing film footage with Movie Maker or iMovie.

The specific requirements for the final project create the foundation for the grading and assessment rubric as well as reinforce the concepts covered during the class. Using feedback and observations from previous classes, the following specifications are in place.

Each group needs to ensure that the final project:

- is saved in a standard video file format of .mpeg, .wmv, or .mov and is burned to a CD; PowerPoint and Flash files will not be accepted
- includes common filming techniques and production processes found in documentary films (e.g. interviews, live film footage)
- is no more than 7 minutes long
- has a clearly stated thesis statement or purpose
- uses multiple types of information sources to present the argument/analysis and must include:
  - 1 book
  - 2 articles, one of which is scholarly
  - no more than 2 web sites
  - digital images, audio files & video files are not limited but should contribute to the overall film
- uses MLA citation style for all sources, including video, audio, and still images
- has a description explaining how and where each source was used in the film -- handed in as a word-processed document
- includes a reflection piece about the project and your experiences with it (Sharkey, 2005)

While some of the completion criteria may seem overly specific, past experience has shown that unless clearly stated in the homework description and expectations, students typically do not use any sources other than free web sites. The incorporation of this type of project may lead some to believe the class is more focused on filmmaking rather than information fluency. In contrast, a standard film production class embeds technology, information literacy and critical thinking skills in a different way such as having students write traditional research papers, conduct film sequence analyses, and extensively practice filming techniques.

Apart from aligning class activities and projects with GenY learning and behavioral preferences, aligning learning outcomes and objectives with an instructional model is also a key element of developing effective projects and assignments. Using a simple charting technique helps to determine what elements of an assignment meet the components of the information fluency model. Table 1 is an example chart for the filmmaking assignment.

**Table 1: Example for charting the assignment**

Applying the Information Fluency Model		
Component	Description	Broad Outcomes
Information literacy	Students actively build skills for finding, accessing, and evaluating information.	<ul style="list-style-type: none"> <li>• finding multiple types of information sources</li> <li>• developing a thesis statement or purpose</li> <li>• using MLA citation style for sources used</li> </ul>
Technology literacy	Students actively build skills for using a variety of hardware and software.	<ul style="list-style-type: none"> <li>• creating a video file in a standard format</li> <li>• utilizing a digital camcorder</li> <li>• using film editing applications</li> </ul>
Critical thinking	Students actively build skills to deeply analyze and evaluate problems, situations, or information	<ul style="list-style-type: none"> <li>• applying the 5 stages of the filmmaking process</li> <li>• writing a reflective piece</li> <li>• presenting a clear argument or analysis of a topic</li> </ul>

*(Utilizing Filmmaking...Continued on page 8)*

## TechMatters: What Happened to Jeeves, you Ask.com?

Krista Graham, Central Michigan University

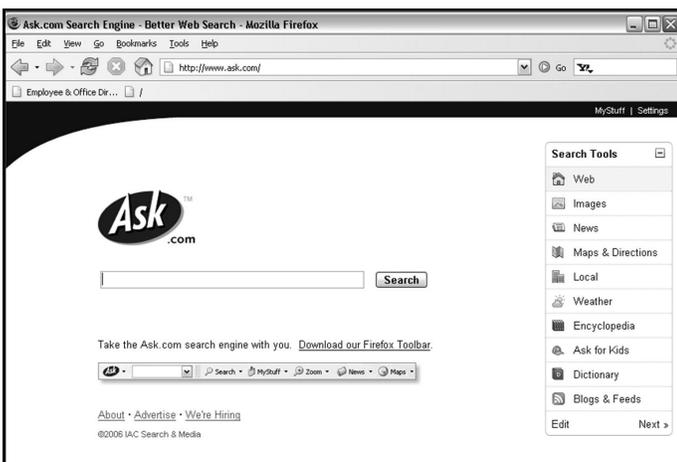
Do you remember Ask Jeeves, the search engine that offered searchers the opportunity to pose questions in the form of full sentences, but never managed to produce many sensible “answers” in return? I was never very impressed by the quality of this search tool, and so stopped using it and teaching it to my students many years ago.

