

Dec 2nd, 9:30 AM - 12:30 PM

NELIG Meeting - December 02, 2011

New England Library Instruction Group

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NELIG December Meeting
Friday December 2, 2011

Keene State College, Keene, NH

9:30-9:40: Welcome & Introductions Elizabeth Dollinger welcomed everyone, introduced herself as 2011-2012 co-chair of NELIG. Best part of NELIG is members – thanked the “teachers” for today. New format today, so please let us know your thoughts. NELIG is always looking for places to hold programs and presenters, so please answer the call when it comes. Italicized areas of the notes indicate teaching portion of the presentations.

9:40-10:10: Why Are We Here?: Using the Socratic Method to Enhance Student Learning, Laura Braunstein (Dartmouth College) Laura is the English Language & Literature Librarian, and liaison to Writing Program.

How can we use the Socratic Method – an ancient active learning practice – to help students learn to use the library? This session will explore the Socratic Method as a teaching method that enhances student learning. Attendees will gain an understanding of the structured questioning of the Socratic Method and will develop approaches to using this method in their own teaching.

This lesson is done with very new first-year students, imagine yourself in 1st-year writing class, 1st or 2nd week of term. You may have had HS experience with databases, honors program, or you may have NO experience w/research – 1st generation college students. Writing classes at Dartmouth are inter-disciplinary – viewed as place to initiate 1st year students into academic community. Laura launched into a conversation with us, the librarians, acting as her students: Following is the thread of the conversation . . . each topic was posed as a question to the students, not a lecture from the librarian. Laura also handed out a “script” (attached) but it’s clear that the success of this lesson relies on librarian’s ability to pursue whatever contributions students offer.

What do you use for research? What’s good about it? Google & Wikipedia? What don’t you like about these?

Domain names and pros & cons of each

Who are authors/publishers

Using other peoples’ materials

What are your professors using for research? Books, journals, each other . . . where are they getting the info? THE LIBRARY

What are differences b/t the library and Google & Wikipedia – complicated, overwhelming, books . . . so why do Professors use the library?

What are professors doing when not teaching classes? Writing articles . . . who is reading these articles? Why? Professors want to keep learning . . .

What's connection b/t student learning, professors learning, professors writing?

You've been here a couple of weeks – differences b/t HS assignments & college assignments? What do you notice?

Professors asking you to create your own learning . . . one way is through research papers. . . . join the Academic conversation

Professors are moving knowledge forward in their fields, not just teaching (HS teachers teaching, coaching, etc) – professors engaging in academic conversation

Writing a research paper – listening in on the academic conversation . . . use the library to listen in on the conversation . . . maybe interject a comment or two – eventually put together your own perspective.

How is the material in library different from material on Google? in print, organized, “better” – why better? Written by prof. . . . why trust professors? They're experts . . . special, more reliable material . . . WHY?

Professors read other professors' work – validity checks – how? Editors, friends/peers – introduce “peer-review” . . . describe how professor submits articles/papers to journals – what kind of feedback given – editors concerned mostly with “does the research move knowledge forward” and “is research conducted in manner of our discipline” – not as concerned with accuracy, validity. Network of peer review – network of knowledge around the worlds – when you write a research paper, you're invited into this “network of Knowledge” – your work here means more in wider network than just getting a grade for this class.

Laura moved on to introduce library website – invite them to follow along “if that's the way you learn” or just watch – think about the way YOU learn and decide if you want to follow or watch.

First – let's look at what Google offers us . . . what's going on – prof. wants you to look into current events – Occupy Wallstreet – google the topic – results –

News,

Organizations – highlight domain name – org., click on the site – what's this? What's here?

Occupy WS website – is this more reliable than the news? Does anybody know a word that describes when someone is trying to convince you? Bias – everything on internet has an agenda

Go back to search results – notice advertisement, Wikipedia, Facebook, WSJ, Twitter – look at all this – official site, news, social networking, media – all on first page – are these academic?

Has anyone heard of a primary source? What is it? What makes it primary? 1st-hand knowledge of event. So in our age of social media – Twitter – can be a primary source.

So what's available at the library?

Search opportunity different from Google – look at home page – decide what type of resource I want . . . Library more organized & more complicated – Google doesn't ask you to think before you search – library wants you to be more conscious.

Library resources – books --

Do I want to look for a book on Occupy Wallstreet? No . . . how long does it take to put out a book?

BUT, connect Occupy Wall Street to American History – political movements,

So what can I find in the library that's closer to the moment? Newspaper article – library can search multiple newspapers

Complicated – search all article databases at once – type in search . . . EBSCO search results –

So now you've moved from library website to subscription database (results page) – ASE brought to us by EBSCO. Know you're still in the library b/c of branding.

