

OLA

Quarterly

INFORMATION LITERACY

Merriam-Webster:

in•for•ma•tion *n* **1** : the communication or reception of knowledge or intelligence **2 a** (1) : knowledge obtained from investigation, study, or instruction (2) : INTELLIGENCE, NEWS (3) : FACTS, DATA

lit•er•a•cy *n* : the quality or state of being literate

ALA Committee:

in•for•ma•tion-lit•er•ate peo•ple *n* **1** : those who have learned how to learn

C. Doyle:

in•for•ma•tion lit•er•a•cy *n* **1** : the ability to access, evaluate and use information from a variety of sources.

J. Toth:

teach•ing *n* **1** : an act of faith



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and more...

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OLA QUARTERLY

Information Literacy

Every day in our libraries, we teach. We help the woman that cannot remember the title of a book to think through multiple ways to track it down. The middle school student confronted with 2000 hits on the Web looks to us for assistance in weeding out the irrelevant. We teach the professor who cannot understand a citation to a journal article how to decipher the code. Yet, librarians do not always see themselves as teachers, as integral parts of the learning process. Teaching and learning are at the core of Information Literacy.

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Whether you like the term or not, the concept is essential to the library's place in contemporary society. The ideas and opinions expressed in this issue of the *OLA Quarterly* reinforce our importance in nurturing people to find, evaluate and use information. I am pleased with the range of contributors and the diversity of their approaches. My thanks to them all. And, I encourage you to consider your role as an educator, and the role of libraries in building a society of critical thinkers and life-long learners.

—Janet Webster, *Guest Editor*

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On the Road to Information Literacy: From Start to ... Progress

by *Colleen Bell*
University of Oregon

In April 1989, disbelief must have rippled through the audience gathered for the LOEX Library Instruction Conference to hear Patricia Senn Breivik. She opened her remarks with a shocking statement: "My inability to be a supporter, any longer, of library instruction may make me an inappropriate speaker..." (Breivik, 1989). Breivik was one of library instruction's most ardent champions, poised to achieve a status comparable to such luminaries as Evan Farber and Carol Kuhlthau.

She went on to say that she now believed "that library instruction encompasses too small a concept for the needs of education in an information society." These opening remarks signaled the beginnings of a true "revolution in education," one that would extend beyond the walls of the academic, school, and public libraries and require cooperation and participation from their partners in the educational process—teachers, faculty, administrators, service agencies, other libraries, and community leaders—to create communities of information-literate lifelong learners.

Although a leader in the campaign, Breivik wasn't alone in leading the charge toward this revolution. In 1987, then American Library Association (ALA) President Margaret Chisholm formed a committee of leaders in education and librarianship whose charge consisted of three tasks:

1. "To define information literacy... and its importance to student performance, lifelong learning, and active citizenship;
2. "To design one or more models for information literacy development appropriate to formal and informal learning environments throughout people's lifetimes; and
3. "To determine implications for the continuing education and development of teachers" (ALA, 1989).

In its final report, the ALA committee noted that, "Ultimately, information-literate people are those who have learned how to learn. They know how to learn because

they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any decision or task at hand." The committee observed that the "tidal wave of information" has changed so that what used to suffice for literacy, effective knowledge, and a good education no longer is adequate. "People need more than just a knowledge base, they also need techniques for exploring it, connecting it to other knowledge bases, and making practical use of it" (ALA, 1989). The committee concluded their report with five recommendations, all of which have been implemented in the succeeding decade to some degree.

Recommendations and Progress

The committee's first recommendation, reconceptualizing the information environment, was a powerful charge to libraries:

To the extent that our concepts about knowledge and information are out of touch with the realities of a new, dynamic information environment, we must reconceptualize them. The degrees and directions of reconceptualization will vary, but the aims should always be the same: to communicate the power of knowledge; to develop in each citizen a sense of his or her responsibility to acquire knowledge and deepen insight through better use of information and related technologies; to instill a love of learning, a thrill in searching, and a joy in discovering; and to teach young and old alike how to know when they have an information need and how to gather, synthesize, analyze, interpret, and evaluate the information around them.

The charge would prove to be a daunting challenge. More than a decade later, many libraries and their parent institutions still struggle with the organizational and pedagogical changes that such goals require. However, some strides have been made, particularly in the development of national standards for information literacy, and various efforts by states, state systems of higher education, accrediting bodies, and individual institutions.

The second recommendation was to create a coalition of national organizations and agencies to promote information literacy. In response to this recommendation, the National Forum on Information Literacy (NFIL) (<http://www.infolit.org/>) was created in 1990. The NFIL, a coalition of over 80 national and international associations, businesses, agencies, and other organizations, is active in four areas: 1) through its member organizations, it develops programs that integrate information literacy; 2) it supports, initiates, and monitors information literacy projects both nationally and internationally; 3) it actively encourages the creation and adoption of information literacy guidelines by regulatory bodies; and 4) it works to ensure that new teachers have the ability to incorporate information literacy into their teaching.

The committee also recommended the development and implementation of a national research agenda addressing issues identified in the committee's report, as well as the tracking of research and demonstration projects. Various attempts have been made, with a great degree of success, to fulfill the latter (see Grassian and Clark, 1999); however, the former is still largely an unfulfilled mandate. But there are some notable exceptions:

- A 1994–95 national survey measured the extent that information literacy had been assimilated into the curriculum of post-secondary institutions. Results suggested that success in applying information literacy strategies on campuses was possibly linked to building requirements into the accreditation standard (Ratteray and Simmons, 1995).
- Doyle's 1992 dissertation developed a comprehensive definition of information literacy and outcome measures for the concept. Her definition, "the ability to access, evaluate and use information from a variety of sources," is now standard. She tied outcomes to the National Education Goals of 1990, three of which—Goals 1, 3, and 5—were thematically linked to information literacy and lifelong learning (Doyle, 1992).
- In 1997, Christine Bruce published her doctoral dissertation as *The Seven Faces of Information Literacy*. She suggests replacing the behavioral model of information literacy focused on tasks and skills with a relational model of information literacy where students experience information literacy through seven different lenses: information technology, information sources, information process, information control, knowledge construction, knowledge extension, and wisdom (Bruce, 1997).
- A survey of science and engineering faculty investigated faculty perceptions of students' information literacy abilities versus their own pedagogical processes related to information literacy. The survey found that while faculty are generally supportive of the need for information literacy, their practices regarding the integration of information literacy into the curriculum were highly variable (Leckie and Fullerton, 1999).
- As part of the Institute for Information Literacy (<http://www.ala.org/acrl/nili/>), the Association of College and Research Libraries (ACRL) established a committee

to develop a framework for identifying model information literacy programs. This initiative is called the "Best Practices" initiative. The committee is currently identifying the characteristics of a model program; once those have been developed, it will identify programs that exhibit those characteristics.

The fourth recommendation involved creating a climate conducive to students becoming information-literate. State departments of education, accrediting bodies, and academic governing boards were charged with this responsibility. In 1987, both Oregon and Washington developed guidelines for schools to ensure that information literacy was an integral part of the curriculum (WLMA/SSPI, 1987; DOE, 1987). In the mid-1990s Oregon developed new curriculum standards, known as the Certificate of Initial Mastery (CIM) (<http://www.ode.state.or.us/cifs/standards/>), that do not directly refer to information literacy. As a consequence, the Oregon Educational Media Association created the "Oregon Information Literacy Guidelines" (http://www.oema.net/InfoLit_Intro.html) to address information literacy concerns for school library media specialists in each of the content areas addressed by CIM. The Middle States Commission on Higher Education was the first of the regional higher education accrediting bodies to incorporate information literacy into its standards for accreditation (MSACHE, 1994).

The committee also recommended the integration of information literacy concerns in the formation and expectations of teachers. In May 2000, the National Council for Accreditation of Teacher Education (NCATE) approved revised standards for accreditation of schools, colleges, and departments of education that require that new teachers are able to "appropriately and effectively integrate ... information literacy in instruction to support student learning." These accreditation standards will be applied incrementally beginning in Fall 2001 (NCATE, 2000).

National Standards for Information Literacy

Two of the most exciting developments since the committee published its final report have been the development of national standards for the K–12 and higher education communities. These standards have provided librarians, educators, and administrators with a common set of goals and measurable objectives for developing an information-literate citizenry.

In 1998, the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) jointly published Information Literacy Standards for Student Learning, a set of nine standards divided into three broad behavioral areas (AASL/AECT 1998a). Each of the standards includes a number of indicators designed to be applied to specific content areas such as language, geography, history, mathematics, science or technology. These standards are accompanied by a broader framework for collaboration, leadership, administration, teaching and learning (AASL/AECT, 1998b).

In January 2000, the board of the ACRL approved the Information Literacy Competency Standards for Higher Education, establishing five standards for information literacy (ACRL, 2000) which built on those developed for the K–12 community. Like those developed for the K–12 community, these standards are designed to provide a framework for assessing the information-literate individual. Each standard has several performance indicators comprised of a series of specific outcomes that can be measured or assessed. To provide guidance to librarians in implementing the outcomes, the ACRL Instruction Section developed a set of guidelines for academic librarians (ACRL/IS, 2001).

An information-literate person
“recognizes the need for information;
recognizes that accurate and complete
information is the basis for intelligent
decision-making; formulates questions
based on information needs; identifies
potential sources of information;
develops successful search strategies;
accesses sources of information
including computer-based and other
technologies; evaluates information;
organizes information for practical
application; integrates new information
into an existing body of knowledge;
and uses information in critical problem
solving and thinking.”