In February of 2006, however, the search engine best known for its snooty butler branding underwent a major change when “Jeeves” was dismissed and the search engine was renamed as Ask.com. At the same time, a new and more effective search algorithm was quietly implemented. The change in the quality of the search results is impressive, and makes giving this search engine a second look and a new review worth the time. After checking out the new and improved search features, you may find that you want to share this quality web search option with your students.

### New interface, new algorithm, better search results

The first thing you will notice when you visit the new Ask.com is the clean, simple search interface. The home page contains only a simple web search form, with options to search using other information sources including an image search, a dictionary and thesaurus, an encyclopedia, and a phone directory amongst others (see **Figure 1**). Sound familiar? The surface similarities to Google, the reigning champion of search engines, are obvious and seem designed to invite comparison.

**Figure 1: Ask.com home page**



Fortunately for Ask.com, the similarities between the two tools extend well beyond the surface level and into the quality of the search results. Try a search for “library instruction” in the two search engines and you will find that the results are incredibly similar. Gone are the non-sensical search results produced by the old Ask Jeeves. The dramatically improved search relevancy is due to Ask.com’s new “ExpertRank” search algorithm. Similar to Google’s much lauded “PageRank” technology, Ask.com’s new search algorithm uses link popularity to determine relevance. Ask.com’s algorithm goes one step further, however, by using subject clusters to rank pages based on link popularity amongst “expert pages” within the subject area being searched. In other words, being popular amongst peer web pages is weighted more heavily than general popularity. Thus for many searches while there will not be a significant difference from Google, in certain instances Ask.com’s approach should allow niche sites that are well-regarded by their peers, as opposed to all websites, to bubble up closer to the top.

### New search features, improved search experience

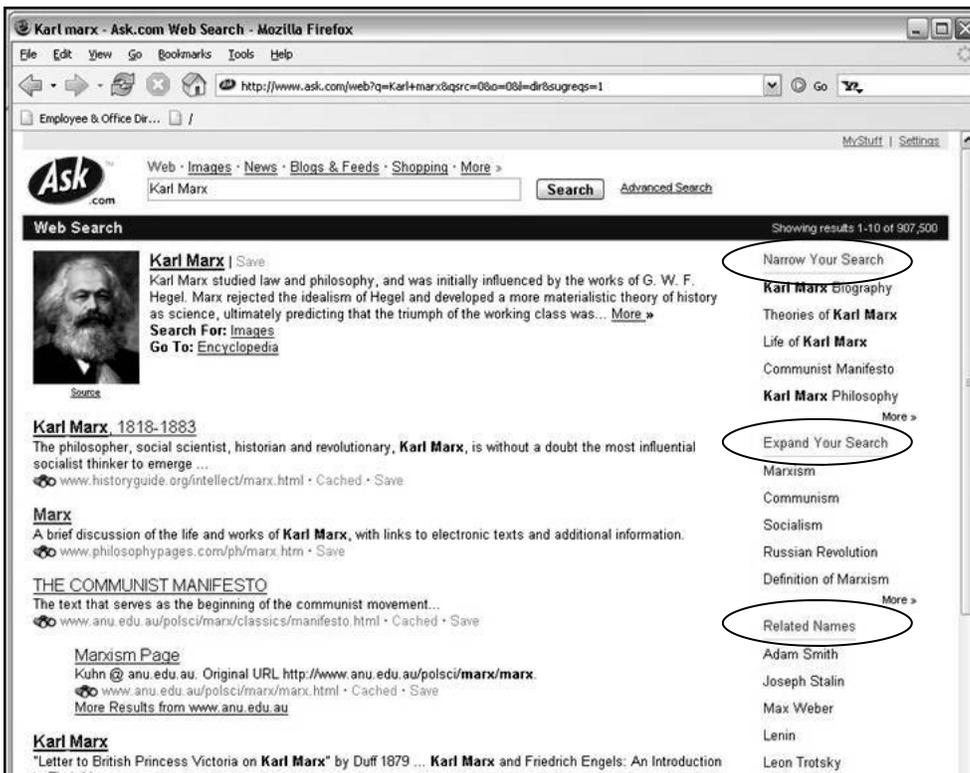
Along with the new search algorithm and relevancy ranking, Ask.com has also introduced a few new search features that aren’t currently available in any other major search engine.

