THE

RESEARCH

THERAPIST

IS IN:

REFRAMING

LIBRARIANSHIP

FOR

CHANGING

LEARNERS

@charbooth
1 Research Therapist

2 Reframing Librarianship

3 Changing Learners
1 Research Therapist

2 Reframing Librarianship
love your library
Changing Context
disciplinary shifts
mobile preference
digital transition

CONTEXT
changing norms
economic uncertainty
disciplinary shifts
mobile preference
digital transition

CONTEXT
CHALLENGE
ASSUMPTIONS

love
your
library
BALANCING ACT:
How College Students Manage Technology While in the Library during Crunch Time

BY ALISON J. HEAD, PH.D. AND MICHAEL B. EISENBERG, PH.D.

PROJECT INFORMATION LITERACY RESEARCH REPORT
October 12, 2011
THE INFORMATION SCHOOL, UNIVERSITY OF WASHINGTON
RESEARCH SPONSORED BY CENGAGE LEARNING AND CABLE IN THE CLASSROOM

Abstract: The paper presents findings from 600 interviews with undergraduates on 10 campuses distributed across the US as part of Project Information Literacy (PIL). Overall, the findings suggest that students use a “less is more” approach to manage and control all of the IT devices and information systems available to them while they are in the library during the final weeks of the term. In the hour before we approached them for an interview, more respondents had checked for messages (e.g., Facebook, email, texts, IM) more than any other task while they were in the library. A majority of respondents who had checked for messages during the previous hour had also prepared assignments and/or studied for courses. Many respondents reported using library equipment, such as computers and printers, more than they had used any other library resource or service. Over half the sample considered their laptop their most essential IT device and most had a Web browser and, to a lesser extent, a word processing application running at the time of the interview. Most students were using one or two Web sites at the time of the interview, but there was little overlap among the Web sites they were using. A large majority of the respondents could be classified as “light” technology users, i.e., students who use one or two IT devices to support one or two primary activities (at the time of the interviews). A preliminary theory is introduced that describes how students’ technology usage may be influenced by locale (e.g., the campus library) and circumstance (i.e., crunch time). Recommendations are made for how campus-wide stakeholders—faculty, librarians, higher education administrators, and commercial publishers—can work together to improve pedagogies for 21st century undergraduates.
College Libraries and Student Culture
What We Now Know

Edited by Lynda M. Duke and Andrew D. Asher

CHALLENGE ASSUMPTIONS

ECAR undergrads & information tech

Project Information Literacy @ U of W

ERIAL ethnography
INFORMING INNOVATION:
Tracking Student Interest in Emerging Library Technologies
at Ohio University

CHALLENGE ASSUMPTIONS

ECAR undergrads & information tech

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*local research*
California Community College Student Library & Technology Engagement Survey: 2011 Pilot

*Final Report*

Presented to the Council of Chief Librarians of California Community Colleges Executive Board
By Char Booth & the Library & Technology Survey Working Group 14 July 2011
Revised Recommendations Submitted 17 July 2011, Final Report 25 September 2011

CHALLENGE ASSUMPTIONS

ECAR undergrads & information tech

Project Information Literacy @ U of W

ERIAL ethnography

*local research*
environment

library

culture

context
“MOBILE LIBRARY”

Claremont Colleges Outreach Map
This map marks and gives specifics about places on the campus of the Claremont Colleges where the library can flyer and promote things as well as key people to contact.

Public: 3 Collaborators - 221 views
Created on Oct 28 - By: Updated Dec 2
Rate this map: Write a comment: XML:

Honnold-Mudd Library
Flyers: (25-100?) Each elevator case (2) 1 or 2 in each bathroom (~16) Free-standing bulletin boards at the north entrance and on the 3rd floor east side (2) Librarian cut-outs (2) Various pub...

KGI - Building 517
Flyers: (1) There is a bulletin board in the TMR area on the 2nd floor. It may be possible to flyer the library next to the north entrance. Contacts: Lindsay Jansen (Program Administrator...)

HMC - Sprague
Flyers: (1) It is possible to post flyers to post digital versions of messages and flyers on the screens. In the learning studio Contacts: Elizabeth Hodas - Director of Computing and Info. Serv...

