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With conference season in full swing, LOEX's own annual conference will soon be upon us, as we head to the Buckeye State on May 3-5, 2012. The Columbus LOEX Committee, comprised of librarians from seven different institutions from across Ohio, is putting together a great program and I expect we'll have another invigorating and interesting time. The sessions and speakers for the conference will be posted online at <http://loexconference.org/program.html> by February 1.

Registration for conference attendees occurs on Friday, February 10th at 1PM EST / 10AM PST. The only place to register is online using a form that will be posted at <http://loexconference.org/registration.html>; no payment information is needed at the time of registration as that enables efficient and speedy registration. Fees are unchanged from last year at \$250 per person for LOEX members. The website has a full breakdown of what those fees include.

Outside of the conference, in this issue of the Quarterly we have a book review, a TechMatters on an application, Evernote, that can be very useful at conferences (amongst many other places), an article on mentoring, the first part of an exploration of an increasingly important type of instruction, service learning, and an interview with one of the long-time notable figures in library instruction, Esther Grassian.

Happy instructing,

Brad Sietz

Director

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Book Review: Successful Classroom Management: Real-World, Time-Tested Techniques for the Most Important Skill Set Every Teacher Needs

Megan Hodge, Chesterfield County (VA) Public Library and Bryant & Stratton College

While most librarians are required to take classes on reference, collection development, and information organization in library school, courses on pedagogy are usually optional, if offered at all, leading most librarians who end up with instruction duties as part of their position to learn on the job. One method of undertaking this learning is through reading books like *Successful Classroom Management*; although it is written primarily for K-12 teachers, many of the best practices and instructional strategies it discusses are equally relevant for higher education. The premise, upon which veteran teachers Richard H. Eyster and Christine Martin ground all of their suggestions, is that “effective classroom management is based upon an eminently learnable set of skills” (p. 69). A variety of these, such as creating effective lesson plans, are informative and detailed enough that both new and experienced instruction librarians will pick up new tricks.

Many an instructor may pick up *Successful Classroom Management* hoping for a manual detailing how to nip student tardiness, flippancy, and ennui in the bud, but the book is more than a *Worst Case Scenario Survival Handbook*. The first part is devoted to developing a positive atmosphere in the classroom, as the authors argue that the maxim an ounce of prevention is worth a pound of cure is especially true in education; “effective discipline is a necessary but insufficient aspect of classroom management” (p. 64). Librarians who think such a section insipid would do well to consider the authors’ argument that “praise is one of the most powerful, and certainly one of the most underutilized, tools in any teacher’s repertoire” (p. 16); it can neutralize negative forces in your class, reinforce excellence, and prevent the hardworking but quiet student from remaining invisible and unacknowledged.

Specific disciplinary techniques makes up a good sixth of the book, so readers looking for this meaty material will not be disappointed. Eyster and Martin argue that “the ability to say—to really say—no” to a student who checks their Facebook page in class or wants to take a discussion wildly off-topic is “perhaps the most telling characteristic of a teacher who’s going to be successful” (p. 87). Also, while instructors may be tempted to ignore the occasional muttered aside because they don’t want to make a big deal of something trivial, the authors advise strongly against this and urge them to take a stand. “Everyone in the class will quickly sense what you will tolerate and what you will not. Turn a blind eye [...] and they will understand that you are giving up part of your rightful authority and that they are the ones who get to set the social guidelines in the room” (p. 60).

Additional topics covered include ensuring prompt attendance to class (especially useful in college, when attendance is usually not mandatory; one method is to have a short quiz as soon as class starts, with no make-ups allowed), ways to guarantee lesson plan variety, the importance of moving around the classroom instead of being tethered to the instruction station, successfully managing small group work, and why a passion for the subject should not be underestimated. Instructors are also reminded to scaffold students from their pre-existing knowledge to the new content being taught (a process which should not be underestimated and is talked about at length in another useful book, Jane Vella’s *Taking Learning to Task*) in order to make learning relevant and memorable.

As a new instructor myself, I have found many of the lessons in the book to be useful reminders and variations of things I learned as an education major. I teach a semester-long 3-credit information literacy class at Bryant & Stratton College, and in the chaos of teaching a new 3.5-hour lesson every week, my primary concern when beginning to teach was figuring out how to fill up all that time. *Successful Classroom Management* reminded me of not just the helpfulness, but the necessity of creating lesson plans, because they ensure that the outcome of the lesson is not a course period completely filled, but content successfully learned and integrated into the students’ pre-existing knowledge. Similarly, time spent at the beginning of the semester discussing expectations and establishing routines is not wasted; indeed, “if you begin by moving directly into your subject[...], you will have squandered the one most valuable opportunity in the entire year, namely to set high expectations, to imprint powerfully memorable daily routines” (p. 148-9).

Much of the book focuses on establishing routines and practices over a long period of time, so it will not be as useful to librarians who only teach one-shots. Other sections (such as “Sending a Student to the Office,” “Enlisting Parent Support,” and “Effectively Managing Parent Conference Day”) are not applicable to higher education at all. For those librarians who do teach for-credit information literacy classes or multiple sessions during a semester for a particular class, however, the vast majority of this book will be extremely useful. Additionally, the book is written in a very engaging style with amusing examples (e.g., regarding assigning students to work in groups—which should be done when “students don’t necessarily make the best choices in learning partners. Denise Distractible almost always has a fascination for the antics of Eddie ADHD, and Eddie is often stimulated

by Denise's mulish hee-haw. Use wisdom in separating them"), so it's an enjoyable read rather than a hard slog (p. 194). I believe *Successful Classroom Management* should be read by every librarian who's just found out instruction is one of his/her duties, and ideally even by those who have been at it for ages. One of the things we learn as librarians and edu-

cators is that the best teachers are themselves constantly learning; this is just as valid for technique as it is for content.