#### Zoom Related Search

Because Ask.com’s search relevancy is based on subject-specific popularity, it is able to leverage the same subject clusters to suggest alternate search terms. For example, a search for “Karl Marx” produces the typical list of ranked web sites about Marx and his works just like any other search engine. However, along the right-hand side of the screen you will find three sets of possible alternate search options (see **Figure 2**):

- Narrow your search provides a list of more focused search topics such as “Karl Marx biography” or “theories of Karl Marx”.
- Expand your search provides a list of conceptually related search topics that may not even include the initial search terms, such as “Marxism”, “communism”, and “socialism”.

**Figure 2: Three Sets of Alternate Search Options**



- Finally, the related names section provides a list of individuals who are conceptually related to topics areas suggested in the previous two categories. In this case you will find “Adam Smith”, “Joseph Stalin”, “Max Weber”, and others. The potential benefits of this search feature for students who often struggle to appropriately refine and redefine their research topics and terms are clear.

**Binoculars Site Preview**

Another new feature, site preview, allows users to get a “sneak peek” at a web page prior to connecting to a selected site. To access this feature look for the small binoculars icon that appears next to the URL on most search results. Hover your mouse over the icon and a preview image will appear for the site in question. While the quality of the images will vary depending on the screen resolution, it is generally good enough to allow for a quick surface level evaluation that may help weed out sites with limited content or poor design thereby saving the time of a searcher.

**And a variety of specialized search options ...**

Like Google, Ask.com’s search engine also allows users to search a variety of specialized information sources including weather reports, a currency converter, stock reports, and a unit conversion tool. However, instead of expecting users to read help screens in order to discover and learn how to use these search options, Ask.com provides easily accessible and intuitive search interfaces for each one. Simply select the tool you want from a “search tools” menu prominently located on the main search screen, and follow the clear search prompts to find the quick answers you need.

.....

After reviewing the new and improved search features implemented by Ask.com this year, I plan to begin re-introducing my students to this search option. From my perspective, the more quality web search tools available to students the better. And really, competition in the search engine domain will benefit all of us, as leaders like Google will be pushed to continue to improve their search technology. So, I urge you to take another look at the “jeevesless” Ask.com. Like me, you may be favorably impressed by what you find!

## Will Team-Based Learning Mesh Well with Library Instruction?

Susan Metcalf, New Mexico State University

Instruction offered by academic libraries has evolved greatly in the last two decades. This growth is intertwined with the evolution of pedagogical practices in other academic disciplines, and is a necessary response to advances in technology and changes with regards to students' behavior and preferences, as evidenced in the "gen x" and "millennial" phenomena. This article looks at Team-Based Learning (TBL), a teaching paradigm conceived by Larry Michaelson when he taught at the University of Oklahoma. This is not team teaching, where two instructors collaborate, or a casual use of small groups. By Michaelson's definition, the teams in TBL are static throughout a given course, and this precludes using it to design one-shot library instruction sessions. It could, however, be used as a framework in for-credit library instruction courses. Although TBL has not yet emerged as a favorite tool in library instruction, it has much in common with other models that have been embraced. This article examines TBL in the context of current library instruction, and discusses some pros and cons of its use.