DOYLE 1992

literacy.html) to address the next step: developing information-literate communities. The focus here is on establishing partnerships among libraries, various individuals, organizations, and agencies in the communities in which the libraries exist. Two significant documents are available to help libraries develop these partnerships:

- Information Literacy Community Partnerships Toolkit (<http://library.austin.cc.tx.us/staff/lnavarro/communitypartnerships/toolkit.html>)
- *A Library Advocate's Guide to Building Information-literate Communities* (<http://www.ala.org/pio/advocacy/informationliteracy.pdf>)

Together these two documents provide a framework for all libraries, librarians, and library supporters to become effective advocates for information literacy within their communities.

Recommended Readings on Information Literacy

Much of the literature on information literacy comes out of the higher education community. While this selective list of readings is not intended to be a representative sample of the literature available, it provides, when com-

bined with those sources already mentioned, some familiarity with the many facets of information literacy.

Chiste K., Glover A. and Westwood G., 2000. Infiltration and entrenchment: capturing and securing information literacy territory in academe. *The Journal of Academic Librarianship* 26: 202–208.

While the military theme and language of the article may be somewhat objectionable, the personalities of its three authors and the approaches they used to develop relationships with faculty and departments are intriguing.

Eisenberg M. and Berkowitz B., 1990. *Information Problem-Solving: The Big Six Skills Approach to Library & Information Skills Instruction*. Norwood, Ablex Publishing.

Originally written for school library media specialists, this book reads like a how-to manual for teaching information literacy concepts. As the authors note in their foreword, the Big Six Skills approach is “based on information problem-solving, taught through integration with the subject area curriculum, and generalizable to all information problem situations. [It] gives students the competence and confidence necessary to meet a lifetime of information needs.”

Farber E., 1999. Faculty-librarian cooperation: a personal retrospective. *Reference Services Review* 27: 229–234.

Farber's leadership in the area of cooperation and collaboration between librarians and faculty put Earlham College on the map, and underscored the importance of integrating the library into the curriculum.

Fowler C. and Dupuis E., 2000. What have we done? TILT's impact on our instruction program. *Reference Services Review* 28: 343–348.

The Digital Information Literacy Office at the University of Texas, Austin, created TILT to introduce students to basic information literacy concepts without relying on specific resources. This article describes how the tutorial was used as a warm-up for assignment-driven library classes for freshmen, and the resulting impact on the library's instruction program.

Grassian E. and Clark S., 1999. Information literacy sites. *College & Research Libraries News* 60: 78–81.

This selective list of Web sites is a great starting point for librarians and others just beginning to explore information literacy. It is divided into several categories: directories/megasites, guidelines and reports, programs, discussion groups, electronic journals, articles, and beyond the library.

Iannuzzi P., 1998. Faculty development and information literacy: establishing campus partnerships. *Reference Services Review* 26: 97–102, 116.

Iannuzzi addresses five areas concerning the establishment of faculty partnerships: information literacy and campus culture, campus ini-

tiatives, strategies for partnerships, a faculty development model, and the Florida International University Model for Information Literacy.

McFadden T. and Hostetler T. (eds.), 1995. The library and undergraduate education. *Library Trends* 44: 221–457.

This issue of *Library Trends* is really the first publication to place the spotlight squarely on information literacy and higher education. It includes articles by a number of heavy-hitters in the academic library world, including Barbara MacAdam, Hannelore Rader, Larry Hardesty, and Evan Farber.

Petrowski M.J., 2000. Creativity research: implications for teaching, learning and thinking. *Reference Services Review* 28: 304–312.

In this keynote address at the 1998 LOEX-of-the-West conference in Bozeman, Montana, Petrowski surveys a variety of research approaches in the area of creativity and highlights findings of relevance to teaching and learning.

Rader H., 1999. The learning environment—then, now, and later: 30 years of teaching information skills. *Reference Services Review* 27: 219–224.

Rader traces the development of library instruction and information literacy from the first LOEX conference on library instruction in 1971 through 1998. This article is particularly useful for its attention to national and international efforts in information literacy.

Smith K., 2000. *New Roles and Responsibilities for the University Library: Advancing Student Learning Through Outcomes Assessment*. Washington, Association of Research Libraries. <http://www.arl.org/stats/newmeas/outcomes/HEOSmith.pdf>

Smith examines the changing role of the university library as it addresses shifting customer expectations. He delivered a version of this paper at the ACRL national conference in March, 2001.

Learning About Information Literacy

Several avenues for professional development in information literacy now exist; it is simply a matter of knowing where to look. This list includes national and regional conferences, institutes, and organizations that routinely provide programs on information literacy.

- American Association of School Librarians (<http://www.ala.org/aasl/>)
The program for the upcoming national conference will certainly include a plethora of programs on information literacy. Its ICONnect program (<http://www.ala.org/ICONN/onlineco.html>) provides online courses related to technology for library educators.
- American Library Association (<http://www.ala.org/>)

The annual conference usually includes several programs and/or preconferences on information literacy; look for programs sponsored by ACRL, ACRL Instruction Section, Library Instruction Round Table, and AASL.

- Association of College & Research Libraries (<http://www.ala.org/acrl/>)
The biennial national conference includes many offerings related to information literacy. The 2001 conference included over 40 programs, papers, roundtables, workshops, and poster sessions devoted to information literacy, with countless others related to library instruction.
- Institute for Information Literacy (<http://www.ala.org/acrl/nili/>)
Provides two immersion programs each year, one national and one regional. Attendance at the national institute is competitive and not just for academics.
- LOEX Clearinghouse for Library Instruction (<http://www.emich.edu/public/loex/loex.html>)
Provides an annual conference. Locations alternate between the home base in Ypsilanti, Michigan and selected cities in the eastern part of the country.
- LOEX-of-the-West (<http://libweb.uoregon.edu/loexwest/>)
A biennial conference held in a location in the western part of the country. The next conference is June 27–29, 2002 in Eugene.



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American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT), 1998a. *Information Literacy Standards for Student Learning*. Chicago, American Library Association.

American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT), 1998b. *Information Power: Building Partnerships for Learning*. Chicago, American Library Association.

American Library Association (ALA) Presidential Committee on Information Literacy, 1989. *Final Report*. Chicago, American Library Association. <http://www.ala.org/acrl/nili/ilit1st.html>

Association of College and Research Libraries (ACRL), 2000. *Information Literacy Competency Standards for Higher Education*. Chicago, American Library Association. <http://www.ala.org/acrl/ilcomstan.html>

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Catch the CyberWave:

Building Teacher/Librarian Partnerships in the Middle School Environment

by Mary Beth Pearl
Bend-La Pine Public Schools

Just as the school library media center has moved far beyond a room with books to become an active, technology-rich learning environment with an array of information resources, the school library media specialist today focuses on the process of learning rather than dissemination of information.

—INFORMATION POWER, 1998

Cascade Middle School students in Bend, Oregon, acquire the skills they need to harness and use information for a productive and fulfilling life, thanks to a program that integrates technology and research skills with classroom instruction. Romona Greeno, school librarian, has developed and implemented a model for teaching information literacy objectives at the same time students learn subject area content. This collaborative approach among Greeno and fellow teachers works!

Greeno's instructional strategies involve cooperation with teachers to provide students both the "what" and the "how" for completing exciting research projects. In Cascade Middle School's library you will find students searching for information in all kinds of resources. However, more often than not they are finding the data they need on Web sites. Greeno uses the library's computer lab to teach students how to perform efficient searches and how to select the most valuable information sources.

Teaching Information Literacy at Cascade Middle School Typically, a teacher will come to Greeno with the germ of an idea for student research. Working together, they plan and organize the project, checking for available resources, and scheduling time in the library. The goals and objectives are defined for both the content learning and skill building. Expectations are clearly identified and communicated to the students at the beginning of the project.

When the students arrive in the library, Greeno teaches them how to organize and conduct research using Internet resources, and other electronic and print media. She guides them to the school library's Web page, which has links to all sorts of appropriate information sources, such

as the EBSCO databases and World Book Online. The Cascade Middle School Library's Web site, created by Greeno, is an outstanding example of valuable links for students, teachers, and parents. To see the content of this site and how it has been organized, visit

<http://www.bend.k12.or.us/cascadems2/library/index.htm>

With few exceptions, the research projects culminate in class presentations. Each student is scored individually using the state scoring guide for speaking, which measures progress toward the benchmark for that content standard. Greeno teaches students how to organize and prepare their presentations using Power Point, Hyperstudio, Web page construction, and other audiovisual aids. The resulting student work demonstrates both quality and individuality.

Finally, each student is required to prepare a written bibliography. Again, Greeno provides instruction for creating bibliographies and citing sources properly, using examples for all types of media. Students learn how to collect the data they will need for citing the sources as they gather the information for their project.

To see examples of some of the topics used for collaborative projects developed by Romona Greeno and the Cascade Middle School staff, enter the following Web page and click on any of the curriculum links there.

<http://www.bend.k12.or.us/cascadems2/library/studentint.htm>

The following site on immigration is a wonderful example of collaboration among Romona, a social studies teacher and an English teacher.

http://www.bend.k12.or.us/cascadems2/owings/immigration_simulation.htm


Catch the CyberWave Project

This past year the Bend-La Pine School District provided a unique staff development opportunity for other middle school teachers in the district to learn about Cascade Middle School's exemplary library media program. Grant funds provided the means for teachers in other middle



Tracking down a resource

schools to observe the library program in action and to attend workshops provided by Cascade media specialist Romona Greeno describing the student instruction and the teacher/librarian collaboration in planning the research projects. This program, *Catch the CyberWave*, has enabled Bend-La Pine middle school teachers to see an outstanding media specialist in action and to learn more about what is widely considered to be the best practice for teaching students information literacy skills.

Middle school teachers participating the *Catch the CyberWave* staff development project first attend a half-day workshop presented by Romona Greeno and held in the Cascade Middle School computer lab. At the workshop, teachers learn about Greeno's program, become familiar with the resources Cascade students use, and see examples of student projects. Each teacher then arranges for a half-day observation at Cascade Middle School for another time when Greeno is working directly with students as they prepare for or conduct their research in the library. The purpose of the staff development project is to encourage district educators to develop a plan replicating the media program in their own schools, so each *Catch the CyberWave* participant completes a brief evaluation that includes a vision for implementing the program at the home school. 