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(Evernote...Continued from page 7)

describing a new learning activity you want to try out in your next class.

In the past, you would have had to remember where and on which devices you stored all of this information. Now, however, you can simply create an ACRL notebook in Evernote, add each document, recording, and photograph as you go, and add tags describing the content. When you return tired and happy from your conference experience you'll have everything you learned organized and searchable right at your fingertips.

Figure 5: Share your notebook with individuals or the world

For Instructors

Evernote can be used to collect interesting teaching ideas and/or relevant articles that you may encounter as you go about your daily work. By adding relevant tags, you can easily locate these items again when you start to develop your lesson plans. For that matter, you might choose to develop those plans right within Evernote. Consider creating a notebook for each of your topic areas and/or class sessions.

Another option is to use Evernote's sharing capabilities to provide your students with information that you create and/or collect for them. For example, you might want to share your lecture notes with the class and could do so by inviting your students to view a shared notebook containing those materials.

For Students

Evernote can serve as a highly effective research management tool for students. For those conducting research projects, they can use Evernote to collect and store the information that they discover throughout the research process. And, for those working in groups, they can share their individual notebooks with one another so that they can more easily track their overall progress. Additionally, if a student group is using a whiteboard to sketch out ideas, a picture can be taken at the end and archived for later viewing.

These are just a few ideas to get you started. Although it may take a false start or two before you get a sense of all the different ways to use this tool, I predict that you may be surprised with how quickly and dramatically it will change your workflow. Give it a try the next time you attend a conference or long meeting and see how well it helps you with organizing, and then later accessing, all your thoughts and the insights you gather from others. With a little exploration and experimentation you can probably think of a multitude of ways to put this versatile research management tool to work for you!

(Mentoring Students...Continued from page 10)

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Mentoring Students to Success

Teague Orblych, University of Michigan-Dearborn

Library instruction is a central aspect of academic librarianship. However, existing literature suggests that many Master of Library and Information Science (MLIS) students are “not being adequately prepared through professional coursework for their roles as teachers” (Westbrock & Fabian, 2010, p. 572). While some MLIS students have the opportunity to complete a for-credit practicum in an academic library where they may gain experience with library instruction, many still graduate with a limited understanding of the role of information literacy instruction in academic libraries and its importance to higher education. Despite this, new reference librarians at academic libraries are expected to have an understanding of information literacy instruction practices and an awareness of current issues relating to instruction. Therefore, information literacy instruction programs and academic libraries in general would benefit by providing inexperienced librarians with opportunities to develop instruction skills. One such opportunity are mentoring arrangements between students and instruction librarians that enable individuals to gain valuable knowledge of library instruction. This essay describes MLIS students’ need for instruction experience and suggests that librarians can contribute to students’ professional success by mentoring students in library instruction and, more broadly, academic librarianship.

The “What” and “Why” of Mentoring

Mentoring involves seeking out, identifying, and developing, in a variety of ways, the leaders of the future (Battin, 1997). Mentoring in a professional setting is a partnership where an experienced person acts as a guide to someone less experienced regarding the norms and best practices of a particular profession, along with other career (and sometimes personal) advice. In the short book *Mentoring in the Library*, Marta Lee (2011) provides an excellent guide for establishing mentoring programs. Lee describes mentoring as a vital part of being a librarian, pointing out that mentoring “...involves your knowledge; you have a commodity that others are able to tap into, gain knowledge from, and use to make a difference in the world” (ix).

MLIS students’ knowledge and understanding of the LIS profession is often limited, and for this reason many MLIS students often do not realize that there are many aspects of the library profession that they will not learn from their graduate coursework. For example, because students are not typically required to take courses involving library instruction, students readily underestimate the importance of library instruction to academic librarianship. Just as undergraduate students frequently lack an understanding of library resources and research processes and thus have difficulty identifying opportunities to improve their research skills, MLIS students lack an understanding of the library profession sufficient to allow them to recognize the steps that they must take in order

to succeed professionally. Moreover, students may avoid approaching librarians and trying to form relationships because they feel intimidated or unwelcome, or they do not perceive librarians as having time to take on mentoring activities.

How Does Mentoring Work for Librarians?

Formal mentoring arrangements are widely available for new librarians; for example, it is common that when a librarian is new to a job, a colleague with experience at the same institution is assigned to mentor the new employee (e.g., to acclimate them to their new work culture, to inform them about what meetings to attend). Additionally, the Association of College and Research Libraries (ACRL) Instruction Section Mentoring Program offers librarians who are new to teaching the opportunity to be formally paired with experienced instruction librarians at other institutions; however, ACRL does not offer a similar program for LIS students. In a review of the top ten Library and Information Studies schools, according to the *US News & World Report* rankings (2009), eight MLIS programs provide career guidance and ways to connect students with practitioner mentors but only two offer formal programs where students are actually assigned mentors. Thus, new instruction librarians often acquire necessary teaching skills on the job through trial and error. These learning experiences can be complemented by professional development activities such as attending conferences, participating in workshops, and, for experienced instruction librarians, ACRL’s Immersion Program. However, not all new instruction librarians have travel funds available to attend these useful programs, and MLIS students need experience with library instruction in order to get an academic library job in the first place. Therefore, it is incumbent upon experienced practitioners, even those who work at an institution without a library school, to mentor MLIS students by providing experiences that enhance their library instruction skills and contribute to their professional development generally.