The author attended a workshop conducted by Michaelson and L. Dee Fink, sponsored by the New Mexico State University Teaching Academy, and then took part in a book discussion group covering the text *Team-based learning: A transformative use of small groups in college learning* (Michaelson, Knight, Fink, 2004). Part of the discussion included observing in-person several classes based on the TBL model. As a result, she is using TBL to redesign an upcoming three-credit course entitled LIB311 Information Literacy.

### An Overview of Team-Based Learning

Michaelson began experimenting with the use of teams in classes in the 1970s, after his class size had burgeoned from 40 to 120 (Michaelson, 2004, p.vi). He had used group work in the smaller class and found it effective. In their text, Fink defines TBL as "a particular instructional strategy that is designed to (a) support the development of high performance learning teams and (b) provide opportunities for these teams to engage in significant learning tasks" (p.9). A major component of this use of teams, as opposed to many class small group activities, is that the teams remain constant throughout the course. Teams are the focal point of the class' instruction and its curricular design; they are not just a tool to engage stu-

dents in more active learning.

In his chapter "Getting started with Team-Based Learning" Michaelson (p. 28) delineates four essential principles to implementing his approach:

1. Groups must be properly formed and managed
2. Students must be made accountable
3. Team assignments must promote both learning and team development
4. Students must receive frequent and immediate feedback

Fink maintains that TBL can be differentiated from other instruction models in that it is a strategy, not a technique (p.9). He acknowledges that instructors will modify the strategy—most probably in response to fit their own teaching styles and the specific requirements of the subject discipline.

### TBL, Active Learning, and Related Practices

Library instructors, and those who teach library instructors to teach, have long embraced the pedagogical concept of active learning, sometimes referred to as experiential learning. The basic tenets of this approach, that students prefer to be active participants in their education and that learning is enhanced when lectures are not the primary mode of instruction, are now generally accepted. The literature is replete with articles that advocate active learning and discuss its merits. For example, Gresham's (1999) article explains experiential learning, or "learning by doing", which is related to the now widely-accepted concept of active learning. He argues that the onset of wired classrooms in libraries has enabled library instruction to grow from the lecture-based to hands-on, and thus move from passive to active learning.

As the practice of active learning evolves, educators, prompted and enabled by major changes in technology and in student demographics, have naturally spawned new methodologies, models, and structures. In a discussion of these trends on the Carnegie Foundation for the Advancement of Teaching's website, Pat Hutchings (2005) notes that there are:

...energetic conversations and communities that have grown up around various teaching approaches. Faculty

interested in collaborative learning--where students learn from one another in structured small groups--can now find colleagues on just about every campus in the country, as well as a growing body of literature.

In addition to collaborative learning, Hutchings mentions other teaching approaches, such as learning communities, problem-based learning, and service learning. Team-Based Learning, a close cousin of collaborative learning, could be added to her list. TBL has its own website at <http://www.ou.edu/idp/teamlearning/>, and its own listserv, listed on that site. It also provides links to other TBL websites at the Baylor College of Medicine and Wright State University School of Medicine, among others.

As these discussions and communities grow and the literature emanating from them evolves so does the accompanying terminology. Just as “active learning” is often interchangeable with “experiential learning”, “collaborative learning” is sometimes synonymous with “cooperative learning”. Keyser’s (2000) article “Active learning and cooperative learning: Understanding the difference and using both styles effectively” is an excellent introduction to these concepts as they apply to library instruction. She includes advice on how to choose and apply active and cooperative learning methods by ensuring that the technique is tied to achieving a particular instructional goal.

Collaborative learning combines active learning with another popular teaching model-- small group work. Small group work, like active learning, has been in use for some time. In part, group work succeeds because it is a form of active learning. Another emerging teaching method that has had some coverage in library journals, as well as other academic literature, is problem-based learning (PBL). Carder, Willingham, and Bibb’s 2001 article “Case-based, problem-based learning: Information literacy for the real world” provides an overview of one problem-based approach, and the article’s reference list can be consulted for further reading on PBL.