Reference

American Association of School Librarians and Association for Educational Communications and Technology, 1998. *Information Power: Building Partnerships for Learning*. American Library Association, Chicago.

About Romona Greeno

Romona Greeno is highly respected by her colleagues for her contributions to teaching and technology. Last spring she was honored with the Educational Excellence Award presented by the Central Oregon Region of the University of Oregon Alumni Association. She also received the Distinguished Educator Award from the Bend Branch of the American Association of University Women. She has been honored twice with the Bend Foundation's Excellence in Teaching award, and received the Oregon Educational Media Association's Library Media Specialist of the Year Award as well.



Romona Greeno helping a student choose the best resource.

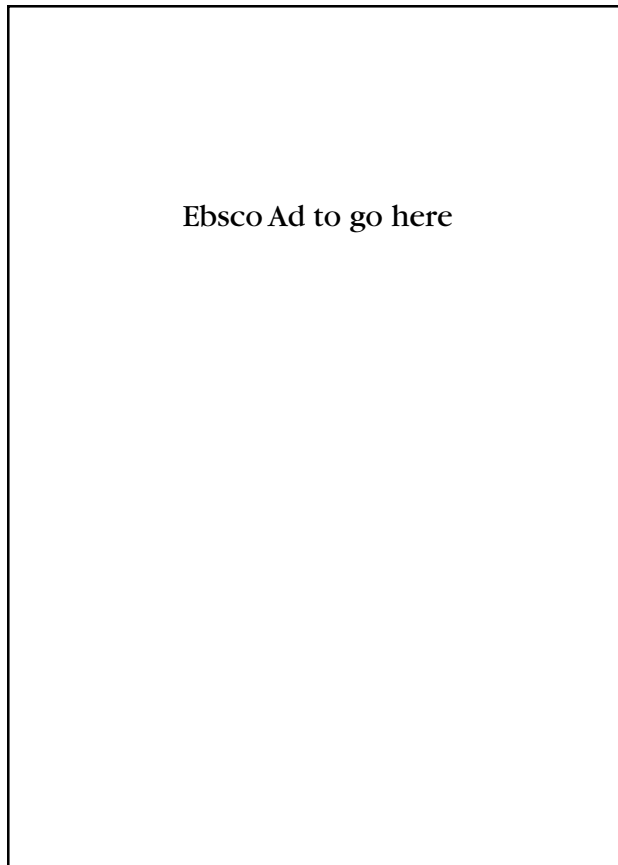
Students must become skillful consumers and producers of information in a range of sources and formats to thrive personally and economically in the communication age.

Library media programs must be dynamic, enthusiastic, and student centered to help ensure that all students achieve this status.

—INFORMATION POWER, 1998



Preparing his bibliography



McMinnville Public Library Takes a Stand Against Internet Illiteracy

by *Michelle Boisvenue-Fox*
McMinnville Public Library

The Class and Lessons Learned

Four years ago, the McMinnville Public Library was offering free Internet classes on two computers taught by a volunteer. Too-large class sizes and too-few computers were the biggest problem. People who knew each other were asked to share computers in order to increase the number of people taught. When the dust settled after our library's renovation, we began offering classes again twice weekly. With an LSTA grant, our technology wall grew from two Internet computers to eight, allowing us to have larger classes.

We advertised our classes in the library and in our local newspaper's events calendar. The response was overwhelming. For that first year, people often had to wait a month to take a class. During that time, we taught a Saturday morning class before we opened. A second class was moved from Friday morning to an evening and then to Thursday afternoon.

The majority of our students are senior citizens. In many cases, they had inherited a hand-me-down computer from their children, who had also installed it, and their goal was to learn how to operate it. We reiterate that these classes are not beginning computer classes. People need to know how to work a mouse and a keyboard. Sometimes they ignore this and we spend two hours teaching them how to work a mouse and two hours teaching an Internet class—the same two hours! I've learned to be flexible in addition to remaining patient.

In the beginning, when I started teaching the Internet class, I felt it was important to explain a lot. I spent the first part of the class showing them all the features of the browser. Based on the class evaluations, people felt it was too much for a two-hour class. So, I scaled back the class. I taught Internet basics:

- What a link is and how it works.
- How to tell if the Internet is "working."
- How to maneuver with the scroll bars.

- How to get to an Internet address (I never just call it a URL).
- What 'favorites' are, and how to add and delete them.

I still showed them how to enlarge the text on a Web page (they love this feature); I also stopped teaching Boolean—the word alone intimidates people. And, I added an Internet game so people could practice and play on the Internet. We still don't cover e-mail.

Our classes are hands-on computer classes, which is why we require people to sign up. Teaching Internet is its own language full of words that are meaningless unless they're put to use on the computer. Many students love the small class sizes (maximum of eight) and personal attention. I can walk behind them and see that everyone understands and is on the same page. Some students commented that they couldn't keep up with the instructor when taught in a classroom full of computers with the instructor's screen projected on the wall. With our set up, I keep up with my class, and no one is left behind.

Class Evaluations and Our Response

We've really worked to be responsive to comments received in our evaluations. Naturally, we can't please everyone. We have tried to respond to two of the most common requests, e-mail training and more classes. Rather than covering e-mail in our classes and risking the classes becoming "too much" again, we now offer 30-minute e-mail tutorials by appointment. My technology assistant and I make these appointments. Most of them are with our class participants and referrals from the reference desk. We've found this approach beneficial because some people don't have an e-mail accounts and others do. So we really offer two tutorials—one that signs people up for an account with a general overview of their "mailbox" and how to compose a message, and one that teaches other features such as attachments and folders.

Our evaluations also indicated that people wanted more classes. I did not want to add an intermediate-level class because I felt people came away from the introductory class with the basics they needed to be successful on the Internet with a bit more practice. So we decided to add subject-based intermediate classes for an hour and a half. I only teach for 45 minutes and then let the class play around with some of the sites on the class Web page. In 2000, we offered intermediate classes on genealogy research, online travel, and cultural treasures. This year we are offering genealogy research and online travel again with the addition of online job search, northwest gardening online and online shopping. I also did a 3-week "Learn HTML" class, teaching people how to create their own Web page. We'll have to offer it again this year since the waiting list alone is enough for a second class. To publicize these new classes, we sent out postcards that advertised them to our past class members and our Friends of the Library membership at the beginning of the year.

Adding Spanish and Family Classes

Last year, my library director gave me the assignment of adding Internet classes in Spanish and a family Internet class. This proved challenging because I would have to train other library staff rather than teach them myself. We restructured the class in Spanish to include e-mail instead of a game because e-mail is a great way to connect them with friends and family back home. Selected Spanish-speaking library staff members were trained on the Internet in English. They figured out what vocabulary terms they would use for their classes. Thank goodness "click" in Spanish is the same as in English. They "shadowed" me in my English classes and I gave them an outline to work with. We still have to translate class handouts, but the classes began in November.

Our first class was overflowing, so we used all eight computers during the next sessions. My technology assistant and I are available to help answer questions the trainers cannot answer. Most of the students are young people, looking to improve their job skills. Often, the people registered for our Spanish Internet classes bring others, or people join in when they see friends in the class. This would be highly unusual for our classes in English. Word is spreading and the need for these classes is growing. Two times a month is quickly becoming inadequate, so I will be training a Spanish-speaking volunteer to give e-mail tutorials in Spanish on a drop-in basis once a week.

We are looking forward to our family Internet classes and involving our Children's staff. In these classes, each family


registered will use one or two computers. We'll cover some examples of family Internet rules, along with contracts for both children and parents. These will include the usual "don't give your information out to strangers or agree to meet anyone in person without the parents knowledge," and will advise families to put the computer in a family area and use it together. We'll use family-friendly and kid search engines as well as playing a game together. This class will be offered three times a year unless demand increases.

Struggles and the Future

We still struggle with class times. Except for the Saturday morning time slot, the rest of our class times involve closing general use of part of or our entire technology wall. Even with forewarning, not everyone is pleased with this arrangement. We've had the continual problem of no-shows—people who sign up, are reminded with a telephone call the day before class, but who still don't come. It's hard to have to turn people away and then have a computer sit idle. Demand for our introductory class has decreased, so we can offer more intermediate classes without feeling that we are keeping someone from getting into an introductory one.

We are continually asked for computer comfort or trouble shooting classes. Teaching computer literacy and Internet literacy fit a library's mission. But where do we draw that line? My time is limited and I cannot go to people's homes. We have acquired a computer from the Chemeketa Community College Skills Center that has hardware and software tutorials. Some of them are in Spanish. We refer people to our local skills center, which offers a 4-week computer comfort class for \$15.

We are now considering transforming our class evaluation questionnaire into a Web form; if a class can fill it out, then they've learned something in two hours. For our classes in Spanish, we are looking at a slimmer evaluation, either handed out in class or e-mailed to class participants. E-mailing the evaluations will help us compile a database of e-mail addresses useful for promoting our services to our Spanish-speaking population.

Overall, we are serving our community through teaching. People continue to need help. For example, once the students literally picked up their mice, pointed them at the screen and started clicking away. Clearly they'd watched too much Star Trek! Another Saturday morning, my library director arrived to find my class doubled up in my office, in my supervisor's office and at the reference desk. Our server was down and our city's Information Services people don't sleep with their beepers! In the end, I have been dubbed the "Handout Queen" in my library, producing a multitude of instruction sheets on a regular basis! Who said paper was going out of style? 