Suggestions for the “How” of Mentoring

In academic libraries, instruction librarians can actively seek out students who are pursuing advanced degrees in library and information science and engage them in conversations and experiences that contribute to students’ awareness of the importance of library instruction. Students who work or volunteer in academic libraries can simply “shadow” a librarian in order to learn what the day-to-day activities of an instruction librarian are. Over time, the mentee will gain the confidence and knowledge necessary to provide instruction, and, at the discretion of the practitioner, can be allowed to participate in instruction sessions. For instance, a mentee could handle small portions of a instruction session co-taught with her mentor and, as experience is gained, gradually could

provide progressively more, and more complex, instruction later in the year. The key is that at some point the mentee will do instruction and gain practical experience, which is of great value to the student, who is thus made more marketable and more likely to succeed in their first professional position. For more details on how to help ensure any mentoring is effective and time-efficient, it is very likely your institution's library has resources in the collection that can be of assistance, such as Lee (2011), Johnson (2007) and ACRL (2011).

Mentoring Beyond Instruction

Beyond instruction, there are many other areas of academic librarianship that students can be mentored, as well as myriad aspects of the academy. Students can benefit from candid conversations with practitioners regarding professional etiquette, the promotion process, scholarly publishing, the importance of list-servs in staying up-to-date & getting assistance and time management. Additionally, there can be a benefit from straightforward suggestions regarding conference attendance, membership in professional organizations, and volunteer activities. For example, the alphabet soup of library terms and organizations (e.g., ACRL, LOEX, WILU, ili-l). Also, in the unfortunate scenario of an MLIS student experiencing bullying, harassment, or mistreatment in the workplace, a mentor can provide vital emotional support.

Benefits to Students

Existing LIS literature describing MLIS students who sought mentors in academic libraries suggests that at least some MLIS students recognize the value of practical experience in academic libraries (Gruber & Stone, 2011; Lee, 2009). However, studies documenting librarians' efforts to reach out to students are few. Certainly, some MLIS students are motivated to seek out mentors, and practitioners should welcome opportunities to develop professional relationships with such enthusiastic students. However, because the possibility exists that many promising MLIS candidates may simply not realize the potential rewards associated with seeking out mentors, the development of mentoring relationships must not depend upon MLIS students' formal requests for mentors. Students' limited understanding of the library profession often prevents them from perceiving of their need for a mentor; therefore, it is illogical to be willing to mentor only those students who *ask* to be mentored. Michelle Dunaway, a student at the University of Pittsburgh iSchool, developed an informal mentoring relationship with an instruction librarian after being recruited to volunteer at the LOEX 2010 Conference. "As a student, I am very fortunate to have met an academic librarian who was willing to take the time to reach out to me and make suggestions about ways to become more involved in this profession," says Michelle. "My mentor has taught me a great deal about what it means to be an instruction librarian, and this has really helped me create goals for my future."

How Can Librarians Seek Out Students?

It is axiomatic that the successful formation of mentoring relationships depends upon a connection between a mentor

and a mentee. Librarians who are affiliated with universities where there is a library and information science program have many opportunities to interact with LIS students; these interactions provide opportunities to form informal mentoring relationships. College and university libraries at schools that do not offer a MLIS program may employ LIS students as staff members, student assistants, or volunteers. Librarians at these libraries can also apply their own professional networks to connect with colleagues who know of LIS students who are interested in connecting with a mentor. For example, librarians can reach out to advisors and career services personnel at their alma mater and express interest in engaging students in mentoring activities. It is important to note that mentoring relationships can develop by chance; therefore, as Lee (2011) writes, "Be open to mentoring opportunities everywhere."

Benefits to Mentors and Libraries

The benefits of mentoring relationships accrue to academic librarians as well as to MLIS candidates. Many LIS students are adept with various information technologies and are eager to direct these skills towards professional activities. For example, the author of this essay was very fortunate to meet a student who offered a great deal of assistance with the preparation of a PowerPoint presentation for a professional conference. Having recently completed an information technology course required for her MLIS program, this student transformed a solid but basic PowerPoint presentation into an engaging and polished PowerPoint that this author was very proud to present. Since then, this student has observed several of the author's library instruction sessions, and has volunteered to assist with library instruction research projects. These kinds of experiences, along with the knowledge of information literacy instruction issues that such experiences provide, will help new librarians to transition into professional positions (Lee, 2011, p. 3).

The institution where a mentored student begins her or his career gains a new librarian who is familiar with information literacy instruction. Further, a new librarian with experience in library instruction will be aware of important aspects of library instruction, including assessment, best practices, and the importance of relationships with departmental faculty. A successful mentoring relationship contributes to a positive outlook for librarian mentees as mentees begin their careers; therefore, mentees will likely be more productive at their libraries and will be prepared to provide service to the profession in return. These benefits contribute to the effectiveness of information literacy instruction programs, as students certainly benefit from a librarian who is not doing instruction for the very first time.

Summary

In the absence of systematic changes to the MLIS core curriculum, and because MLIS students do not necessarily understand the importance of mentors, it is incumbent upon all practitioners, even those who work at institutions without library schools, to strive to seek opportunities to engage

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TechMatters: Happily ‘Evernote’ After: Storing and Sharing Research in the Cloud

Krista Graham, Central Michigan University

As librarians, we spend a lot of time away from our offices gathering information to help us improve our skills and do our jobs better. We attend conferences, visit faculty development centers, take classes, and otherwise engage in all manner of continuing education. With so much information coming at us, a big challenge is to organize and keep track of it all. It doesn’t do much good if all that useful information is scattered amongst a variety of note pads, scraps of paper, Word documents, smartphone photos, and in any other number of unrelated locations and formats. Fortunately, there is a free software solution to help address this issue.