So how does TBL fit in with these more common instruction approaches? Although no articles were found to have addressed TBL use in library instruction, authors in other disciplines have discussed its use. TBL is popular in medical schools, as instructors can readily see the benefits their students would receive from learning how to function in teams. It is interesting to note that PBL also started in medical schools.

## Pros and Cons of using TBL in Library Instruction

Due to its inherently “active learning” nature, Team-Based Learning is a good choice for librarian instructors who don’t mind letting go of some control of the class and/or feel that lecturing is not their strong suit. Another pro of TBL is that it provides a proven framework for course design. The course is first divided into macro-units (four to seven are recommended) which correspond to the major course topics. Some examples of major topics for an information literacy course are evaluating information sources and developing research strategies. These topics are then translated into learning objectives and goals, just as in other curriculum design methodologies, but with a recommended instructional activity sequence that starts with the study of basic concepts and concludes with graded problem solving.

The biggest negative to overcome may be students’ resistance to working in groups. Some will fear that it is unfair to grade their performance based on their teammates; others may be shy or less socially adept. Michaelson would argue that learning to overcome these obstacles, which students will most likely face when they join the workforce, is one of the greatest benefits of the method. Additionally, consideration for group members who were “social loafers” can be partially accounted for in the grading method (e.g., having students anonymously grade each other).

TBL also may be too much for those instructors who are adept at lecturing and feel their lectures contribute to their students’ learning experience. If these instructors want to include small group activities on a smaller scale or with less structure, they should consider cooperative learning or another more flexible approach.

But beyond individual instructor’s preferences and abilities, the suitability of TBL in Library Instruction courses should be compared with established practices in the discipline. An appropriate starting point for this would be the ACRL’s best practices guidelines (2003). Category 7 addresses pedagogy for information literacy programs and contains seven criteria, including “includes active and collaborative activities” and “supports student-centered learning”, which are definitely supported by TBL theory. Other criteria, such as “encompasses critical thinking and reflection” and “links information literacy to ongoing coursework” are certainly possible to incorporate into the course work.

## Conclusion

While the literature indicates it has not been widely used, Team-Based Learning can be an effective teaching paradigm for use in library instruction courses, especially for teachers that enjoy utilizing pre-conceived frameworks, such as Michaelson's, and can design effective assignments. As library instruction increases in importance, it is vital new strategies are explored, utilized, and refined in order to continue to provide the best learning environment for students.

## References

- Association of College and Research Libraries. (2003). Characteristics of programs of information literacy that illustrate best practices: a guideline. Retrieved January 20, 2006, from <http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>.
- Carder, L., Willingham, P., and Bibb, D. (2001) Case-based, problem-based learning: Information literacy for the real world. *Research Strategies* 18(3), 181-90. Retrieved January 20, 2006, from <http://www.sciencedirect.com/>.
- Gresham, K. (1999). Experiential learning theory, library instruction, and the electronic classroom. *Colorado Libraries* 25(1), 28-31. Retrieved February 13, 2006 from WilsonSelect database.
- Hutchings, P. (2005) Building a better conversation about learning. *Carnegie perspectives*. Retrieved February 13, 2006, from <http://www.carnegiefoundation.org/perspectives/sub.asp?key=245&subkey=582>.
- Keyser, M. (2000) Active learning and cooperative learning: understanding the difference and using both styles effectively. *Research Strategies* 17, 35-44.
- Michaelson, L., Knight A., and Fink, L., (2004). *Team-based learning: A transformative use of small groups in college teaching*. Sterling, VA: Stylus.

---

*(Utilizing Filmmaking...Continued from page 3)*

An important aspect to remember is that all elements of the model need to be clearly present in the assignment or project. The assignment should help move students beyond basic skill sets to applying higher level analysis to the final outcome or product.