Hoch-Shanahan Dining Commons (HMC)
Flyers: (2) Post at least two flyers on the walls outside the two main entrances to the HMC main dining hall.
“MOBILE LIBRARY”
“MOBILE LIBRARY”
PERSONALITY CULTIVATION
PERSONALITY CULTIVATION

@sashalives re: stacks as jungle gym... we are choosing our words very carefully.

honnoldlibrary, [+] Wed 07 Dec 16:48 via CoTweet in reply

@lisapisa77 mustache buttons = faculty approved! @honnoldlibrary & queer theory students thank you. #loveyourlibrary pic.twitter.com/fWB5BkzC
charbooth, (RT by honnoldlibrary), [+] Wed 07 Dec 14:55

Stop by the yellow library cart at CMC from 3:30-5 today for some Research Therapy: cot.ag/rtouPn

honnoldlibrary, [+] Wed 07 Dec 13:30 via CoTweet

In 2 hours: Research Therapy at Scripps (Noon-1). Ask a research question, grab a juice box and a cookie. cot.ag/rtouPn

honnoldlibrary, [+] Wed 07 Dec 10:00 via CoTweet
LIBRARY AS MAKER SPACE
LIBRARY AS MAKER SPACE
LIBRARY AS MAKER SPACE
**SKILLSHARING**

*Listen* → *Every interaction is an opportunity* → *Build relationships, trust, and value.*

**Communication**
- Methods/preferences vary
- General vs. specific inquiries
- Capturing expectations (methods)
- Negotiating/apply expertise
- Early versus catch-all communication
- Identifying the gaps (human, knowledge)
- Tracing misinformation/problematic language
- Baggage/past experiences/expectations
- Time, jealousy
- Other alternatives

**ME FACTOR**
- Idea: brochure, etc.
  - w/ success stories or testimonials
- Idea: capturing the deliverables
  - (theses in add)
- Idea: research prize
  - Idea: chap. section
- Acknowledge the problem. Avoid excuses. Don’t be offensive. Suggest alternatives. Get to the bottom. Let’s say *VOC*.
REFRAMING LIBRARIANSHIP

love your library
CONCEPTUAL
CONCEPTUAL
library | 'lɪbɹeri; -brəri|
noun (pl. -brar·ies)

ORIGIN late Middle English : via Old French from Latin libraria ‘bookshop,’ feminine (used as a noun) of librarius ‘relating to books,’ from liber, libr- ‘book.’
library | 'li,brerē; -brərē|
noun (pl. -brar·ies)
a building or room containing collections of books, periodicals, and sometimes films and recorded music for people to read, borrow, or refer to: a school library | [as adj.] a library book.

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- a collection of books and periodicals held in such a building or room: the Institute houses an outstanding library of 35,000 volumes on the fine arts.
- a collection of films, recorded music, genetic material, etc., organized systematically and kept for research or borrowing: a record library.

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- (also software library) Computing a collection of programs and software packages made generally available, often loaded and stored on disk for immediate use.

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1

AS A RESPONSIBILITY of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality, or the political or religious views of the writer.

2

THERE SHOULD BE the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3

CENSORSHIP OF BOOKS, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4

LIBRARIES SHOULD ENLIST the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

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Adapted by Council of American Library Association at Atlantic City on June 18, 1948

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REFLEXIVE
FROM CARD CATALOG TO THE BOOK ON THE SHELF

THE CARD CATALOG is an alphabetical list of books found in the Library.

THE THREE WAYS OF FINDING A BOOK IN THE CATALOG

1. UNDER AUTHORS SURNAME
2. UNDER TITLE OF BOOK
3. UNDER SUBJECT WITH WHICH BOOK DEALS

THE CALL NUMBER
Directs you to the book's location on the shelf and is found in the upper left-hand corner of the catalog card or on the back of the book which is on the shelf.

ARRANGEMENT OF BOOKS
A numerical system is followed in correct order.

CLASSIFICATION

000-099 General Works
100-199 Philosophy
200-299 Religion
300-399 Sociology
400-499 Language
500-599 Natural Sciences
600-699 Useful Arts
700-799 Fine Arts
800-899 Literature
900-999 History

Fiction is not classified but is arranged on the shelves alphabetically by author.

REFERENCE from form not used to form used.
Unspeakable visions of the individual, v. 7.

