

LIBRAS Report
LOEX Conference, Dearborn, MI
Bridging and Beyond:
Developing Librarian Infrastructure
April 29 – May 1, 2010

The theme of the LOEX conference this year was “Bridging and Beyond,” and so the presentations and sessions that were offered were all related to librarians serving as a bridge between the library and its services and technologies, and the patron. As a result of this bridging activity, librarians “identify best practices, incorporate accountability, and use knowledge management as a means of developing and advancing instructional capital” (LOEX, 2010).

As with the previous LOEX conference that I attended, I was able to attend only some of the sessions that were of interest to me. Sessions that I attended were:

Enhancing the One-Shot Session: Using Pre-Class Online Tutorials to Build a Basic Information Literacy Foundation. Examined strategies for assigning tutorials for students to watch before attending a one-shot library instruction session and assessing the learning that took place among those who watched the tutorial prior to class, compared with those who did not. These strategies and assessments would be immediately applicable in our context at Wheaton.

Bolstering the Bridge to Instructional Improvement: Librarian Self-Assessment and Strategic Planning. Examined the ACRL Standards for Proficiencies for Instruction Librarians, and paired those proficiencies with librarian self-assessments and a SWOT analysis to better provide support, growth, and development to instruction librarians and coordinators. With a little work, these suggestions could be implemented as Wheaton further develops its information literacy program.

Library Instruction in a New Culture of Teaching and Learning. A new culture at the University of Michigan is paving the way for the library to take on new leadership roles around campus. While there were a number of good ideas in this presentation, Wheaton’s situation is so different from Univ. of MI that some of these strategies would not be applicable.

Librarians as Improvisers: An Improvisational Approach to Teaching Information Literacy. Introduced principles of improvisation that are applicable in teaching contexts using a variety of activities and exercises. These activities were not only fun, but also immediately applicable in the teaching context. They provided excellent reminders that as instructors we need to pay attention to our students (rather than being tied to our lesson plan or script), listen well, be open to ‘teaching moments,’ and have a little fun.

Making the Case: Leading Information Literacy Programs to Success. Utilized a rubric to identify key areas that impact change or success: vision, skills/capabilities, incentives, resources, and action plan. The participants then worked in groups with a scenario and then applied the principles to their individual settings. This session was particularly helpful because it looked broadly at information literacy programs rather than focusing on individual sessions, technologies, or teaching skills.

Linking through LibGuides: Collaborating with Faculty through an Adaptable Teaching and Marketing Tool. Examined the use of LibGuides in teaching as well as in resource promotion and other venues, focusing on the collaboration between librarians and teaching faculty. The presenters also offered some best practices for working with faculty and designing the LibGuides pages. Wheaton has been using LibGuides for the past 2+ years, and this session provided helpful tips for ways in which we can increase our use of them and integrate them deeper into the work that the library does.

In addition to the sessions themselves, LOEX also provided an excellent opportunity to talk to other librarians with similar experiences and backgrounds. I am grateful to LIBRAS and to Wheaton for giving me this opportunity to be exposed to new ideas and strategies that will help me to improve the work that I do.

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