As instruction librarians rise to meet the challenge of the new generation entering colleges and universities, barriers and obstacles will undoubtedly be present. While keeping an eye on the Millennials' preferences for learning and technology, utilization of various learning and instructional models, such as the Information Fluency model, can help minimize road blocks. Using creative and innovative approaches to teaching the foundations of information literacy, technology literacy, and critical thinking will ensure students have an engaging and relevant learning experience. The filmmaking process is one way professors and instructors can bridge the generational gaps and propel college students towards information fluency.

## References

- Abram, S. & Luther, J. (2004, May 1). Born with the chip. *Library Journal*, 129(8) 34-37.
- Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations of success*. San Francisco: Jossey-Bass.
- Dede, C. (2005). Planning for neomillennial learning styles: Implications for investments in technology and faculty. In D. G. Oblinger & J. L. Oblinger (Eds.), *Educating the net generation* (pp. 15.1-15.22): EDUCAUSE. Retrieved February 22, 2006, from <http://www.educause.edu/educatingthenetgen>.
- Clayton-Pedersen, A. R., & O'Neill, N. (2005). Curricula designed to meet 21st-century expectations. In D. G. Oblinger & J. L. Oblinger (Eds.), *Educating the net generation* (pp. 9.1-9.16): EDUCAUSE. Retrieved February 22, 2006, from <http://www.educause.edu/educatingthenetgen>.
- Sharkey, J. (2005, April 16). *GS 175 information strategies*. Retrieved May 10, 2005, from <http://web.purdue.edu/~sharkeyj/gsl75/>.

## Ross' Rave: Whine, wine, whine

Ross LaBaugh, California State University, Fresno

I'm surrounded by Hoppers.  
The painter.  
Not the bunnies.

A dozen years ago I picked up a print of *A Room in Brooklyn*. A solitary woman sits in a straight backed chair, her back toward us and facing three cornered windows overlooking the brick tenements of a cityscape. The window shades are uneven and I want to fix them.

The now faded print sits on my desk. Over time, well meaning acquaintances, assuming I'm a Hopper aficionado, have given me other Hoppers. Nighthawks (of course) *Early Sunday Morning*, *Drug Store*. Never landscapes or pictures of the sea. Always the urban, dark lonely ones. I'm crowded by their solitude.

I don't dislike Hopper. In fact, after the initial gloom and hopelessness, there is that tiny sigh, an acceptance, or as my eldest often says, "C'est comme câ!" That's the way it is. There is nothing more. All that can ... has been done.

After an hour tapping dancing through the databases and tickling the curiosity of two dozen bleary-eyed freshmen, you turn to the English 1 TA who says, "Let's thank Ross for showing you guys how to find books and stuff online so you don't have to come to the library."

All that can be done has been done.

But, clearly, it's not the students who bring on my exasperation, it is the faculty!

Not all faculty, of course, are problematic. I've decided that, like wine, they are varietal.

**Pinot Gris** are light and lean. They are the new faculty. Fresh from grad school. Ink still wet on their dissertation (*Eco-Feminism and Metaphor: A Marxist Approach to the Early Works of Mary Higgins Clark*). On Friday, Tamiq finds out she is teaching English 1 (Introductory Composition) beginning on Monday. She cobbles together a syllabus over the weekend which includes a "tour of the library" on Wednesday. Good intentions, but not full-bodied. It's difficult to find her in the room because she blends in with the students.

"I'm Tamiq. Thanks for letting me bring the class in. When I was in grad school it was like really helpful to know how to do this. I just wish I had done this when I was like a freshman 'cause it would have saved me like so much time. Y'know? Can you like tell them about MLA and EndNote, if you have time? I haven't given them their prompt yet, but I'm using this collection of 18th century women's journals and they'll be choosing any topic they want as long as it's related to the text."

Tamiq sits in the back of the room and edits her Probationary Plan while I explain how to check-out a book.

**Riesling** are neutral in flavor and present well their place of origin. Arriving mid-fall are the more seasoned faculty. Dr. Hinz has his syllabus well constructed. The assignments and paths to them are well trodden. The library is there, carefully placed at the crossroad between prompt and first draft. There is nothing extraordinary here.

