40th National LOEX Conference

Energize! Accelerate! Transform!

Submitted by: Sue Peterson, Reference Librarian, Benedictine University

Overview

The conference was held at the Renaissance Hotel, Columbus, Ohio, May 3 - 5, 2012. A reception was held Thursday evening and breakfast and lunch were provided on Friday and Saturday, allowing conferees an opportunity to learn more about each other and practices in other academic libraries. An overview of the conference and abstracts of the presentations and copies of the presentations and handouts are available at the LOEX 2012 website. As you will see from many of the titles of the presentations, they were based on the designation of Columbus as a "foodie" town.

Plenary Sessions

The plenary speaker on Friday morning, Char Booth[1], gave a lively and colorful presentation in her talk, "Reframing Library Instruction: Advocacy, Insight, and the Learner Experience". Her presentation can be found here. She discussed revitalizing or changing libraries through a conceptual framework of what a library is, breaking out of the centuries old definition of a library as a room of books, personal reflection on drawing people in on what libraries have to offer, and by personal reflection on how to teach through approach and then through structure, taking it beyond yourself. One suggestion made was to review a bad, average and good paper selected by the instructor for a class I have instructed. My personal takeaways were: I need to buy her book, *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators* to build my own instructional literacy; share the idea of a "mobile library" with my colleagues; and explore the cost of buying the foil covered chocolates that say "love your library" featured in her presentation. I have made an extensive list of items to explore based on this presentation.

The title of the presentation of the plenary speaker on Saturday morning, R. Brian Stone[2], was "Quick, Change the Channel: Web Enabled Television and the Information Age". The speaker, through the video clips made by his students on various subjects such as the price of gasoline, makes a case for using web enabled TV. Did you know that 97% of households have a TV as opposed to 36% that

---

[1] Friday, May 4, 2012. Presenter: Char Booth, Claremont Colleges, explores the integration of education, research, technology, and design in libraries. She is a blogger and an author of two books on the subject. See LOEX 2012 website for more information about the presenter.

[2] Saturday, May 5, 2012. Presenter: R. Brian Stone, Ohio State University teaches Visual Communication in the Department of Design.

have a web enabled phone? The presenter was entertaining as well as informative, and the videos used were enjoyable in addition to highlighting the need for research to create them.

Concurrent Sessions Attended

Information on the Bubble: A Recipe for Examining Your Information Diet[3]: My takeaway from this session for a first semester, first year instruction session was to incorporate a "Ted Talk" by Eli Pariser on Google personalization of results and what that means for a novice and then talk about the concepts in the video. The presenters disappointed many in the audience when asked to talk about the practicalities of including this material in an instruction session, especially if you are teaching a one shot session: how do you incorporate all of the other information that needs to be shared to meet the learning objectives?

Sing a Song of Sixpence: the Birds We Found in the Web-Scale Discovery Pie[4]: The presenters described their experience using Summon, a web-scale discovery product. By using this product, the presenters found they could get away from teaching individual tools and focus on evaluation of sources. I do not like the "think, pair, share" activity, but, it worked very well in this session. The two attendees I paired with were just beginning to use Summon and added insight and positive comments about it. The discussion in the larger group added even more insight and the questions from other attendees were helpful in understanding what the product is and how it was rolled out at various institutions.

Reaching Modern Students through Amazing Screencasts [5:] Who doesn't want to create better screencasts, especially for today's students who seem to have an attention span measured in seconds? During this interactive session a screencast was created in Camtasia and improved through editing and the addition of sound using a participant from the audience to create the audio. Some good tips were offered for using music and what and how to edit. The attendees were so involved it was difficult to break away at the end of the session.