Intermediate Class Webpages:

Genealogy Research

<http://www.ci.mcminnville.or.us/service/library/genclass.html>

Travel Online

<http://www.ci.mcminnville.or.us/service/library/travclass.html>

Cultural Treasures

<http://www.ci.mcminnville.or.us/service/library/treasure.html>

Learn HTML

<http://www.ci.mcminnville.or.us/service/library/htmlclass.html>

Online Shopping

<http://www.ci.mcminnville.or.us/service/library/shopclass.html>

Family Internet Class

<http://www.ci.mcminnville.or.us/service/library/familyclass.html>

Northwest Gardening Online

<http://www.ci.mcminnville.or.us/service/library/gardenclass.html>



The Times They Are A-Changin': The Information Literacy Initiative at Lewis and Clark College

by Jennifer Dorner and Elaine Gass
Lewis and Clark College

The Aubrey R. Watzek Library at Lewis and Clark College traditionally has taken an informal approach to library instruction. Since the previous library leadership advocated instruction at the “point of need”—a philosophy that the best time to instruct patrons on library research and service is at the reference desk when the need arises—librarians have not been encouraged to actively solicit instructional opportunities. Without a formal instruction program, classes are provided at the behest of faculty and those requesting them are primarily in the Social Sciences or involved in the required first-year common-syllabus course, *Inventing America*. Typically during an academic year, librarians conduct a total of 25–30 instruction sessions reaching approximately 250 students. In the spring of 1999, reference staff tried a

more systematic approach to teaching all the incoming freshmen and transfer students by giving a 50-minute, one-shot introduction to the library to each *Inventing America* class. The mixed results did not convince the librarians and faculty that the experience was useful for students.

The current library instruction program at Lewis and Clark College falls somewhat short of fulfilling the general education requirement of information literacy as described in the College Catalog. The challenges faced by this program are not unique among higher education institutions. Indeed, the weaknesses of many library instruction programs are symptoms of a greater problem. Even those campuses like Lewis and Clark College, which recognize the importance of information literacy to academic success and lifelong learning, have not developed a mechanism to incorporate it across the curriculum. Librarians have stepped forward to fill this gap when

LEWIS AND CLARK COLLEGE is a private, liberal arts institution in Portland, Oregon, which includes a small graduate school and a law school. The Aubrey R. Watzek Library serves approximately 1,800 undergraduate students, 120 faculty members, and numerous staff of the college, as well as the graduate school. Currently four reference librarians, the Associate Director, and the Library Director each serve as liaisons to several academic departments and programs. These responsibilities include collection development, assisting with information and research needs, and providing library instruction to classes upon request by faculty.

academic departments declined to take responsibility. As their skills and knowledge in this arena develop, librarians realize that the instruction they provided in the past is no longer sufficient. In response, librarians at many institutions have worked to expand their instruction programs to encompass more aspects of information literacy and to work more collaboratively with faculty to integrate it into the curriculum.

Fortunately, the Lewis and Clark faculty realized that traditional library instruction or computer skills instruction may not be enough to prepare students for the demands of the “information age.” In 1999, the Faculty of the College of Arts and Sciences unanimously passed a resolution calling for the design of a comprehensive information literacy program. The administration established a task force to address specific issues related to developing and implementing an information literacy program integrated into departmental and program curricula. The task force identified a number of objectives and issues related to the implementation of an information literacy initiative.

While this activity was underway, the College sought support from the M.J. Murdock Charitable Trust to help launch an information literacy program in collaboration with five other institutions: Willamette University, Pacific University, University of Portland, George Fox University, and Linfield College. The Murdock Trust awarded this group with funding for three years. The funding allowed Lewis and Clark College to hire an Information Literacy Coordinator (ILC) to work with faculty, staff, and administrators at the schools to develop programs that broadly incorporate information literacy within the curricula of the institutions. The ILC will assess the needs of the students, outline an action plan for the schools, develop workshops and other training opportunities for faculty who want to participate, and serve as a resource for anyone interested in information literacy objectives.

The Information Literacy Initiative, as conceived by the task force and outlined in the Murdock grant proposal, focuses on faculty development. For Lewis and Clark College, this means helping faculty incorporate information literacy concepts into their courses rather than building a traditional library instruction program. Using the framework of the Information Literacy Competency Standards developed by the Association of College and Research Libraries, the ILC will work with the faculty to determine which competencies should be required by students at each level of their education and which are most appropriate for integration into the content of courses.

The ILC will work with IT staff, and library and faculty information literacy committees to identify opportunities for faculty development. One of the first opportunities provided to faculty members is the chance to participate in the inaugural Information Literacy Team, a group of 12 to 14 faculty members who will attend a series of five

workshops. These spring workshops will explore information resources, incorporation of information technology in the classroom, information literacy concepts, using problem-based learning techniques to teach information literacy, and information issues such as copyright and plagiarism. During the summer, the workshop participants will work with the ILC and liaison librarians to incorporate information literacy concepts into one or more of their Fall 2001 courses. The ILC will also work with the faculty and an Information Literacy Initiative committee to develop assessment tools for these classes. This first group of participants will also participate in an evaluation of the program and will serve as mentors for the second group of participants who will be identified in the spring of 2002.

By the end of the three years, approximately 40 percent of the faculty will have participated in the information literacy teams. Additional faculty will be reached through presentations, departmental programs, additional workshops, and one-on-one coaching. By reaching as many faculty members as possible, awareness of the initiative will be raised to the point where the program can sustain itself without the help of the ILC.

Currently, there is still the problem of identifying how required competencies could be worked into appropriate courses. This needs to be done in a systematic way so that every student, regardless of his or her major, receives the same information. Although the faculty proposed the Information Literacy Initiative, it is still entirely voluntary. There is no administrative mandate requiring faculty members to participate in this initiative. Even if the ILC identifies classes in each major that are prime candidates for incorporating information literacy concepts, the instructors of those classes may not be interested in participating. The ILC will try to overcome the resistance to change that is always exhibited by some portion of any organization by experimenting with a variety of approaches, and by doing a significant amount of public relations work.


The ILC and the librarians realize that this type of a program is a radical departure from the traditional library instruction program. Everyone must accept the fact that faculty may provide less consistency in their instruction than librarians are able to when meeting with students. On the other hand, the advantage of a faculty-driven Information Literacy Initiative is the benefit of providing students with the information they need in a way that seems relevant to them. By weaving information literacy concepts into the content and structure of the courses, students will see the usefulness in a way they do not when they attend traditional instruction sessions outside of their classroom. Even during course-related instruction, a perceived lack of relevance has always been a barrier to student learning when the librarian takes over the class.

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The faculty development approach seems to be a good fit for Lewis and Clark College, where the instruction program is relatively undeveloped and the faculty has taken steps to make information literacy an integral part of the curriculum. Given the differences between the various institutions involved in the grant, the model developed at Lewis and Clark College may not suit others. In site visits to the institutions, the ILC has perceived a wide range of instructional programs, administrative models, and cooperation with faculty. Rather than suggest a single model, the ILC will work with each institution to develop their existing instructional programs into more comprehensive information literacy efforts.

The Information Literacy Initiative's impact on the current configuration of the Lewis and Clark College's library instruction program is, of course, unknown. It is likely that traditional instruction sessions will still occur, but it is uncertain whether the number of classes conducted will change drastically. Many of the concepts librarians teach in typical instruction sessions should be incorporated into the curriculum. However, classes of this style may still be a good means to introduce freshmen to librarians and library resources. As the campus's collective knowledge of library and information literacy increases, requests for library instruction may grow as well.

Transactions at the reference desk have been declining steadily over the past several years, so the Initiative comes at a point when the librarians have time to more fully develop their roles as department liaisons. Librarians will become an increasingly important resource for faculty as they begin integrating information literacy into the curriculum. Opportunities for librarians and faculty to team-teach may occur, which will also increase the librarians' visibility on campus and draw more attention to the pivotal role the library has in higher education.

The Information Literacy Initiative is still in its fledgling state at Lewis and Clark College and the plans outlined in this article may undergo radical revision after its assessment by the first Information Literacy Team. Regardless of what form and path the Information Literacy Initiative takes, however, any efforts the faculty make to incorporate information literacy concepts into their classes will be of great benefit to the students. 

Building on Success: Establishing an Information Literacy Program at Portland State University

by Sharon Elteto and Reza Peigahi
Portland State University

Scavenger hunts don't serve to familiarize students with library resources. And with that statement, the nucleus of an instructional program was formed. At Portland State University, library instruction has not been required, though the need for students to understand research methods and tools has been recognized throughout the campus by faculty and administrators alike. Efforts by teaching faculty to force students into the library through the creation of "scavenger hunts" and similar exercises served to confuse students and frustrate librarians, as few or no skills were being imparted through the exercises. Librarians within the PSU Library recognized the need and opportunity to improve research skills, promote information literacy, and work with teaching faculty to create relevant instruction that served the students' needs.



PSU Instruction Team:
Judy Andrews,
Sharon Elteto,
Elizabeth Howell,
Faye Powell and
Reza Peigahi.

To advance these goals and to equip our students with the requisite skills for the future, the PSU Library Instruction Team (the Team) chose to adopt Information Literacy Standards created by the ACRL (ACRL, 2000). The Team established an information literacy program with the

University Studies (UNST) department, which oversees the general studies curriculum.

The structure of University Studies is highly conducive to realizing our information literacy goals. Since 1994, Portland State University has required incoming freshmen to participate in one of many yearlong, multidisciplinary courses called Freshman Inquiry. Sophomores are

required to take three sections on different themes that introduce them to ideas, research, theory, and perspectives in the various subject areas. Juniors take clusters of classes within a discipline. Seniors enroll in Capstone, a six credit, community-based course where they apply their knowledge in a team context. The courses are designed to present increasing levels of difficulty in a controlled context, granting the Team an ideal opportunity to pursue our goal of adopting the ACRL standards at all levels of application.

