Attendee: Wendy Foley

The ACRL conference is a national conference in which academic librarians meet, attend lectures, workshops, poster sessions, panel discussions and tour vendors’ exhibits. The following are highlights of some of the many lectures and discussions that seemed to be most pertinent to HCC libraries.

“Reflecting on Online Instruction and Learning: Best Practices and Trends in Information Literacy Tutorials.” The presenters were Terrence Bennett (College of NJ), Melissa Prescott (St. Cloud State Univ.) and Jennifer Sharkey (Purdue Univ.)

Current trends in design of Information Literacy (IL) tutorials include a new shorter, focused approach, an assessment component (both in how well the student mastered the topic AND in determining whether the tutorial actually taught what was intended). Last, gaming strategies are part of the “new” IL tutorial. Rather than a sole librarian developing IL tutorials, they tend now to work in teams, be grant supported and/or out sourced. Since a great deal of time, energy and money is spent on developing tutorials the presenters stressed that marketing them was essential. Defining the target audience is crucial both in the development and implementation of the tutorials. Linking the tutorial to one or more specific objective is also important. Placing links at points of need is one way to get the tutorial to the student when it is needed. Millennial learning styles include a need for inter-active tutorials. However, it is important that the coolness of the technology doesn’t supersede the need for the tutorial. Goals and objectives of the tutorial should reflect a variety of learning styles.

Specific tutorials recommended were: CLUE (Library & Information Literacy Instruction Program at UW-Madison Libraries) [http://clue.library.wisc.edu](http://clue.library.wisc.edu)

Example of using gaming concepts: You Quote It, You Note It (Acadia Univ.) [http://library.acadiau.ca/tutorials/plagiarism](http://library.acadiau.ca/tutorials/plagiarism)

Beginner’s Guide to Business Research (Baruch College, CUNY) [http://www.baruch.cuny.edu/tutorials/zicklin/research](http://www.baruch.cuny.edu/tutorials/zicklin/research)

Example of social interaction: Bruin Success with Less Stress (UCLA College Library) [http://www.library.ucla.edu/bruinsuccess](http://www.library.ucla.edu/bruinsuccess)
Learning, Emotion and their Application for Teaching
Luz P. Mangurian, Ph.D., Towson Univ. Emerita (Presenter)

Prof. Emerita of Biology at Towson University, Dr. Mangurian explained and illustrated how brain research literally illustrates and informs the learning process. Learning physically ALTERS brain structures. Anything that students learn, they link to their previous knowledge. If they don’t have a logical connection, they will make one up. Emotions FOCUS learning. Students learn better when they see the speaker’s face and lips. They must feel comfortable with the speaker, and feel that the speaker has their best interests at heart. To increase learning, increase interactivity. Do not lecture more than 10-15 minutes without a break of some sort. Ask students to compare before asking them to contrast. (Comparing is much easier.) Incorporation of information into the brain as long term memory requires SLEEP.

ACRL President’s Program: The Art of Persuasion: Strategies for Effective Communication with Chief Academic Officers

Leigh Estabrook, Lisa Stillwell and Celia Rabinowitz made this presentation based on interviews and surveys of 26-Chief Academic Officers (CAOs) from colleges, universities and community colleges. CAOs overall were looking for libraries to provide quality (meeting standardized measures, receiving few complaints); centrality (well connected to both students and faculty as well as meeting regularly with library administrators); demand (library is used by students and faculty) and cost management strategies. CAOs appreciate library administration advocating for ways that libraries can assist students and faculty. They understand that good libraries cost money, but appreciate knowing that librarians are conscientiously looking for ways to engineer value. Those CAOs WITH information commons appreciate them; however, those without an information commons facility didn’t understand the need for one. Librarians need to initiate contact with CAOs, and give them relevant cost/benefit data on an on-going basis. In surveying students as to why they selected one college over another, the library facility and electronic resources was most often mentioned. When posed a question about community colleges, Estabrook noted that the administrative structure of community colleges tended to be less direct than the college/university model, but that although more difficult to navigate, the principles remained the same.

Digital Media, Learning and Libraries: Web 2.0, Learning 2.0, and Libraries 2.0
Presenter, David Silver, Asst. Professor, Media Studies, Univ. of San Francisco

What is the Web 2.0? A simple definition is “collective intelligence.” A simple way to get involved with Web 2.0 is AEIOU: (incorporate) Already existing information optimally uploaded. He knows that librarians have no money and no time, so he suggests that they get started with the simplest possible projects, such as uploading photos of library programs to the library web site.
Silver cited examples of his media classes collaborating with the USF librarians, including:

- students blogging about a library display,
- incorporating required library research into any research project,
- putting a picture of a book shelf on Flickr, and linking to book reviews that the students create.

Silver noted that the MacArthur Foundation has massive funding for digital media learning grants.

---

One of the most interesting poster sessions was “Collaborate to Get Your Podcasts Heard.” Deena Morganti of Penn State Berks managed to get a weekly podcast show put on by students on a variety of topics, including library information and tips. See http://berks.psu.edu/pod_lion.html.