Evernote is a software application that will allow you and your students to capture, organize, and archive information in a variety of formats and from a variety of electronic devices. The information that you collect is stored “in the cloud” and then synced to your other Evernote enabled devices (e.g., desktop computer, tablet, or smartphone). All of your saved information is automatically indexed by the system, with the option for you to also add your own tags, so that it becomes easily searchable and retrievable. Add Evernote’s commitment to user privacy and data protection (see: <http://blog.evernote.com/2011/03/24/evernote%E2%80%99s-three-laws-of-data-protection/>), and you have one excellent research management tool for instruction librarians and students alike.

Creating an Account

In order to get started with Evernote, the first step is to create an account. The basic account is free and includes access to all basic versions of the software, note synchronization, an unlimited allowance for the number of notes (but with a limit of 60MB/month for file uploads), and the ability to add image, audio, video, Office and PDF files to your notes. A Premium version with added features including higher upload limits (1GB per month), priority tech support and faster image processing is also available for \$5 per month or \$45 per year.

To create your account, start from the Evernote home page (<http://www.evernote.com>) and follow the link in the top right corner of the screen to “Create Account”. All that you need to provide in order to register for a free account is an e-mail address, a username, and a password. After creating your account, you will be taken to the Evernote web interface where you will find a “Welcome Note” to help you get started creating and organizing your notes.

Installing the Software

The Evernote application is available for use on a variety of devices and platforms including PCs, Macs, and many mobile devices (e.g., iPhone, iPad, Android, BlackBerry).

When you visit the Evernote home page via a web browser for the first time on a device, the page automatically detects the type of device that you are using and offers the option to download the appropriate version of the software (see Figure 1). At that point, simply click on the download button and follow the setup instructions. Once installed, you sign in using your previously created user name and password to launch the application.

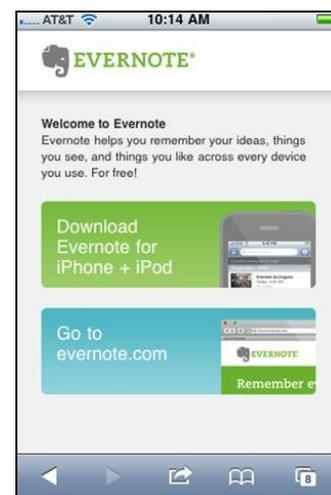


Figure 1:
Your browser will recognize your device and prompt you to download the correct version of the soft-

Getting Started

Evernote uses a simple “notebook” metaphor to help you organize information. A “note” is any single item that you create in Evernote. A note can be text, an image, an audio recording, a video, or any combination. A “notebook” is a collection of notes, much like a “folder” on your computer.

Take a Note

The most basic type of note that you can create is a text note. To do so, simply click on the “New Note” button on the main toolbar (see Figure 2). This will create a blank note template where you can give the note a title and type the content that you want to insert. Basic formatting tools (e.g., font size and style, text alignment, formatted lists) are available. In addition, you can tag your notes with key terms to help you search for and find them in the future.

Want to add an image to your note? Couldn’t be easier; just open a new or existing note, navigate to the location of the image you want to add (e.g., your desktop, a web page, etc.), click on the image, and then drag and drop it directly into the note in the location of your choice. Once this image is in Evernote, a great feature is that you are able to fully search any text in the images, making pictures much more searchable Dropbox folder.

Get Out the (Web) Clippers

To make it easier to save information that you find while surfing the Net, Evernote provides “web clipper” extensions

for the major browsers (i.e., Firefox, Internet Explorer, Safari, and Chrome). You will find them on the Web Clipper download page at http://www.evernote.com/about/download/web_clipper.php

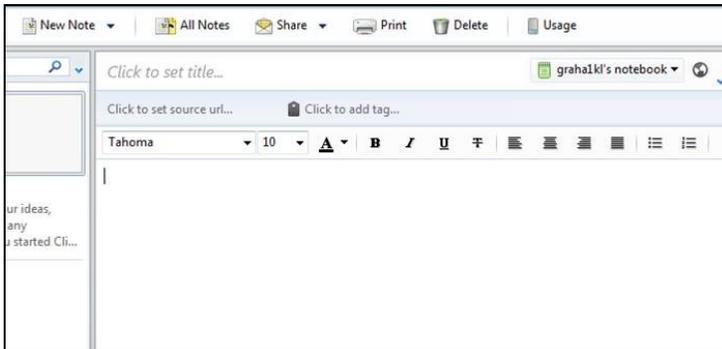


Figure 2: Create a new note

After the web clipper is installed, an Evernote icon will be added somewhere near the address bar in your browser; the exact location will vary slightly by browser.

Now, when you are browsing and see something that you want to save, all you need to do is highlight the text and hit the Evernote button. If you aren't already, you will be prompted to sign-in to Evernote, as well as to provide a title, optional tags, and select the notebook to which you want to add your note. The note will be added to Evernote, and you can continue browsing without the disruption of visiting a separate application.

More Notes and Ways to Add Them

Tweet a Note

Want to archive an interesting tweet in Evernote? In order to do so, all you need to do is follow @myEN from your Twitter account. Upon doing so, you will receive a direct message from myEN containing a URL that will take you to the Evernote login screen. Login and press the "Link accounts" button. Now, you can send tweets directly to Evernote either by including @myEN in any public tweet, or by direct messaging new notes to myEN.