In the Fall and Winter terms of 1999/2000, the Team proposed to the University Studies Council an instructional program involving all incoming freshmen in a series of library sessions incorporating information literacy standards. We identified these student learning goals for freshmen:

- Use the online catalog to find the Library of Congress numbers for books by author and/or title.
- Use the online catalog to find the call numbers for books by subject.
- Use the online catalog to find the call numbers for journals.
- Locate items on the shelves.
- Define a search and execute it on one or more appropriate online databases.
- Design a search strategy using Boolean operators
- Determine which online databases are appropriate for their research topics.
- Interpret a citation of an item retrieved from an online database.
- Locate an item cited in an online database.
- Identify various kinds of reference materials available at the library, such as subject encyclopedias, handbooks, etc.

Our plan was accepted by the Freshman Inquiry Council and we presented it to the University Studies faculty the beginning of Fall 2000.

We determined that instruction would be tiered to ensure that all freshmen would participate in three library sessions: one conducted by student mentors and two conducted by librarians. The first session, consisting of a library tour with written assignments, would be performed by the Freshman Inquiry student mentors. Library staff

would train the student mentors and provide them with a script for conducting the tour; the written assignments would be sent to the Team for assessment. The second session, taught by librarians, would consist of a 50 minute session dealing with the PSU Library OPAC, Vikat. This session would be customized to the specific course content, and examples tailored to the information needs of the students. The final session, also taught by librarians, would consist of a 75 minute database session focusing on the students' information needs, and providing print and electronic resources relevant to the content of the course.

We designed the sessions to be part lecture and part hands-on, with the students using wireless laptop computers for at least 50 percent of the session. To observe students as they complete worksheets enables us to individualize instruction to meet the differing skill levels and learning styles. Students prosper from immediate feedback on their techniques and strategies, and are encouraged to use the librarian as an information consultant. In addition, because computer skill levels can vary significantly among the students, from those who have had little computer training or experience to those who are adept, the librarian has the opportunity to coach students in the use of some of the basic computer navigational skills as well as advise students on which databases are appropriate for their topics.

Although data cannot be analyzed conclusively until the end of Spring term, it appears that most of the mentors conducted library tours as directed, although not all required students to complete the written assignment. Compliance for the online catalog session has been less encouraging, as only 11 of the 30 Freshman Inquiry faculty have brought a total of about 300 students for training. Many faculty members feel the session is unnecessary; it should be obvious to students how to use the catalog. On the other hand, compliance has been good for the online database/research session. During Fall and Winter terms, we taught a total of 520 students in 26 sessions on using online databases and other library resources. When we return to the University Studies Council with our annual report, we will suggest that a firmer commitment can be gained from the faculty by formalizing the library component into the program's assessment initiatives.

The Team developed several instruments to measure success in achieving the program's student learning goals, meeting the teaching goals of the instructors, and reducing library anxiety among students. We've developed ru-

brics to apply to the hundreds of worksheets we have collected from students and are in the process of analyzing them. We already can assert that the assessment instruments have not only demonstrated increased student skills and confidence, but have been invaluable in promoting collaboration with faculty. Faculty respond favorably to questions concerning their teaching goals and their satisfaction with the sessions, encouraging them to integrate library instruction into other courses. Using assessment as the medium, we are planting the seeds of a collaborative network that will advance information literacy.

In our initial proposal to University Studies we defined information-literate students as those who could:

- Determine the nature and extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the ethics and legality of the use of information (ACRL, 2000)

The Team intends to approach the University Studies Council in the near future with a proposal outlining more advanced activities to target sophomores through seniors. We will go beyond the more rudimentary skills to teach students evaluative and critical thinking skill. We will seek to become more involved in the development of course content to help ground assignments in viable research queries.

Through our instruction program for Freshmen Inquiry, the PSU Library Instruction Team is poised to launch information literacy goals into the whole of the core curricula at Portland State University. We believe that students' information literacy skills will increase and student research will improve as librarians collaborate more with the teaching faculty. **Q**

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Using assessment as the medium, we are planting the seeds of a collaborative network that will advance information literacy.

From BI to IL: The ACRL Institute for Information Literacy

by Susan Barnes Whyte
Linfield College

I am a faculty member at the Immersion Institute for Information Literacy. I spent five hot, sultry days in August 1999 in upstate New York near Lake Champlain observing this institute and then spent five lovely summer days in August 2000 teaching in the Institute at the University of Washington. Five librarians teach. About 100 librarians participate, either in Track One which concentrates on the teaching session, or Track Two, centering on managing a library instruction program. Both tracks focus on transforming bibliographic instruction into information literacy. Librarians came from all over North America, and a few came from well beyond our borders to learn about information literacy theory, assessment, leadership and management, learning theories, and performance and pedagogy. It's a wonderful, intense time where all we talk about is teaching—the philosophy of teaching as well as its theory and practice

At the very first reception in Seattle, one of the participants said to me: "I'm a librarian, not a teacher." I've thought about this comment ever since. It sums up nicely the dilemma apparent to our profession. Libraries have always been about order. Ever since classification systems were invented, order has prevailed. Order and rules. We knew where those books were placed, we constructed a controlled vocabulary which made sense to us, we created cards for locating the books, we insisted upon silence. We were the guardians of our collections. The industrial age and its ideology focused upon efficiency of operations, e.g., the assembly line. This made sense to libraries. Throw in a real passion for service and bringing culture to the masses, and you have a sense of who librarians were.

Teaching was not particularly part of our makeup. Today, in this postmodern era where technology and speed rule, libraries are changing in profound ways. Many librarians now teach or train. Often how we teach becomes confused because we only teach in short sessions, sometimes with content related to the course, but more often in a way that seems contrived and must focus on a tool. The tools of bibliography were easier to grasp 25

years ago. Collections were inside a building; students used what the institution owned. Now, students gravitate toward the Web on computers, and are often more at ease with the technology than librarians.

Indeed as Mark Pesce points out in *The Playful World*, traditional-aged students have grown up with computers. This is not a technology for them. It continues to be for most librarians. And, we librarians cannot easily control the computers or the Web or the students. We are accustomed to providing controlled access to information. We cannot do that anymore. Students below the age of 25 walk into a library or a lab, or sit at home in front of their computers and tap into a search engine that will probably not access anything inside a library. How students use and manage information today differs a great deal from how we use and manage it in libraries.

What the ACRL Institute provides is a sense that information literacy, or critical thinking as I prefer to call it, is a way to connect students with information through a process that is not about the RIGHT way to do research. Rather it teaches students to think about—to create meaning—from the information they find. Students in high school and college today perceive these computers as mere tools. They do not need lengthy instructions; they do not want to know the "perfect" search strategy. They want information. Information literacy, when done well, points to the center of how people use and create meaning from information. As Barbara MacAdam says in a recent article: "Bombarded with constant graphic and information stimuli, they expect the unexpected. The predictable, systematic and orderly appears unrealistic and unnatural to them" (MacAdam, 2000). We librarians want the predictable universe, the right way to do the research process.

Moreover, teaching is messy and in the moment. There are few straight lines. The conversation, which takes place in an engaged classroom, can veer off into any number of directions. As we construct more interactive computer labs for library instruction, we need to think about how


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this will change how we teach. Teaching content in short spurts mixed with active learning seems to make more sense in such a setting. Simplifying our content also makes sense. Why do students need to know all that we know about how to make a catalog work well? Most students cannot even tell the difference between an index and a catalog. As we progress in teaching evaluative skills as well as navigational skills, we must think clearly about how to ask the questions so that students can build upon the experiential knowledge they already possess. If they have nothing to build upon, the newly heard information will disappear with their next latte.

Information literacy and this Institute focus upon breaking the process of teaching down into manageable pieces for librarians and their students. How do you design a class session so that students will learn one concept? What is the one concept that you want to get across in this session? Why is this important? How do you measure their learning? How do you build class by class into an information literacy program which works for the campus? The moral of the institute is “think large, but start small” and realize that this all will take time. And remember that one librarian cannot do this by herself.

The only concern I have with the Institute is that we librarians are talking with librarians. We need to be talking beyond ourselves. Much like the writing across the curriculum movement which had to convince faculty outside of the English Department that everyone on a college campus teaches writing and hence thinking, so we librarians need to focus more on working with faculty. How do they use information? How do they expect their students to use information? I am convinced that if we only talk amongst ourselves and teach within the library, then information literacy will not take. The faculty ultimately teach the content. We librarians fill in around the edges. I think it would be wonderful if each librarian participating in this Institute would be required to bring along a faculty member, or better yet, a Dean.

And when we do teach, we need to think less about the right way to do research, the right databases. We need to think more about who we’re teaching. Ask them what they think they need to know for this course. Ask them why they think they’re here for this 50-minute library class. Listen to their responses. Be ready to shift gears if necessary. Flexibility and the ability to listen and then respond are the hallmarks of good teaching. Students crave meaning for their lives. I am convinced of that. Beneath the baseball caps lurk human beings who

are figuring out their lives and are on their way to adulthood. We librarians need to focus upon the people we teach and remember that the far more fascinating questions to ask are the why questions, rather than the how questions. Why is this piece of information credible? Who says? Why is it important that we think about information? If *we* think that this is important, then the students will catch our sense of passion. I think that teaching is a succession of minor epiphanies. That’s the essence of information literacy. It cannot be accomplished in one session or in one year of education. Build upon those epiphanies! 

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Ad to go here

Got Library?: Musings on Marketing Information Literacy

by *Jeanne Rockwell-Kincanon*
Western Oregon University

I attended the inaugural Institute for Information Literacy in Summer 1999 as a Track One participant. We studied six key areas: learning theories, teaching methodology, program management, assessment, the history and theory of information literacy, and leadership. The choice of these core issues and activities drove the participants to think creatively about their roles in student learning. Yet there is another endeavor we should pursue to advance the concept we know as information literacy: the field of marketing helps fill in the crack between management and leadership. Libraries and librarians often struggle with marketing, as evidenced by our patrons' ignorance of our basic services and resources, and by our lingering, stereotyped image. If we really want to push the concept of "information literacy" into the mainstream, and be identified as a major player in the movement, we need to pay attention to some "media literacy" issues and take cues from current marketing tactics.