SO could you get to this on free web? Why or why not? Subscription . . . everything on Internet is not free – pay walls – newspapers – allow a couple of free views, but library provides ongoing free access (paid by your tuition). You might be able to locate on Google search, but you'll have to pay.

Time is running out . . .

Go find a book – 10 minutes, check it out and bring it back

Q&A and general comments for Laura –

What do you do when students don't respond when you ask a question?

Definitely the hardest thing – collaboration w/professor helps – turn to faculty, they sometimes help out. Sometimes just call on people (“what do you think, purple shirt?”), make questions more specific: depending on when in semester the session is . . .

Start w/what they know, take them to where they want to be . . . put the question in terms of own experiences – researching trip to Florida for spring break (instead of making it academic)

Reward for answering questions – chocolate

Adaptations – ask question, they write answers (instead of asking them to speak up) – swap papers and the students present peers' answers

Institutional culture matters – D'mouth students want to show off knowledge, some schools students expect to be put on the spot

Philosophies of pedagogy have changed – Socratic method intended to make students uncomfortable – librarians don't have luxury to alienate – one-shot

Use humor, but validating not using sarcasm – “now that you're in college, move on to a more advanced way”

Socratic method – diagnostic method – where are they? Move them to where you want them to be.

Big points – “you're being initiated into academic conversation” might not be making an impact on

students right now – but eventually they'll remember

Awareness of developmental stage of students – but doesn't mean we shouldn't challenge them and tell them they're scholars/part of academic conversation

Echoing the conversation that faculty/deans are saying --

10:20-10:50: "Speed Databasing": Making Lasting Connections in 10 Minutes or Less, Rachel Blair Vogt and Carolyn Gamtso, UNH Manchester

Inspired by the speed dating phenomenon, our lesson gives students a chance to experience relevant resources which they "get to know" by researching during class. When the bell rings, students move to the next station. This lesson allows students a personalized in-context and hands-on research session in a short amount of time. The librarian serves as a guide and facilitates topic exploration and reflection.

Carolyn & Rachel introduced themselves and provided context for assignment – UNH-Manchester – urban, commuter campus (non-residential). Small community, small classes, good relationships w/faculty – faculty always in class when librarians present. Small library – 3 instruction librarians teaching 120+ classes/year.

The lesson: revamp "typical" 1st-year writing session, felt they were doing too much lecture, wanted to be learner-centered, less talking by librarians – "guides on the side" – inquiry based, working on questions students already have, hands-on, in-context, relevant to assignment at hand.

Designed a lesson around argument paper (required in all 1st year writing classes) – library instruction class time is a workshop – students actually find resources – the librarians work w/faculty before class to make sure – students have their topic before session.

Speed Dating – 1st-year writing students – argument research paper – "how can schools reduce online bullying by students" is topic for demonstration lesson. Rachel & Carolyn started by asking us to go to the library guide for this class/lesson: <http://libraryguides.unh.edu/NELIG> they walked around to make sure we were all there, and also distributed signs to each pair of students, indicating database names: CQ, Catalog, Academic Search Elite. Students also receive a USB labeled "UNH-Manchester Library" that they will keep after the session.

Introduce themselves . . . has everyone been to the library?

Why we're here . . . argument paper, research – does everyone have assignment? Describe the assignment – research your topic to support your side, then find research to support other side.

Today we're going to look for sources . . . you will LEAVE today with sources.

Everybody on computer and at library guide – think of this as a springboard for research in class, it will be here all semester . . . you might want to bookmark, link from Bbd, use it all semester to get into library resources.

Everyone has a topic, approved by professor – (had turned in last week, prof. hands back at class session).

Workshop – generate key words – library resources are easier to search when you have keywords

Carolyn hands out generating keywords worksheet as Rachel explains what we're doing – white board – topic written across the top – model how to do the worksheet – do it together

Identify keywords/concepts

Brainstorm synonyms for keywords

Look how many search terms we have now! From 4 to 12-15 words to use in searching

Introduce various databases: CQ, Catalog, ASC . . . (each student/pair of students has a db assigned, signs

distributed around room before lesson began)

Starting from the Libguide, here's how to navigate to your assigned database: CQ, Catalog, Academic Search Complete.

"who has heard of speed dating?" explain 8 minutes to get to know the person – we're going to do Speed Databasing" – each group will have 8 minutes to find info.