Email a Note

Each Evernote account comes with its own email address. You can use this address to send and/or forward email messages to Evernote. The content of each message is automatically inserted into and saved in the form of a new note. You will find your Evernote e-mail located at the bottom of the "account summary" section of the "Settings" area of the application. Just grab a copy of your address, and add it as a contact in your email applications and you'll be all set to quickly and easily create new email-based notes.

Record a Voice Note

Audio notes can be very useful for capturing ideas and thoughts before they drift away. If you have the right equipment and software, you can record voice messages using your

computer and drag them into Evernote. However, a more convenient option exists for smartphone users who can use the mobile app to record and save voice notes directly into Evernote (see Figure 3).

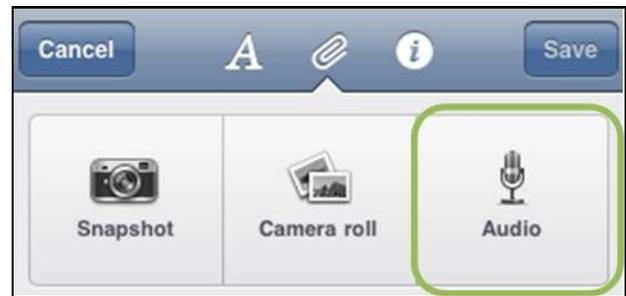


Figure 3: Record voice notes using your mobile phone

Create and Share Notebooks

Once you start creating notes, it is likely they will start to accumulate fairly quickly. To keep things organized, you can create notebooks in which to file your notes (see Figure 4).

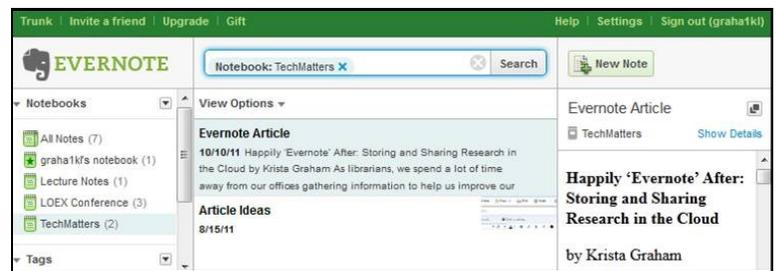


Figure 4: Notes (in the center column) are organized into notebooks (in the left-hand column)

These notebooks can then be shared with either selected individuals or the world. To do so, just hit the "Share" button, select "Share Notebooks ...", and choose the notebook you want to "Start sharing". This will bring up the "Shared Notebook Settings" screen (see Figure 5) where you can either create a public URL to share your notebook with the world, or designate and invite specific individuals to view your notebook. The ability to allow users to make modifications to material in your notebook is only available to premium subscribers.

Uses of Evernote

For Conference/Meeting-goers

Each Evernote can be a lifesaver during a large busy library conference where information is coming at you from a multitude of sessions and in a variety of formats. Just consider a typical day at the ACRL conference. You start out the morning attending an informative session on active learning and use your laptop to take notes. After the session, you have a question for the presenter and use your smartphone to make an audio recording of her response. You then head over to the poster sessions and take a few snapshots of a great poster

(Evernote...Continued on page 3)

Librarians as Partners in Service-Learning Courses (Part I)

Maureen Barry, Wright State University

Service-learning is a high-impact educational practice that engages students (Kuh, 2008) and is a growing trend in higher education (Campus Compact, 2011). In 2008, my co-instructor and fellow library staff member, Cheryl Lauricella, and I incorporated service-learning in our for-credit information literacy (IL) course because we recognized that connecting information literacy to the real world through service-learning would lead to increased skill retention and engagement with the curriculum (Barry, 2011). Before this realization, when I taught my first few for-credit information literacy courses as a new professional, I asked my students to research a hobby or something related to their major. I thought that choosing a topic of interest to them would be the best way for them to engage with the course. While it was helpful, inevitably a good portion of students conducted research about such weighty topics as Ohio State University's football team. No offense to the Buckeyes, but I began to realize there must be some way to make better use of the students' research. After talking to a faculty member on campus who teaches several service-learning courses, it occurred to me that I could incorporate service-learning in the information literacy course. Based on the success of that IL course, I took the initiative to incorporate service-learning into other parts of my job at Wright State University (WSU) as coordinator of library instruction for first-year seminars and composition courses.

Drawing from my experiences at WSU as a service-learning instructor and librarian-partner for two service-learning projects, in this article I discuss two case studies that describe the librarian's role in service-learning courses.

An Overview of Service-Learning

Service-learning is defined as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (National Service-Learning Clearinghouse, 2011). It is not volunteerism, nor is it an internship or practicum; service-learning is different than other types of experiential education in that it "is a structured learning process" (Burns, 1998, p. 39) and it is tied closely to course curriculum.

For further clarification, the National Service-Learning Clearinghouse (2011) offers this example:

If school students collect trash out of an urban streambed, they are providing a valued service to the community as volunteers. If school students collect trash from an urban streambed, analyze their findings to determine the possible sources of pollution, and share the results with residents of the neighborhood, they are engaging in service-learning. In the service-learning example, in

addition to providing an important service to the community, students are learning about water quality and laboratory analysis, developing an understanding of pollution issues, and practicing communications skills. They may also reflect on their personal and career interests in science, the environment, public policy or other related areas. Both the students and the community have been involved in a transformative experience.

As this example illustrates, service-learning partnerships should be mutually beneficial for the institution and the community partner. Reflection is another integral component of service-learning experiences in that it ties the service to the learning (Bringle & Hatcher, 1999).