Good marketers are able to boil down their services or goods to key concepts that attract their target audiences' attention and that remain memorable past the actual advertisement. They intentionally avoid describing every detail of their product and instead strive for simplicity. The point of the marketing is to grab attention and to give the audience basic information so they realize that they want or need the product. Pity the marketer who clutters perceptions or confuses their audiences with unmemorable terminology. Long, drawn-out definitions or explanations are a no-no. Instead, good ads are short and sweet.

Think of some of the effective and memorable advertisements you have seen. From a very informal and unscientific survey of my friends, here's a short list of what we consider good marketing campaigns:

- Taco Bell chihuahua (OK, it could be annoying, but you have to admit that it was effective)
- CapitolOne Mastercard (where the ruthless Vikings almost raid the house)
- GAP khakis (swing dancing)

- "Got milk?" and milk mustaches
- Vintage Energizer Bunny (another one that was annoying but effective)
- Absolut vodka bottles (print campaign)
- Pets.com sock puppet dog

It's not hard to recognize the characteristics that make these advertisements compelling. The marketers are using devices like humor and other emotional appeals, metaphor, anachronism, and surprise, juxtaposition of the familiar with the unfamiliar, strong visual or musical imagery, and simplicity (in text and in concept). Of course there are the old marketing stand-bys of the celebrity spokesperson and anything with kids or dogs. All of the advertisements offer a brief, digestible message. Even if you don't watch television, you can still identify some print commercials you are fond of or at least found memorable.

The library world is not without its good ad campaigns. The Celebrity READ series is quite compelling. The posters are simple and straightforward, and it's always fun to see the staging of different celebrities and their choices of books. The series does a great job of targeting different audiences with celebrities from a variety of age groups (the Olsen twins to Nicolas Cage to Barbara Walters), professions (lots of actors, musicians, and athletes, but also chef Emeril Lagasse and scientist Stephen Hawking), and cultures (from the cast of *Dr. Quinn, Medicine Woman* to WWF stars Chyna and The Rock, and from Michele Kwan to Spike Lee).

If the Celebrity READ campaign lacks anything, it's the element of surprise in the message. A library urging you to read is a strong message but a predictable one. Conventional literacy is obviously an important part of what libraries strive for, but, as you know, libraries have expansive missions and multiple dimensions. These "new" services are the ones our patrons are going to be less familiar with and therefore, less comfortable. Predictability itself can be an effective component of advertising. Marketers use predictable messages, images, and music to keep their audiences comfortable. The comfort allows for more ambitious and daring marketing ventures without risk of alienating the audience.

The new @ YOUR LIBRARY™ campaign recently released by ALA's Campaign for America's Libraries is a good example of the venture into a more daring realm. The conventional sounding message is charged with a strong reference to libraries' presence in today's technological world. It is also intentionally flexible, allowing individual libraries to customize the trademarked phrase, and assuring wide public recognition. The @ YOUR LIBRARY™ campaign will help libraries market themselves in a way that more accurately reflects what they are doing


Libraries on the local level can take cues from mainstream marketing. More specifically, proponents of information literacy can and should use some of the same tactics. To start with, the very term “information literacy” is a marketing black hole. It is a fuzzy and funny term that can mean vastly different things even among our library colleagues. Some educators and others outside of libraries have picked up on the term; for most people, it is a barrier rather than an incentive to know more. The audience for our information literacy plans usually consists of other librarians, faculty, and administrators, and these well-educated individuals respond to good marketing just as the general population does.

The other main thing we need to avoid when trying to promote information literacy is presenting documents like the foreboding ACRL Information Literacy Standards. I respect the work that was done to articulate the skills and knowledge we in the profession are striving for, and referral to the standards may be in order for a campus that commits to information literacy. The standards need to be drastically streamlined, however, for a campus merely considering them or for individual faculty members who want to use their ideas. At OLA’s conference this year, I enjoyed hearing Deb Carver’s report on Vision 2010, where she said, “If you have to refer to a written document to understand what you should be doing, you haven’t internalized the concept.” A good marketer might paraphrase that statement: the consumer should have a strong understanding and recollection of your product long past the moment of seeing your advertisement. As marketing librarians, we should be presenting our colleagues and administrators with information literacy concepts they can internalize.

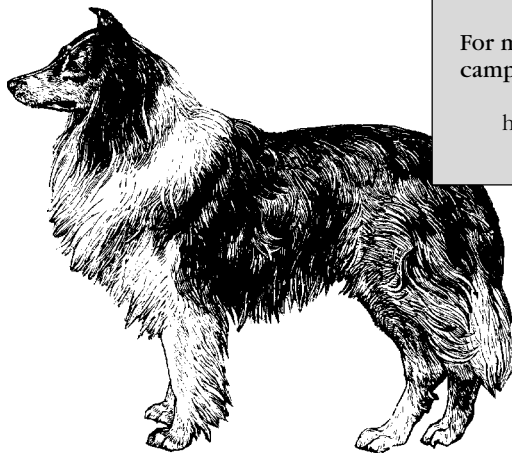
In addition to simplifying the message, we can promote information literacy with humor, the surprise of familiar images combined with unexpected ones, and the use of strong visuals. (Work a dog into that promotion, and you’ve got yourself an award-winning ad.) Individual libraries might market through newsletters, posters around campus, student newspapers, or campus radio or cable channels. The comparatively deep pockets of state or

national associations might utilize trade publications of the target audiences or sponsor some slickly-produced television ads.

Marketing libraries and, specifically, information literacy does not mean that we need to “dumb down” our message. The purpose of advertising is simply to catch the audience’s attention. We can suspend our librarianly instinct of full information disclosure and complete documentation long enough to “give them a good show.” Even in an academic environment, we don’t need to over-intellectualize. The details can come later.

Our teaching colleagues, students, and the public still largely see libraries as rule-based, unequivocal, orderly and linear institutions. When we do our traditional jobs well, we make library work look deceptively easy. However, teaching and learning are multidimensional and decidedly non-linear activities, and information literacy deals with ambiguous issues. A challenge for us is to convince our students, colleagues and public that libraries are flexible and spontaneous, and as such are able to contribute to student learning. As we continue to stock our shelves with books, we should continue promoting our traditional messages. We can also stretch the perceptions of what we do and more accurately reflect our current selves by venturing into daring, creative, even edgy marketing campaigns. 

To start with, the very term *information literacy* is a marketing black hole. It is a fuzzy and funny term that can mean vastly different things even among our library colleagues.



For more on ALA’s @ YOUR LIBRARY™ campaign, check out this Web site:

<https://www.ala.org/@yourlibrary/>

Revelation at the Reference Desk:

Or, Why We All Need to Train Library Patrons

by *Tony Greiner*
Tigard Public Library

In the Fall of 1999, I had the opportunity to cross one of the fences in the library business. I took a three-month leave of absence from my job at a public library so that I could fill in for a librarian on leave-of-absence from the University of Portland. It was a good experience; I worked in a different setting, met some good people, and got a chance to play with some new toys.

Working at an Academic Library's Reference Desk

Although the work was enjoyable, something bothered me at the job. I was dismayed by the attitude many of the students had about research and learning. The typical attitude was that knowledge is best found in tiny pieces, and that these pieces are best delivered over a computer. The resistance that students put up to using books could be maddening!

The ultimate example involved two first-year nursing students who needed my help for their course on the history of nursing. During the second week of school, the instructor had given them a simple assignment, designed to get them acquainted with the basic research tools of nursing literature. To prompt their thinking, she had given them some tidbits of nursing lore. One of these was that Harriet Tubman and Sojourner Truth, two heroines of the Underground Railroad, had also been nurses in the Civil War. The students decided to go with that story, and started searching the electronic indexes. As I helped them, we found articles on Civil War nursing, but no mention of Truth or Tubman. Then, we found plenty on Tubman and Truth, but nothing on them as nurses. I suggested we check their biographies to which the students replied, "that would be too much trouble" even though they had already spent at least half an hour on the computer. I bet them a nickel I could find the books in a minute, and came back with three. A check in the indexes found no mention of Truth having been a nurse, and I suggested to the students that they select another topic. One looked me straight in the eye, and in a calm voice said, "That's the trouble with books, you can never find what you need in them." Then she turned back to the computer, confident that if she just phrased the search the right

way, the information would be found. They were still there a half-hour later. The next day I came across them in the student union, and asked if they had found anything. They said, "No, so we just made something up."

If that incident revealed students' attitudes toward books, a second incident showed me how students perceived librarians. A student came up to me at the Reference Desk and asked, "Can you help me with a knowledge question, or are you just here to help with the computers?" There it was in a nutshell; as far as she knew, my job consisted of clearing paper jams, resetting frozen machines, and occasionally instructing on database searches.

My first thought after these incidents was that academic libraries sure do a lousy job of bibliographic instruction, given all their talk. However, on second thought, I realized that most of these computer-dependent, book-avoiding, "librarians are there for technical support" students were freshmen. Indeed, they were freshmen in the first two months of their collegiate experience. These students had little, if any, exposure to the university's librarians and their bibliographic instruction program. Their behavior followed the patterns set by the other libraries they had visited in their lives. In other words, the school and public libraries had taught them these behaviors and attitudes! These students, representative of the mass of UP students, had been trained to avoid the two greatest resources in a library: its books and its librarians.