At 4 minutes – save what you've found to USB distributed by librarian (USB is yours to keep, labeled UNH Manchester Library). Then work for 4 more minutes, save, take your USB to next station.

Bell to start the 8 minutes and indicate 4 minute warning, as well as time to move to next station. Librarians circulate to see how students are doing, provide one-on-one instruction, students explore db's on own and try to figure out what's there.

At end of 8 minutes, bell rings – save searches/articles to USB, move to next station.

After everyone has rotated through 3 stations – "did everyone find something they can use?" "did anyone have trouble or find sources more difficult to use?" What kind of difficulties? How did you handle? Librarian helped. Sometimes article itself not available . . . anyone else have this happen? What did you do? Try "full-text" link? Explain what's happening, and option of ILL. How long is ILL? Can be very fast, goes all over world.

At END – ask students to go back to guide, and click on "Rate this instruction"

Q&A for Carolyn & Rachel

How long is session? 90 min. (condensed to 30 for NELIG) usually includes discussion of peer-review, what's a journal, so less confusion when they get to searching ASC.

Have also done speed-databasing w/upper level courses – works as a good activity for introducing students to new DB's

Can do up to 5 databases – 5th station is specialized DB for discipline

How long do they usually have at each station ? 7-10 minutes – quick on purpose

Is there grumpiness about bell/transitions? Kinesthetics of moving around is valuable, but can also stay at own station if preferred by students/instructor – does it waste time to move? Saving to USB prevents losing the searches when moving stations. Depends on audience and logistics of space whether moving is recommended.

They don't always call it "speed-databasing" . . . students not always into the name of the activity

Do students feel rushed? By 10 min. they are usually ready to leave, but sometimes they wish they could have stayed longer – idea is to introduce them to multiple resources – encourage them to save the search.

1st chunk of lesson depends on faculty request – can include worksheet for finding keywords, creating strings, keyword grid – Boolean

Layout of room at UNH-Manchester: long, narrow, 3 to 4 computers per side of room, easy for librarian to move around.

Is the session usually co-taught by two librarians? No, but often librarian is assisted by Research mentors @ UNH-Manchester – class-linked writing tutors (students) hired by academic enrichment center – hired as writing tutors and Carolyn teaches them library skills – trained to recognize needs for research help, and how to teach students to research. Research mentor circulates w/librarian during lesson.

Stations: If you don't move, everyone can start with basic resource and build . . .but is this how students do research??

11:00-11:30: Digging deeper: Finding Information in the WWW, Melinda Malik, Merrimack College
In 2011, Melinda collaborated with a computer science faculty member to develop an interesting and engaging lesson plan on advanced web searching using a fictional research scenario on the Titanic. In class, students engage in the discovery of information in both the visible and invisible web in order to fully understand where information lives online and how to find it. Attendees will be introduced to the complete lesson plan and participate in a dialog of where information lives in the visible and invisible web.

Intro to Advanced Web Searching – Melinda explained that this is the 2nd version of this lesson, revised from last year – developed the Titanic scenario. The class meets twice a week – 100 minutes – 50 min. lecture/50 min. lab. The 50 minute lecture felt too long, so she chunked the lecture session into activities – clicker presentation, Xtra Normal videos.

Melinda just taught this last week, it's a Gen Ed class for non-majors, 1st-years through seniors, library session is @ end of semester, intro to IT. Using videos and topic to spark interest.

She began by introducing the agenda for the week (Melinda in both class sessions):

Day One – intro difference b/t visible & invisible web, evaluating, where does info “live”

Day Two – discuss how search engine works & adv. Searching techniques

Identify Information Need – fictional scenario – Xtranormal Video – daily news outlet: Tyrone needs to do a story, friend Sara found box of Titanic documents in aunt's attic. Introduce roles – Tyrone & Sara; Charles & Marguerite: research experts (4 characters in X-traNormal videos).

Student role: research assistant for Tyrone – come up with sources that he can use for his story –

1st: View X-tra Normal video introducing the story of Tyrone & Sara and the Titanic documents, followed by an activity where the students look at actual documents and come up with news story ideas for Tyrone:

what do you already know about topic, what have you learned, what else do you NEED to know (this is the info they need to find during the week)

2nd: video about where information lives. Xtra Normal video featuring Charles & Marguerite: Where does information live? Visible/Invisible web – as video runs, explaining, Melinda takes notes of highlights/key themes on the white board next to the video screen.

Visible/invisible

Statistics, numbers

Piechart

4 tips to help in searching

After video, Melinda recaps highlights – we've just learned – 3-400 billion sources of info on web, but Google only finds ¼ of info – what about rest of stuff, how do we get there?