John Clellon Holmes, 1926-:


unpaged. (Unspeakable visions of the individual, v. 7)
Unspeakable visions of the individual, v. 7

811

Holmes, John Clear, 1900-

K757

The Bowling Green poems: California,

Penn., s.1977

engaged. (Unspeakable visions of the

individual, v. 7)

Title. Series x M
WHAT THE CATALOG CARD TELLS US

CATALOG CARDS ARE ARRANGED ALPHABETICALLY BY FIRST LINE

AUTHOR
DATE OF BIRTH
CALL NUMBER
FULL TITLE
PLACE OF PUBLICATION
PUBLISHER
DATE OF PUBLICATION
NUMBER OF PAGES
CONTAINS FRONTIPIECE PLATES PORTRAITS
HEIGHT

PEABODY VISUAL AIDS
PUBLISHED BY
FOLLET BOOK COMPANY, CHICAGO

SUBJECT CARD
SUBJECT CARD
SUBJECT CARD
TITLE CARD
AUTHOR CARD

BOOKS ARE ARRANGED FROM LEFT TO RIGHT NUMERICALLY BY CALL NUMBER

Prepared under the direction of Miss Ruby Ethel Gaul for the Peabody Library School Course in Teaching the Use of the Library.

Committee: Jeannet McMillen, chairman; Esther Sheets; Marjorie Arnette; Lorraine Biddle; William Cory.
love
your
library
Threshold Concepts within the Disciplines

Ray Land, Jan H.F. Meyer and Jan Smith (Eds.)
INFORMATION AWARENESS

+ DISCIPLINARY ENGAGEMENT

+ SCHOLARLY CONVERSATION
RESEARCH LITERACY
RESEARCH THERAPY
### INSTRUCTION INTEGRATION RUBRIC

**Environmental Analysis Information Literacy Rubric and Core-Integrated Library Instruction Plan – Sean Stone & Char Booth, July 2011**