I realized that the "self-service, self-reliant" approach taken by most school and public libraries meant that patrons are not getting the information they need. Lancaster cites a study in which college faculty and Ph.D. students, the most experienced library users, only found one-third of all of the relevant items in the databases they searched. Now if these presumably adept library users could not find everything, what about the typical public library patron, with two years or less of college, who needs information on a health topic, or how to get a mortgage, or their child's problems in school? I shudder to think how many fumble at the catalog, or the Internet machines, and then walk away, thinking that the library has nothing for them.

The Responsibilities of the Public Libraries

So, what can we do in our public libraries to make those college freshmen appreciate books as much as the Internet

There it was in a nutshell; as far as she knew, my job consisted of clearing paper jams, resetting frozen machines, and occasionally instructing on database searches.

and recognize that librarians can help? We have made strides toward accessibility by improving signage, and encouraging staff to have smiling faces. However, we need to go beyond that. We need to become "salesmen of information." Think of real estate agents. They put out flyers, call you up, pass out calendars, all sorts of things to say "come to me when you need a house." Once you call them, they talk to you and find out what kind of house you want, its ideal location, and a realistic price. They search the Multiple Listing Service database, and drive you to promising sites. Their goal is the same as yours: finding you a house you are happy with and can afford. They do not wait behind the desk and hope you come to them and say, "I want the blue house on Tillamook Avenue, let's go make an offer." If they did, we wouldn't see them as relevant, and the house hunt would, for most of us, be a longer and more stressful affair. It all begins by them reaching out to contact us.


So it is with public libraries. We must take advantage of all opportunities to get up from behind the desk and ask people in the library if they have found the information or the item that they need. In doing so, we will help those who need it, and show the client that when they need help, we are there to provide it. Best of all, we don't charge a commission! In addition, as we train patrons to use the catalogs and other databases, we need to quash the notion that competency on these machines means that the user then knows how to find everything in the library. The best library catalogs are mediocre guides to the collection, the Internet is a mess, and our subject databases can be tricky to use, if the patron is even aware of their existence. Until some magic age when a search engine *really* finds all there is to know on a subject, people need to remember that the best place to start is with a librarian.

Let's look at ourselves: How many times in the course of a day do we ask each other for help? And we are trained in library work, and spend 40 hours a week in the environment. What were we thinking when we started pushing the idea that our patrons could master most library skills unaided? Like good real estate agents, we need to seek out people who are looking for information, and provide it. We must get close to them so they are not afraid of reaching out and "disturbing" us. We must initiate simple conversations, asking them "Are you finding what you need?" We must let them know that we want them to ask us for help.

**Putting information in the hands
of the people who need it is our job**

If a patron leaves a library without the information he needs, and he never asked for or received help from a librarian, then we have not lived up to our responsibilities. Libraries and librarians are among the most underutilized information resources around. The existence of large non-fiction sections in bookstores proves that. We can feel proud of our circulation statistics, our crowded programs, and our busy public areas. We can favorably compare our patron statistics to other libraries, and think

we are doing a good job. But are we? The service population of my public library is almost 49,000. If the community had only one grocery, one hardware store, one paint store, how busy would they be with 49,000 people to serve? We have a lot of room for improvement.

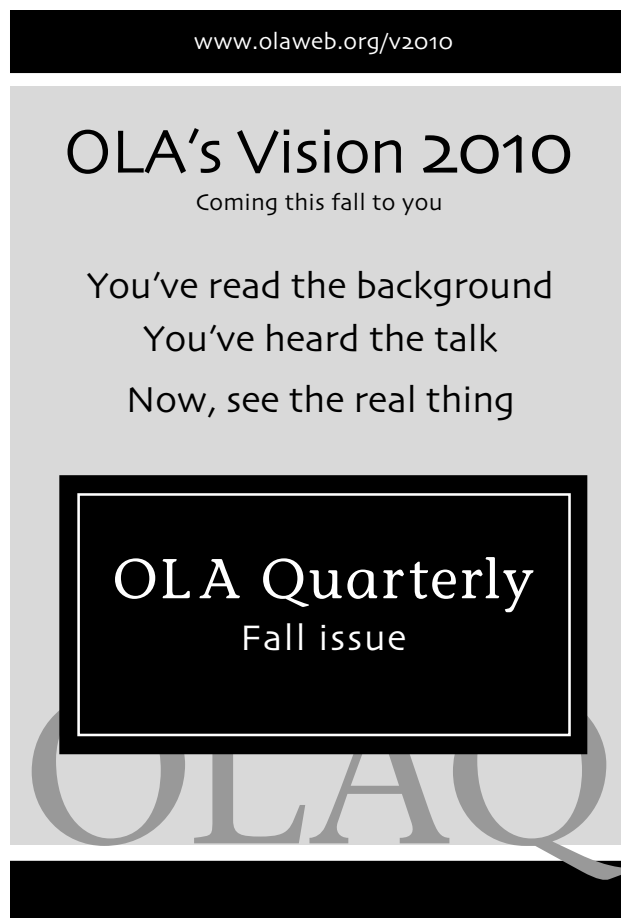
We can improve, and let people know by our actions that the library does have the information they need. When the people who use the library consistently get the help they need to find the information they want then they will come, and come again. We will know we have done our best. To do any less means accepting the role of computer technician as the epitome of the library profession. We can do better. It is our job, our joy, our responsibility. 

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Note

The original version of this paper appeared in *Library Journal* 125 (100), Copyright 2000. This version is used with permission of *Library Journal*, a publication of Cahners Business Information, a division of Reed Elsevier.



A poster with a black header containing the URL www.olaweb.org/v2010. The main body is light gray with the text "OLA's Vision 2010" in large black font, followed by "Coming this fall to you" in smaller black font. Below this is the text "You've read the background", "You've heard the talk", and "Now, see the real thing" in black font. At the bottom is a black box with a white border containing the text "OLA Quarterly" in large white font and "Fall issue" in smaller white font. A large, faint "OLAQ" watermark is visible in the background.

Battle of the Books: Reading Contests and Information Literacy

by Sybilla Avery Cook
author and retired school librarian

The *Reading Excellence Program Overview* (U.S. Department of Education, 2000) lists “the development and maintenance of a motivation to read” as one of the six dimensions of reading for Grades K–3. Reading motivation is important in every grade. Giving children reasons to love reading has inspired librarians for the last century. Many of us who go into children’s work want to share our own passion for books, and to encourage our young patrons to become information-literate.

Reading skills are evaluated on the basis of standardized tests. Many people do not realize that these tests also measure the speed with which children can read. If a child spends too much time figuring out the answer to one question, others will not be answered. Thus, a fluency in reading is very important.

How do students gain fluency? Through practice—reading lots and lots of materials. “Reading yields significant dividends for everyone—not just for the ‘smart kids’ or the more able readers. Even the child with limited reading and comprehension skills will build vocabulary and cognitive structures through reading” (Cunningham and Stanovich, 1998). However, children may not read enough to gain fluency. Reading, a quiet activity, does not always appeal to active children. Librarians, teachers, and parents need to give them reasons to read. Often, a chance to socialize can lure these kids in. Some of these methods include reading discussion groups (i.e., mother-daughter book clubs), literature circles, and reading contests.

Battle of the Books, in existence since the 1930s, has proved itself to be such a lure. It requires reading and understanding many different titles on a given list, generally chosen by the librarian or teacher. Students form teams and test their knowledge of these books against others. This competitive aspect appeals to many children.

These contests expose children to a variety of literature, not just the books that are in a particular classroom or home. Children read on many topics, learn new words, and experience worlds beyond their own life. Science fiction author Ursula Le Guin explains the value of this variety: “There are different ways of thinking, being, and doing things. Both science fiction and fantasy... let you think through an alternative without actually having to do it. Which, I think, is really one of the functions of all


fiction—to let you live other lives and see what they’re like. It widens the soul...” (Justice, 2001). This richness can appeal and motivate children to read.

The structure of Battle of the Books is easily adapted to local needs and conditions. School districts and libraries can sponsor the activity separately, or work together to reach as many children as possible. Contests can take place any time, and in any setting—in a classroom, a school gym, a public library, or even a television studio.

Children from the same school or different schools can compete. In my rural county, teams from four different schools recently battled against one another at the county educational services headquarters. One of the four was a parochial school, and the contest gave these children from varied backgrounds a chance to be together in an academic setting. In Providence, Rhode Island, children from different independent schools join in multi-school teams, so they are working *with* students they would not otherwise know.

Battle of the Books works for all ages. Children in grades 4–8 are beginning to enjoy controlled competition, and older students also like taking part. Battle of the Books has been used as a teen vacation reading program. Battles take place at the branch libraries, and the winners compete at summer’s end in the main headquarters.

Given the program’s longevity, many resources supply booklists and contest questions making it easy to get started. My two books give detailed instructions and booklists with questions. *Battle of the Books and More* focuses on grades 6–8, while *Books, Battles and Bees* does the same thing for grades 3–6. There are discussion groups on the Web, and a search will turn up numerous references. (To find Web information, make sure you add “and not censorship” to your search, or you’ll bring up intellectual freedom articles as well!)

Keep this type of activity in mind when you are addressing information literacy guidelines. It will prove useful when working with teachers on various aspects of reading. In spite of the rash of computers in our libraries, librarians still know and love books. Books and reading is our area of excellence, and also our expertise. We are reading teachers, too. 

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Teaching Information Literacy is the Key to Academic Achievement:

The Success Story of Oregon School Library Media Programs

*derived from the study
conducted by Keith Curry Lance and
Marcia J. Rodney
Colorado State Library,
for the
Oregon Educational Media Association*

- In Oregon, school library media programs account for three to five percent of the variation in reading test scores.
- The only variables considered that exert greater influence on test scores are those external to the school.
- The impact of library media programs outweighs that of most other school variables at most school levels.