Leads discussion about where info lives – ppt quiz w/clickers: pick the BEST answer . . .

Review WHY best answer is best answer (how does the info get into database – as a searcher, how do you get the info out of the database).

For-profit enterprise – am I going to make info freely available? Why can some of it be found freely available? Things are posted illegally all the time . . . also, sometimes you locate existence of a source via google, but you need to pay for access.

Open Access concept – some scholars in some disciplines are publishing scholarly info on the free web – so depending on the field, sometimes you can find scholarly/academic articles on visible web.

Move into discussion of Google Scholar – what happens in GS results (sometimes have to pay). Where is Google Scholar searching? Visible or invisible web? A little bit of both (highlight intersection on pie-chart on white board). Sometimes get access through Google Scholar – author may have wanted to share,

someone may have illegally posted. Also, Google searches Publisher Journal Table of Contents – you’ll find out it exists, but to access, you need to pay. BUT, Google Scholar NOT searching all invisible web – doesn’t search Bbd, confidential information (medical records), info that’s behind a paywall.

Why would a newspaper reporter want to use a scholarly article for research? Esp. with Titanic as topic – online sites could be just fan sites.

Finding primary sources and Finding Statistics online

Quick Q & A/comments: Melinda will have feedback from students about this lesson next week, they did not seem to appreciate the humor in the X-tra Normal videos

11:50-12:30: Kara Young, Systems Librarian from Keene, presented a lesson on Wikipedia vs. CREDO

We moved upstairs to the new instruction space in the stacks at Mason Library, the “west wing” – an open, airy space separated from the stacks and seating area by dividers. The space is open and airy, includes a projector, screen, white board. We were seated at tables arranged around the periphery of the space. Each table has space for 4-6 students, and 4 laptops (or students can use their own) with ability to connect to a “docking station” in the center . . . the docking station allows the laptop screen to be projected onto two side-by-side screens at one end of the table. Students can then project two different websites onto two different screens, and are able to make side-by-side comparisons as a group. Each table also has a “huddle board” next to it, a white board on a stand for making notes the whole group can see.

Kara explained that she likes teaching with technology, and this lesson is one she uses with the ITW class that’s required – an intro to Research & Writing, usually taken by freshmen & sophomores. (Integrated studies instead of Gen Ed at Keene State). Librarians go to the ITW class twice a semester – students are learning to find and evaluate information. The lesson Kara presented is the one used in the first visit, happens in early September. The goal is to find and evaluate websites, compare & contrast two resources, develop criteria for what makes each resource good or bad. The two resources to be compared are Wikipedia and Credo Reference.

Kara started the lesson by welcoming us to the library . . .

What we’re doing today is exploring broadly to see what’s out there. Does anybody have a topic yet for your research project? No? that’s actually perfect because Pre-Research is important. Today we’re going to FIND, READ, and EVALUATE what’s found on the Internet.

Your topic may come from a class assignment, or a life experience – What do YOU use the web for?

Entertainment, shopping, Facebook. Let’s talk about Shopping – do you bargain-hunt online? How do you do it?

Any other examples of using the Internet for personal research – finding information and using it to make decision in your non-academic life? How do you decide whether to trust the info you’ve found online?

Today, we’re going to use tools you know – Google, Wikipedia, to search for information. Everyone open a web browser & go to the url that’s written here on the white board. <http://libguides.keene.edu/nelig> (Kara projected the screen to model where we should be clicking) This guide will be here for you all semester. Now, click on Background resources and let’s find Credo Reference.

Working in your group, decide who’s laptop will project to the screen – one screen should display the Credo Reference page and one screen should show the Wikipedia search. Now, search the same topic on both screens and compare the results. You can search whatever topic you like.

On the huddle board next to your table, make lists of the what you like and don’t like about each resource (Credo & Wikipedia). Librarian circulates as students’ research.

Reporting back – each group presents pros & cons of the resources.

Discussion of why/how you know if sources are good – get at the real differences between resources – tone, authority, subscription. Conclusion – Credo is convenient like Wikipedia – but reliable

WRAP – what do you think of Credo? Will you try it?

Premise of the lesson is to familiarize students with what Reference sources are – “refer” as the root of the word.

Also, getting students to think about keywords, types of resources. It's natural for students to use Wikipedia, why not teach them to use it well, appropriately.

Elizabeth concluded the day by thanking all teachers and "students", asking everyone to respond the upcoming request for feedback (on e-mail) and inviting all to NELIG Annual at Mt. Watchusett in June.