The Librarian's Role in a Service-Learning Course

A wide variety of librarian-faculty collaborations are described in the literature, particularly in terms of library instruction or information literacy instruction for composition courses, first-year seminars, distance-learning online-only courses and the like (Mounce, 2011; Gaspar and Wetzel, 2009; Raspa and Ward, 2000; Frazier, 2006). Yet only a handful of these articles describe librarian-faculty partnerships in service-learning courses. Riddle (2003) provided some theoretical models of engaged library instruction in service-learning courses, and Nutefall (2009) described her experiences as librarian-partner for a service-learning first-year composition course at George Washington University. Likewise, there is no shortage of literature about faculty and community partner collaborations in the service-learning literature, but very few articles describe the librarian's role in a service-learning course. One of these rare examples, Hernandez and Knight (2010), described one such course in which the librarian (Knight) helped students research policies and other issues that affected the community partners for a service-learning political science course. Thus, the work I will discuss in the following sections is relatively uncharted territory and will allow others to learn more about the roles of academic librarians in service-learning courses.

Case Study 1: The librarian becomes a partner in an existing service-learning course

In 2010, I became librarian-partner for a service-learning composition course, ENG 102. This partnership began because I sent the Nutefall article to an English instructor, Stephanie Dickey, who regularly incorporated service-learning into her composition courses. She enthusiastically agreed to try a similar model for the upcoming fall quarter.

Dickey required her students to write analysis and persuasive papers and present their research to stakeholders, as

they would be required to do in any of her composition courses; however, in her service-learning course, these documents and presentations would be related to the course community partner, in this case, first-time partner the Friendship Food Pantry, located on WSU's campus.

In the summer of 2010, Dickey and I met with the AmeriCorps VISTA member responsible for coordinating the planning and daily operations of the food pantry, Rebecca Fensler, to plan the research components of the course. Fensler had unique information needs. Since the campus food pantry was not yet open, the questions that she wanted the students to answer included:

- Why does Wright State need a food pantry? How will it help students?
- How do we educate the campus and community about the need for the food pantry?
- What potential community and campus partners could we approach for help?
- How can we promote the pantry to people who might need it and others who may donate to contribute to its success?
- What policies will we need to implement to ensure the pantry's success?

In addition to the required writing assignments and academic research that tied closely to the community partner's needs, students also completed on-site service hours during which they coordinated food drives and shelved donations in the temporary food storage area. The purpose was to provide the students with a more direct and tangible connection to the community partner.

Dickey added my name to the syllabus, scheduled class in the library on two occasions, and required each student to meet with me (or one of my colleagues) individually. In addition, Dickey invited me to take part in reflection activities on the class blog. During the first instruction section, I taught the students how to use Google Advance Search features to find web sites in the .edu domain about other campus food pantries. I also demonstrated some limiters so that students could find food insecurity statistics on government web sites. Then, we dove deeper into the library databases during their second visit. Students found news articles about other campus food pantries in LexisNexis Academic, and information about the broader topic of food insecurity in the social work and sociology databases.

In addition to the research assistance I provided, the students also interacted with other library services. They toured the library multimedia lab (the Student Technology Assistance Center or STAC) and the Presentation Practice Room. A STAC staff member, Beth Anderson, encouraged them to create videos for their presentations and to use the Presentation Practice Room to rehearse.

At the end of the quarter, Dickey and Fensler invited Anderson and I, along with other campus stakeholders including potential donors, decision makers and other department representatives involved in making the pantry a reality, to attend the students' presentations. Throughout the service-learning project, the students were aware that their work and research would be presented to a campus-wide audience. They were highly motivated to succeed since their work would affect the campus community.

These ENG 102 students had a fully-integrated library experience as they used multiple library services throughout the quarter. It was a time-intensive endeavor, but it was meaningful for all involved – the students, instructor, food pantry coordinator and myself. It was, without a doubt, the most positive and extensive interaction I have experienced with undergraduates aside from those in my own IL courses. My hunch is that most librarian-partners for service-learning courses may not be as fully integrated into the course as I was in this instance. However, my experiences are applicable even for those librarians who only meet once or twice with service-learning students. Partnerships in service-learning courses are in some ways different than typical librarian-faculty collaborations because the students experience unique information needs related to very specific populations and community issues. Also, students are not submitting work for their instructors' eyes only, rather, the audience becomes the community. It is critical for a librarian in a service-learning course to understand the community partner, in addition to the course learning objectives, in order to successfully support the students and their information needs.

Case Study 2: The librarian approaches the instructor, community partner and the service-learning office in order to establish the service-learning partnership

As the Librarian for First-Year Students, I often struggle with what kind of introduction to the library would be most appropriate for new students. Research suggests that students pay attention to and retain more of library instruction sessions when they are tied to an assignment (Malenfant & Demers, 2004). However, first-year seminar courses at WSU do not require any research assignments. As such, most of my presentations featured library services, rather than information literacy skills. I thought, based on my experiences in my for-credit course, that requiring the students to research for a community partner would be a meaningful assignment, and therefore students would be more likely to retain the skills they learned. In 2010, I approached a campus colleague, Craig This, who teaches a first-year seminar course (UVC 101) and he agreed to pilot the project with me. In anticipation of this, I had already approached Project READ, a literacy agency, via email and the director agreed without hesitation to accept research provided by WSU students.

Next, I met with the faculty liaison to WSU's service-learning office, Sarah Twill, and she helped me develop a

(Service-Learning ... Continued on page 10)

(Service-learning...Continued from page 9)

brief service-learning project that would introduce students to research, fit into one or two class sessions (in addition to homework) and benefit the community partner. She had used a similar project herself in one of the Social Work courses she taught.