These findings are the fruits of a year-long study of Oregon's school library media (LM) programs involving about 500 elementary, middle, and high schools throughout the state. The Oregon findings echo those of recent similar studies conducted by three different research teams in five other states: Alaska, Colorado, Massachusetts, Pennsylvania, and Texas. The full report is available from the Oregon State Library and accessible from the Oregon Education Media Association's Web site. That document describes the data and methodologies involved, and explains the series of statistical analyses that yielded the results summarized here. "Success stories" from Oregon LM specialists, classroom teachers, and administrators are included.

A school's LM program is one of many elements affecting the level of academic achievement by its students. Other school conditions that influence student achievement include the teacher-pupil ratio, the "professionalism" of teachers (i.e., their levels of education, experience and compensation), and total per pupil expenditures. Characteristics of the community also influence

student performance on reading tests. Most influential are the poverty level (e.g., the percentage of students eligible for the National School Lunch Program), the racial/ethnic composition of the student body, and the level of educational attainment among adults in the community (i.e., the percentage of adults age 25 and over who graduated from high school). All of these variables were taken into account in assessing the impact of school LM programs on academic achievement in Oregon. What follows is a brief summary of the major findings.

Elementary Schools

A series of statistical analyses indicates that 60 percent of the variation in fifth grade reading scores is explained by a combination of two powerful community conditions: poverty and adult educational attainment. In Oregon elementary schools where the percentage of schoolchildren from poor homes is lower, and where the percentage of adults in the community who graduated from high school is higher, reading scores are higher.

After these socioeconomic considerations, the most powerful predictor of academic achievement is the level of development of the elementary school's LM program. Four percent of the variation in fifth grade reading scores is explained by the levels at which the LM program is staffed, stocked, and funded. Test scores rise with the level of total LM staffing, including both professional and support staff per 100 students. Scores also rise with the size of the LM collection, particularly print volumes per student and magazine subscriptions per 100 students, and per pupil spending on this collection.

At the elementary level, the impact of Oregon LM programs exceeds that of the community's racial/ethnic makeup. Less than two percent of the variation in fifth grade reading scores is explained by the percentage of students belonging to minority groups. When all of these elements are taken into account, an elementary school's total per-pupil spending, teacher-pupil ratio, and the "professionalism" of its teachers exert negligible effects on student performance.

Middle Schools

Similar analyses yielded similar findings for Oregon's middle schools. Poverty is overwhelmingly the most powerful predictor of success on tests, accounting for almost 60 percent of test score variation alone. Another 10 percent is explained by the combination of a lower percentage of minority students in the school and a higher percentage of adult high school graduates in the community. The LM program alone explains three percent of the variation in eighth grade reading scores. After these elements are taken into account, neither total per-pupil spending nor teacher-pupil ratio explains any additional variation in reading scores at Oregon middle schools.

High Schools

At this school level, it was not possible to separate some issues in a single analysis. The first analysis indicated that the combination of poverty among schoolchildren and their racial/ethnic distribution overwhelmed all other

variables. A second analysis found that adult educational attainment outweighed and masked the effects of all school characteristics, including the LM program. A third analysis, excluding all three potent community variables, found that the two strongest predictors of tenth grade reading scores were teacher-pupil ratio, explaining eight percent of test score variation, and LM program development, explaining another five percent.

Information Resources

Both directly and indirectly, the information resources made available by LM programs contribute to academic achievement by students. The most direct effects are exerted by print collections (elementary), magazine subscriptions (high school), and interlibrary loans received (middle school).

Technology and LMS Usage

Computers in library media centers (LMC) extend the reach of students and teachers beyond the local collection. In addition, computers throughout the school that are networked to information resources extend the reach of the LM program beyond the walls of the LMC. The positive role of technology in Oregon LM programs is clear at all school levels.

Technology allows students and teachers to utilize the LMC's services without physically visiting. Yet, on-site LMC usage still exerts a positive impact on academic achievement at all levels. At the elementary level, individual visits and group visits for information literacy instruction stand out. At middle and high school levels, group visits to LMCs are positively linked to reading scores. Both information resources and technology exert additional indirect effects in combination with LMC usage. Visits to LMCs have a more potent effect on academic achievement when they involve utilization of both traditional print and non-print collections and electronic access to information.

Library Media Expenditures


The budgets of Oregon LM programs—like the budgets of their counterparts nationwide—tend to be restricted to the funds spent on information resources and, sometimes, technology. At elementary and middle school levels, the impact of budgets is felt only indirectly via the resources they purchase. At the high school level, however, spending on both print materials and electronic access to information is linked directly with tenth grade reading scores.

Library Media Staff and Their Activities

The positive impact on academic achievement of Oregon LM programs does not happen spontaneously. Their information resources, technology and budgets do not appear out of nowhere, or by the accidental convergence of separate actions by individual teachers and administrators. Data indicates that strong LM programs require someone who has been trained to bring together the pieces of the puzzle—information resources, technology,

and collegial, collaborative relationships with teachers and administrators. Even the usage of LMCs does not occur spontaneously or at the initiative of individual students or teachers alone. Someone trained and experienced at creating such usage and making it count academically tends to be present where usage is high.

All of the pieces of the LM program puzzle can be traced to professional LM specialists and support staff and their activities. The more these staff people are involved in activities that contribute to teaching and learning, information access and delivery, and program administration, the higher the reading scores of students in their schools.

For more on the importance of LM programs to student success refer to the studies listed below. 

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Librarians as Teachers:

An interview with Oregon State
University Librarians
Bonnie Avery and Loretta Rielly

by Janet Webster
Oregon State University

Over lunch, Bonnie Avery, Loretta Rielly and I discussed librarians as teachers. I was hoping for a revelation on how to be the perfect teacher: how to do that brilliant one-time “how to use the library” talk and know the students walked away changed beings; how to always be prepared at the drop of the hat; how to be vivacious, funny, authoritative, respected, and empathetic without piercing various body parts; how to know I was successful. While I wasn’t struck down with a vision of library instruction nirvana, I absorbed a range of observations, advice and reflections from a couple of pros. Perhaps more important than advice, Bonnie and Loretta reminded me that there is more to teaching than ensuring that students are information-literate, and more to being a librarian than making sure each person gets a useful piece of information. We want them to value libraries and the information we handle, and recognize their investment in libraries is a life long social good.

What follows are somewhat random points that I heard and remembered. Some are obvious observations. Others may cause you to reflect. In total, they remind me of why it remains fascinating and challenging to work and teach in a library.

Observations about Faculty

- Physically changing the library (i.e. our massive renovation or a more minor shifting of the collection) forces professors to re-examine their assignment. They have to talk with librarians and even come into the library to figure out where things are. The handout telling students to use the index on the third floor just doesn’t work anymore.
- The early days of the Web gave librarians a foot in the door with faculty. For a while, we knew more than they did. This still works in some cases where faculty members have not connected.

Observations about Students

- Students work in our Information Commons (built up from the Information Garage) and we have learned to work with them. During the remodeling, we got used to walking around and interacting with students. It is like working in a large classroom as opposed to the old Reference Desk and Reference Area that was akin to monitoring a study hall.
- Librarians forget that to many students using the library and asking librarians for help are risky undertakings. Awareness of their risk taking is important.

Reflections on Teaching

- Preparation time is often underestimated.
- Teaching is repetitive.
- Teaching takes practice and repetition can make you better.
- Teaching is exhausting if you are really working at it. That’s why a busy shift at the Reference Desk can leave you tired. You’re teaching the whole time with barely time to catch your breath.
- What works with one age group often works with another.
- A student can be successful without using the library.
- Today’s students are less forgiving. They believe that the computer systems should do it all.
- Competencies measure the short-term. We are here for the long-term.

Advice

- Encourage reiterative contacts with students after you’ve taught a session. Hang around after the class and encourage the use of e-mail.
- If you are using a computer lab setting, honor the setting. Let the students do hands-on work.
- Do something interactive every 10 to 15 minutes. Have them write a brief paragraph on their research question. Ask a question and elicit answers. Let them do a search. Use a worksheet.
- Teach evaluation, not just the mechanics.

On the Road

(Continued from page 5)

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The Nine Information Literacy Standards for Student Learning¹

INFORMATION LITERACY

Standard 1

The student who is information literate accesses information efficiently and effectively.

Standard 2

The student who is information literate evaluates information critically and competently.

Standard 3

The student who is information literate uses information accurately and creatively.

INDEPENDENT LEARNING

Standard 4

The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5

The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6

The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

SOCIAL RESPONSIBILITY

Standard 7

The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8

The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9

The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Information Literacy Competency Standards for Higher Education²

STANDARD ONE

The information literate student determines the nature and extent of the information needed.

STANDARD TWO

The information literate student accesses needed information effectively and efficiently.

STANDARD THREE

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

STANDARD FOUR

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

STANDARD FIVE

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

¹From *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology. Copyright (c) 1998 American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

²From *Information Literacy Competency Standards for Higher Education* by the Association of College and Research Libraries, 2000. Chicago, American Library Association.



Upcoming Conferences

July 13, 2001

7th Annual Gateways Conference
OLA Support Staff Division
Portland Airport Holiday Inn, Portland
<http://library.willamette.edu/ssd>.

August 8–10, 2001

Libraries in the Ring of Fire
Pacific Northwest Library Association Annual Conference
CH2M Hill Alumni Center, Oregon State University, Corvallis
<http://www.pnla.org/events/conference>

October 12–13, 2001

Media Waves of the Future
Oregon Education Media Association Annual Conference, Seaside
http://www.oema.net/fall_conf_01.html

October 25–26, 2001

Association of College and Research Libraries, Oregon/Washington Chapters
Annual Fall Conference, Pack Forest, Washington
<http://www.lib.washington.edu/acrl-wa/Conference.htm>

November 17, 2001

Children's Services Division Fall Workshop
<http://www.olaweb.org/csd>

April 17–19, 2002

Building Bridges
Oregon Library Association and Washington Library Association
Joint Conference, Portland
<http://www.olaweb.org>

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