"Hi, Ross. How was your summer? Oh, I forgot, you work in the summer, right? Here's the syllabus. It's the same as last time. They need to choose a topic from the list, although, these are just suggestions and they can pick something else if I approve it ahead of time. No one ever does. (He chuckles.) Dr. Hinz sits quietly in the back of the room, takes roll, listens politely, but hears nothing. Graciously, he thanks me for my effort. "See you next semester," he says on his way out.

**Cabernet Sauvignon** are noble, thick-skinned, full flavored and aged. These are the tenured professors, members of very important faculty committees and advi-

sory boards. They have long histories with the university. Professor I. Brauz has been teaching Organic Chemistry since the discovery of Dubnium (1965). He's a founding father of the Academic Senate, has chaired the department, served as an interim provost, and now rests on his withering laurels.

"You're new here, aren't you? Agnes used to do all my classes. I think she's retired now. Anyway, show them *Chemical Abstracts* and *Beilstein*. They need to find articles which explain the synthesis of compounds I've assigned them. And, I don't want any internet sources. They need to learn this the old fashion way, like I did. Digging through those books, using the microfilm. Tell them to meet me in the lab in 45 minutes."

He marches out the door.

**Box-of-wine:** wine, fruit juice, sugar, and carbonated water. Part-time faculty, TAs, graduate students, supplemental instructors, tutors, and Jeff, the guy from the mail-room. These people don't really have any idea what they are doing. No training, no motivation, no background, experience. Not a clue. Their only qualification is a pulse.

Zondra took an American Studies class in 1969 and is filling in for Sylvia who got an NEH grant to study domestic partnerships among the Aleuts. She tells me her sociology students are lazy, the textbook she wanted is out of print, and the chairperson is getting complaints about her "style". When her class comes in I can smell the tension in the room. It's ozonic (that should be a

word). Zondra sits near the door, ticking away in an attendance book. Scowling. The students grumble in small cliques, mirroring her hostility. The temperature drops minute-by-minute. Everything begins to move in slow motion. "Hey captain, that sure looks like an iceberg up ahead."

"You probably have lots to do," I say to her. "No need to stay on my account. I can take it from here."

"Ok, but if anyone comes in late, get their name and the time they came in. I told them they would be docked 1 point for every minute they were late."

Jawohl!

Like you, I'm often discouraged by the way faculty enter into the whole "library thing". On the one hand, I'm encouraged that they want their students to experience what we have to offer. On the other, I often wish they would just get out of the way and leave it to us.

Maybe Hopper is speaking to me. I do notice his subjects are usually alone, sipping coffee, not wine.



**LOEX** CLEARINGHOUSE FOR LIBRARY INSTRUCTION

104 HALLE LIBRARY

EASTERN MICHIGAN UNIVERSITY

YPSILANTI, MI 48197

**Contacts for LOEX Quarterly Contributors Vol. 33, No. 3**

**Jennifer Sharkey**.....[sharkeyj@purdue.edu](mailto:sharkeyj@purdue.edu)   **Susan Metcalf**.....[smetcalf@lib.nmsu.edu](mailto:smetcalf@lib.nmsu.edu)

**Krista Graham**.....[krista.graham@cmich.edu](mailto:krista.graham@cmich.edu)   **Ross LaBaugh**.....[rossl@csufresno.edu](mailto:rossl@csufresno.edu)

***LOEX Quarterly:***

A quarterly publication of the  
LOEX Clearinghouse for Library Instruction

Published spring, summer, fall, and winter

Volume 33

Number 3

Fall 2006

ISSN: 1547-0172

Editor: Brad Sietz

LOEX Clearinghouse

104 Halle Library

Eastern Michigan University

Ypsilanti, MI 48197-2207

734-487-0020 x2152, 734-487-1289 fax

[loex@emich.edu](mailto:loex@emich.edu)