Robust (and Backwards) Instructional Design for Online Information Literacy Courses[6] : The presenter reviewed some theories of instructional design

---

[3] Friday, May 4, 2012. Presenter: Andy Burkhardt and Michele Melia, Champlain College

[4] Friday, May 4, 2012. Presenter: Sarah Fabian, Susann deVries and Sara Memmott, Eastern Michigan University

[5] Friday, May 4, 2012. Presenters: Jessica Clemons, SUNY-College of Environmental Science and Forestry and Stephen X. Flynn, the College of Wooster

[6] Friday, May 4, 2012. Presenter: Brian D. Leaf, Ohio State University

and also reviewed some projects and studies on information literacy such as Ethnographic Research in Illinois Academic Libraries (ERIAL) and The Citation Project. He then talked about the design of an online course using these principles: establishing desired goals, determining acceptable evidence, and planning learning experiences and instruction. He then provided more detailed information on each principle.

The Disappearance of Controlled Vocabulary in Bibliographic Instruction: In Memoriam?[7] ACRL standards and research handbooks say Boolean logic and operators should be taught. The presenter, a librarian specializing in medical subjects, kept hearing from her colleagues that many did not teach Boolean logic and operators. Out of curiosity, after reviewing the literature, she conducted a regional study of five libraries and 116 librarians on the subject. She received 41 responses, a 35% response rate. Review the results here. The audience then participated in a "think, pair, share" activity about their practices in teaching controlled vocabulary and Boolean logic and then a general question/comment session. There was a lively discussion in both the small groups and general discussion. The presenter would like to expand the study.

Teaching from the Edge: Transitioning into the Online Course Utilizing Instructional Design and Rubric Evaluation[8]: The presenters shared their experience in developing and delivering an online class for a one credit course for information literacy. They talked about the process, student involvement, technology and lessons learned.

500 Students, 55 Raters, and 5 Rubrics Later: What We Learned from an Authentic, Collaborative, and National Assessment Project:[9] All seats were filled for **t**his session, attesting to the interest in assessment and curiosity about the first year results of the Rubric Assessment of Information Literacy Skills (RAILS) project. This is an Institute of Museum and Library Services (IMLS) funded study examining the use of information literacy rubrics on ten campuses over three years. The four presenters described their experiences in rolling out the project with faculty at their institution and lessons learned. The presentation was well done and worth reviewing. Click here to review the presentation and here to review the handout.

---

[7] Friday, May 4, 2012. Presenter: Stephanie Wiegand, University of Northern Colorado

[8] Saturday, May 5, 2012. Presenters: Kim A. Glover and Nikhat J. Ghouse, University of Kansas

[9] Saturday, May 5, 2012. Presenters: Megan Oakleaf, Syracuse University, Jackie Belanger, University of Washington – Bothell, Carroll Wilkinson, University of West Virginia and Ning Zou, Dominican University

Double, Triple, Quadruple the Recipe: Serve Library Instruction to a Crowd (and Assess It, Too!) with Libguides and PollEverywhere[10]: I attended this session because I was interested in obtaining information on PollEverywhere and how it was used. Apparently lots of other people were, too. From the Poll Everywhere website "Poll Everywhere replaces expensive proprietary audience response software with standard web technology." It has not been practical to include the use of clickers in instruction sessions at Benedictine, but PollEverywhere looks eminently more usable and friendly. The presenters, a librarian and a political science instructor, described their collaboration to incorporate a library guide and the use of PollEverywhere in a class of 200 students. One student was so impressed with the use of PollEverywhere that he commented on it in the end of course evaluation. The audience got a chance to respond to questions through PollEverywhere during the presentation. It was fun. I am going to set up trials with my colleagues, and if successful, submit a proposal to purchase the application.

Using the Learning Cycle to Engage Students[11]: I am always looking for additional ways to engage students; I thought this session might include some new activities to include in my instruction sessions. This presenter reviewed the various models on learning styles and reviewed their limitations. She then shared a sample lesson plan for using it for the Information Literacy principle of evaluation. The lesson plan involved using several student provided sources and having the class evaluate them using the evaluation criteria. This activity will be added to my list of things to try.

<p style="text-align:center;color:red;">Thank you, LIBRAS, for your continuing support!</p>

---

[10] Saturday, May 5, 2012. Presenters: Melissa Bowles-Terry and Kennedy Penn-O'Toole, University of Wyoming

[11] Saturday, May 5, 2012: Presenter: Marcia Rapchak, Duquesne University

May 23, 2012