The course I would be working with was UVC 101: Super Hero, Super Student, a comic book and super-hero themed one-credit first-year seminar. When This (the instructor) and I met with Project READ staff, we took with us the sample service project developed by Twill and one of her colleagues. The assignment required students to: 1) Research how comic books helped reluctant readers; 2) Create some sort of promotional material (a brochure or a poster, for example) to educate friends, coworkers, family or others about Project READ, and 3) Collect small monetary donations, if possible, from these friends, coworkers and family members to purchase comic books or graphic novels for Project READ. During the meeting, This, Project READ's director, and I determined that it would also be mutually beneficial if students compiled some resources for an annotated bibliography that addressed the questions: "What are the connections between comic books or graphic novels and literacy?" and "How do comic books promote literacy among reluctant readers of all ages?" The topic fit nicely within the theme of the UVC 101 course, giving students the best chance at retaining the information literacy skills they would practice while compiling resources for Project READ. As he continued planning his syllabus for the quarter, This realized that he might be pressed for time if he had to facilitate his UVC 101 students' success in both the annotated bibliography and also the promotional material with money collection parts of the project. He thus decided to as-

sign only the annotated bibliography to ensure that he would have enough class time throughout the quarter to cover other important course material. Project READ still benefitted from the promotional material and money collection part of the project because This assigned that to students in a different class he taught in sociology.

This scheduled two library visits for his UVC 101 course. The first visit included an introduction to library services just as we provided for all first-year seminar (UVC 101) classes. During the second visit, I helped the students navigate the scholarly education literature to find sources that answered Project READ's research questions. Since the education literature provides plenty of evidence to support the connections between comic books and literacy, one library instruction session was sufficient. Students used the sources they found during the library instruction session to complete the annotated bibliographies for homework. In the end, Project READ's staff was grateful for our help (as we did work a resource-constrained non-profit could not readily do on its own) and used the research students found to write grants and prove to potential donors the need for more comic books and graphic novels.

References

See reference list here, <http://bit.ly/AAf6GN>

In Part II, I compare and contrast how service-learning partnerships can be similar or different than typical faculty-librarian collaborations and offer advice for librarians who may have the opportunity to support or become a partner in service-learning courses.

(Mentoring Students...Continued from page 5)

MLIS students in experiences that cultivate their interest in and experience with information literacy instruction. Some librarians may understandably feel that students must take responsibility for their own professional success, and therefore that the onus is upon students to seek out mentors, but as noted earlier, we can't rely on students to know what they don't know. Regardless of whether you seek out students, or choose to allow students to seek you out, adopting a mentoring philosophy will help you to make a difference.

Conclusion

The benefits of mentoring relationships are many for all involved. There are currently 54 accredited library and information science master's degree programs throughout the United States and Canada (American Library Association, 2011), and with thousands of enthusiastic students motivated to build relationships and gain experience, opportunities for practitioners to mentor LIS students are abundant.

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(Interview...Continued from page 12)

times since then in the UCLA Information Studies Department, as well as the textbooks that we have written for it. Information Literacy Instruction: Theory and Practice (now in its 2d edition) was awarded the 2004 ACRL IS Publication of the Year Award.

And I am happy to have taken the initiative to experiment with a variety of technologies to support pedagogy, including website authoring (e.g., [Teach Information Literacy & Critical Thinking!](#)), wikis, blogs, Twitter, and the virtual world of Second Life.

What books or articles influenced you?

1) Knapp, Patricia. 1966. *The Monteith College Library Experiment*. Metuchen, NJ: Scarecrow.

- Empirical-research-based catalyst for the modern library instruction movement.

2) Agre, Philip. 1996. *How to help someone use a computer*. Retrieved from <http://polaris.gseis.ucla.edu/pagre/how-to-help.html>

- This hands-in-your-pockets, respectful approach to computer users offers common-sense advice to be patient and encouraging to newbies.

3) Also, ILI-L--I've learned so much from my colleagues there --as well as Sheila Webber's Information Literacy Weblog, and the people/groups I follow in my Twitter feed, also a rich source of new and creative thought and endeavors.

Additional readings can be found here, <http://bit.ly/z609AT>

You have spent some time over the past few years utilizing the virtual world Second Life. When did you become interested and what sparked your interest in this site? What do you hope to accomplish with it? Is there any group or people that you typically work with on the site?

In December 2005, I attended a 2-day online conference on educational gaming, including Second Life, hosted by the New Media Consortium (NMC). NMC decided to build a campus in Second Life and held a grand opening in April 2006, so I scrambled to get a free avatar in order to attend. As it turned out, other librarians were involved in SL and had set up Info Island, with a large library and a reference desk area. It was wonderful to see librarians from all types of libraries in various parts of the world, working together in SL, and learning from each other and from technologists.

I had been thinking about virtual libraries and avatars for close to a decade, so I jumped on the opportunity to establish a free UCLA library in Cybrary City, pending approval by the University Librarian (UL). Sarah Watstein, UCLA Library AUL for Research and Instructional Services and I developed a service plan for the library, approved by the UL in 2007, with the following main goals:

1. Building and enhancing library faculty partnerships
2. Building and enhancing research collections
3. Enhancing services and focusing on information literacy
4. Promoting our role as a vibrant enterprise within the academic research library and higher education communities

Since then I have helped English Composition Lecturers learn how to use SL, where they have taught several classes. I have also conducted information literacy sessions in SL focused on critical thinking about information resources and virtual world sites.

In addition, I have appreciated the opportunity to work with other librarians in ACRL and in other institutions and organizations worldwide, such as the Digital Library Foundation, to present and participate in numerous continuing education programs (e.g., Mellon Seminars in Digital Humanities), panels, and even an interactive IL workshop for librarians within SL.