<table>
<thead>
<tr>
<th>Research Performance Area</th>
<th>General (EA10)</th>
<th>Social Sciences &amp; Humanities (EA 20)</th>
<th>Sciences (EA 30)</th>
<th>Interdisciplinary (Thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location/Scope of Information</strong></td>
<td>Student is capable of developing a bibliography using more than web-based or popular media sources. They are able to conduct basic and general search strategies.</td>
<td>Student is capable of developing a bibliography that is basic but begins to show an understanding of coherent search strategies and an understanding of how to utilize social science and humanities resources for EA research.</td>
<td>Student can develop a thorough bibliography with several sources of information and is beginning to use science sources and strategies that require a deeper understanding of sub-disciplines within EA.</td>
<td>Student can develop a thorough bibliography with multiple and diverse sources of information showing the student has developed a personal research identity within EA.</td>
</tr>
<tr>
<td>Has the student independently identified the extent of information needed for a project?</td>
<td>Sources are appropriate to the topic of the project but sometimes tangential. Student only understands the most basic categories and types of information.</td>
<td>Sources are more relevant to the topic of the project but may be derived from the most obvious of 'good' resources.</td>
<td>Sources are all relevant to the topic and represent a wide range of viewpoints as well as types and levels of EA information as appropriate.</td>
<td>Sources explore multiple contexts for how information is crafted and student can discuss the limits of current information in the context of current EA information.</td>
</tr>
<tr>
<td>Has the student included multiple sources of information and/or provided evidence of having employed a search strategy?</td>
<td>Student analysis is segmented in such a way that arguments are sometimes poorly structured due to a limited understanding in properly analyzing EA information.</td>
<td>Student begins to more effectively analyze EA information across disciplines and recognizes multiple approaches to analysis based on the type of information.</td>
<td>Student can perform original analysis of increasingly specific information and integrate the analyses into complex scientific projects.</td>
<td>Student effectively analyzes information from multiple, advanced sources into a project that represents significant new or novel information in their field of interest within EA.</td>
</tr>
<tr>
<td>Does the student grasp the diversity of and major sources of EA literature?</td>
<td>Student has limited original synthesis and often recapitulates arguments of others with only minor changes.</td>
<td>Student expresses a greater understanding of disciplinary literature by beginning to create wholly original ideas from an original synthesis of discovered information.</td>
<td>Student develops unique thoughts on diverse EA topics and related fields and begins to recognize the importance of proper communication of their ideas.</td>
<td>Student organizes, synthesizes, and articulates advanced information in a way that is accessible to intended audience.</td>
</tr>
<tr>
<td><strong>Evaluate Information</strong></td>
<td></td>
<td>Interpret Information</td>
<td><strong>Analyze Information</strong></td>
<td>Ethics of Information</td>
</tr>
<tr>
<td>Has the student demonstrated an effort to assess the relevance of retrieved information?</td>
<td></td>
<td>Student is responsible for appropriate attribution of basic information sources, understanding and avoiding plagiarism, and recognizing institutional information privilege.</td>
<td></td>
<td>Student is able to access and cite more advanced and non-traditional information in an appropriate way, and begins to distinguish between open versus paywalled (e.g., library subscription) information resources.</td>
</tr>
<tr>
<td>Has the student included an evaluation of potential bias in the information being used to construct arguments?</td>
<td></td>
<td>Student can properly cite advanced and diverse resources in a variety of styles and contexts, and is able to distinguish between open and institutionally-subsidized content.</td>
<td></td>
<td>Student exhibits proper use of paraphrasing, citations, footnotes, bibliographies, etc. in advanced original work, and can articulate open versus institutionally-affiliated research strategies.</td>
</tr>
<tr>
<td><strong>Analyze Information</strong></td>
<td></td>
<td>Ethics of Information</td>
<td></td>
<td><strong>Interdisciplinary</strong> (Thesis)</td>
</tr>
<tr>
<td>Has the student demonstrated proficiency with the tools necessary to understand how information sources are related?</td>
<td></td>
<td>Ethics of Information</td>
<td></td>
<td><strong>Interdisciplinary</strong> (Thesis)</td>
</tr>
<tr>
<td>Has the student used appropriate analysis framework to integrate sources into an argument?</td>
<td></td>
<td>Ethics of Information</td>
<td></td>
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<tr>
<td><strong>Interpret Information</strong></td>
<td></td>
<td>Ethics of Information</td>
<td></td>
<td><strong>Interdisciplinary</strong> (Thesis)</td>
</tr>
<tr>
<td>Has the student used information and the analysis of it to offer a unique narrative?</td>
<td></td>
<td>Ethics of Information</td>
<td></td>
<td><strong>Interdisciplinary</strong> (Thesis)</td>
</tr>
<tr>
<td>Does the student understand how to effectively communicate and interpret information for an audience?</td>
<td></td>
<td>Ethics of Information</td>
<td></td>
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</tr>
</tbody>
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**Note:** The table above outlines the rubric criteria for evaluating research performance areas in the context of environmental analysis information literacy, focusing on general, social sciences and humanities, sciences, and interdisciplinary perspectives, with specific criteria for location, scope, evaluation, analysis, interpretation, and ethics of information.
Open Access Content

When you are affiliated with a higher education institution, you have information privilege. That is, you have access to Library-subscribed scholarly content that is not freely available on the open web. Little known fact: this access usually ends when you graduate.

Led by academic libraries and information activists, the Open Access movement provides an alternative: a bridge to open scholarship, no matter your institutional ties. OA expands the content that is available across access barriers, and is gaining ground in the scholarly community. As you engage in your research, try exploring the following OA repositories:

**BASE**

BASE is a vast cross-disciplinary international metasearch for OA content.

The Directory of Open Access Journals covers free, full text, quality controlled scientific and scholarly journals and aims to cover all subjects and all languages.

OpenDoar is an authoritative directory of academic open access repositories. From University of Nottingham, UK.

ROAR provides up-to-date visual access to a huge database of open access repositories.

Also, check out the Linked Open Data cloud:
Jump to:
2012

2012
Walking Los Angeles, Zoe R. Carlberg

Take Me to the River: Revitalizing LA’s Lost Monument, Erin Childs

Day to Day Change Making: The Transformative Potential of Dumpster Diving, Elizabeth Emery Donovan

Aquaculture and Deforestation in the Peruvian Amazon, Gator Halpern

Biophilic Design at Pomona College: An Analysis of the New Sontag and Pomona Residence Halls, John W. Hasse

Environmental Critiques of Nuclear Energy, William Hummel

Get Your Butt Off the Ground!: Consequences of Cigarette Waste and Litter-Reducing Methods, Joyce Lee
Eco-Labeling: An Argument for Regulation and Reform

Lauren Sherman
Pomona College

5-1-2012

Acknowledgements

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THE POINT OF ALL OF THIS
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