Those are some nice accomplishments. What have been your biggest frustrations/challenges with SL (if any)?

I have found it difficult to get other librarians, faculty and administrators to experiment with newer technologies, like SL, and to recognize their value, for very little investment of time or money:

- Enormous, worldwide, potential reach
- Ability to meet with, teach, learn from, and interact with others (orally, visually, and through text chat or IM), without the need to travel
- Ability to explore the potential of a variety of technologies in support of pedagogy, as well as institutional missions and personal enrichment

Are there any projects in the library world in which you will continue to be involved in retirement?

Yes. I'm working on a co-authored book chapter with Rhonda Trueman (Northwest Florida State College) on professional development in virtual worlds. I've also been asked to teach an IL course in the UCLA Information Studies Department again, in Spring 2012. And I've been honored to be asked to be the keynote speaker at the next LOEX of the West conference in June 2012. In addition, I intend to continue involvement in the LILi (Lifelong Information Literacy) group I founded in 2005: <https://sites.google.com/site/lifelonginformationliteracy/>

Currently, I am also a member of the Planning Committee for the Georgia International Conference on Information Literacy, and hope to continue to be involved in that conference: <http://ceps.georgiasouthern.edu/conted/infolit.html>

I also hope to continue to experiment with new technologies in support of pedagogy. Finally, I am interested in teaching for other library schools, doing interactive ILI workshops for librarians, and ILI consulting.

The Quarterly Interview: Esther Grassian

UCLA

-Edited transcript-

LOEX: *You recently retired. Where did you most recently work? What was your most recent job title? How long were you in this position? What did you do during a typical week?*

Grassian: I worked in the UCLA College Library (undergraduate library) since 1969, most recently (2007-2011) as Information Literacy Librarian. I had a number of other titles over the years, including Electronic Services Coordinator, Instructional Services Coordinator and Interim Head of College Library.

In a typical week during UCLA's 10-week Quarter, I would do a couple of one-shot information literacy instruction (ILI) sessions for undergraduate classes, spend 8-10 hours at the reference desk and supervise an MLIS Reference Desk Assistant there. I would also attend various meetings, both in and out of the library, and manage various projects (e.g., an Expected Learning Outcomes instructional assessment project). In addition, I would also manage the UCLA Library in Second Life, and prepare a variety of publications and presentations for UCLA campus groups and beyond.

When did you first do instruction? How has it changed over the years?

I began doing library instruction in 1970 by working with Mimi Dudley in College Library as she developed her world-renowned self-paced Library Skills Workbook program. She began that program in collaboration with Elena Frausto, leader of the UCLA Chicano High Potential student support group. Mimi developed a program with 10 variations on 20 questions in different areas (e.g., almanacs, biographical tools, etc.). Those questions evolved into a multiple-choice workbook of 20 questions, arranged in search strategy order, illustrating active learning in a print reference environment: <http://www.archive.org/details/chicanolibprogram> and <http://www.archive.org/details/libinstructionworkbook>

Mimi's workbook program, imitated and adapted worldwide, lasted until 1981 when she retired, due to administrative pressure to remove her name from the program and eventually, to eliminate it. The new Head of College Library introduced 50-minute one-shot sessions requiring three library staff for each class of 25 students. Students listened to a 10-minute introduction, watched a short video, divided into three groups and moved to the reference area to complete three exercises, none of which were corrected. The one-shot IL session continues to this day in many libraries, partly because it mimics teaching in academic disciplines, and also because it offers closer personal contact and interaction with learners, both admirable goals. Yet, its scope remains limited, due to lack of sufficient numbers of librarians, lack of time for learning, and huge and varied learner populations. It may be that a blend of both F2F and self-paced hands-on learning activities would be most effective, though assessment would need to confirm this.

Attitudes have changed over the years toward ILI under its various names (library instruction, library skills, bibliographic instruction, transliteracy, etc.). Key issues now are how learners should best accomplish IL goals, how to assess the effectiveness of ILI efforts, and especially, who is best qualified to help them learn how to learn.

What would you say is your teaching philosophy?

Throughout my career, I have tried to adhere to the following teaching/learning principles:

- Do not make assumptions; instead, check for and respect prior knowledge and experience with information researching and critical thinking
- Assume intelligence
- Respect everyone's right to learn in his/her preferred manner
- Be warm, open, friendly and helpful in guiding learners so they accomplish on their own, build on what they already know, and are empowered
- Use simple, clear, concise and engaging language and active learning techniques to encourage critical and creative thinking, with the goal of instilling a questioning attitude regarding information and the tools used to access it.

Have you written an article or book that you are most proud of? Or is there another work (e.g., a project) to highlight?

I am so proud of the UCLA librarians who participated in the Internet Training Group (ITG) that I led from 1993 through 1995. I had been a reference librarian for over 20 years when the Internet started to become known and used publicly. In early 1993, I was put on a small team of 4 librarians who were to look into Internet training using Gopher software. I began by developing a basic Internet and Gopher training class, with rehearsals for library staff, seeking their feedback, and surreptitiously, looking for others to serve as trainers along with me. I developed a supportive train-the-Internet-trainer program, and brave librarians plunged into the dark and scary depths of Gopher and then Web training, with mobs of UCLA students, staff and faculty beating down the doors of every training session. Campus computer staff came to us to work with them in helping the campus community learn about the Internet, telnet, ftp and the new campus-wide email system. It was a glorious collaboration, and such a wonderful position for the Library and librarians.

I am also very proud of the graduate ILI course that Joan Kaplowitz and I proposed in 1989, and have taught many

(Interview...Continued on page 11)