Boletin del UNISIST

V.32, n.2, 2004

Boletín del UNISIST Vol. 32, N° 2, 2004

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Using SFX to Identify Unexpressed User Needs 7
Mark G. Stengel

Usage statistics provided by an OpenURL link resolver can help describe user behavior and user needs. Data captured when users click on links in citation databases provide indicators, previously unavailable, of user needs for journals not owned by a library.

KEYWORDS. OpenURL, SFX, use studies, user studies, serials, collection evaluation

Delivery Time of Materials and Patron Satisfaction with Patron-Initiated Borrowing in a Library Consortium 15
Margo Warner Curl

Library consortia offer expanded access to shared collections through patron-initiated borrowing of materials. This article looks at two primary questions

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regarding patron-initiated borrowing: Is it possible to improve delivery time of materials within the constraints of current staffing? Is it necessary for patrons' satisfaction to improve delivery time? Answers to these two questions were sought through two studies: a series of interviews with library circulation staff and a survey of library patrons. The results of these studies provided answers to these questions and additional information that could be used to improve the current service.

KEYWORDS. Library consortia, OhioLINK, patron-initiated borrowing, patron satisfaction, The Five Colleges of Ohio

Benefits of Practicum Students in Preservation: The Value of the Experience to the Department, Students, and Field 33
Mary Ellen Starmer

Academic libraries' dependence on student assistants has led to a host of articles debating the merit of employing students, discussing how best to hire and manage students, and offering suggestions for motivating these temporary, part-time employees. Undergraduate student workers are usually highly capable and bring a wealth of ideas and energy to the job, yet they can also be unreliable. The University of Tennessee Libraries Preservation Office has learned that library and information science (LIS) practicum students bring their own motivation to excel and are valuable resources for completing projects. The benefits of supervising a practicum student go not only to the student, but also the supervisor, the library, and the field.

KEYWORDS. Practicum students, student workers, graduate students, library and information science, preservation, motivating, supervising

Pseudoscience and Selection 41
Graham Howard

The notion of pseudoscience, as coined by philosopher Karl Popper, is discussed in the context of its application to library science and its implications for selection. Popper's demarcation criterion is described. The literature on pseudoscience and libraries, which accepts Popper's demarcation criteria, is summarized and critiqued. The received view of a rigid distinction between pseudoscience and science is found wanting. The new sociology of scientific knowledge and constructivism is described and advocated as an alternative to the received view of science, and the notion of 'boundary work' is suggested as an alternative to demarcation. It is concluded that constructivism is a non-elitist, democratic, and client-centered guide to selection.

KEYWORDS. Pseudoscience, Karl Popper, boundary work, constructivism, selection, collection development

How Not to Move a Library: Misadventures in Moving 53
Richard Snow

The literature of librarianship contains numerous articles and books that relate techniques for successfully transferring library collections. What follows is not a

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step-by-step description of a successful move. Rather, it addresses the potential mishaps that may foil the enterprising move coordinator, the mistakes that can be made and possibly avoided. The intended audience is anyone who undertakes the task of pulling together the operations and individuals that get a library collection from one location to another. The article also offers some effective practices and describes a typical day in the life of a move coordinator. The transfer in question was a success, but the experience would have been easier if the author had been able to read his own article beforehand.

KEYWORDS. Moving of books and libraries, planning, library, library moves, library transfers, moving collections

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Relationships Between Teaching Faculty and Teaching Librarians

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"Getting Psyched" About Information Literacy: A Successful Faculty-Librarian Collaboration for Educational Psychology and Counseling 5
Lynn Lampert

Librarians and Educational Psychology and Counseling faculty in the Michael D. Eisner College of Education at California State University Northridge are collaborating to design instructional sessions with assessment components to support newly adopted department information competence goals and curricula. This current collaboration between librarians, faculty, and departmental administrators offers a model for incorporating information literacy instruction into pre-service programs for future educators, counselors, and administrators. Through funding from a California State University Information Competence grant, faculty have identified three information literacy competency skill sets (Basic, Research, and Professional/Field competencies) that now comprise a part of the department's new learning outcomes for graduate students in Educational Psychology and Counseling, making information competence a required learning outcome for the degree program. A description of the dynamic faculty-librarian collaborative process that integrated information literacy instruction and assessment into Educational Psychology 602 (Research Principles) is provided, along with information about the grant and interactions that fostered the development and implementation of this successful graduate student information literacy program.

KEYWORDS. Counseling, educational psychology, collaboration, information literacy, literature reviews, assessment, information competence, graduate students, Gestalt, subject-based competencies, faculty, skill competencies, grant, California State University

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Finding Common Ground: An Analysis of Librarians' Expressed Attitudes Towards Faculty 25
Lisa M. Given
Heidi Julien

Information literacy listservs provide opportunities to discuss a range of instruction-related issues. One common theme is librarian-faculty relationships, including positive interactions and complaints. Content analysis is used to investigate librarians' discussions of faculty in BI-L/ILI-I postings from 1995 to 2002. By isolating and anonymizing postings reflecting librarian-faculty relationships and examining these through the authors' experiences as trained librarians and full-time faculty, the paper explores: (1) how librarians frame faculty relationships; and (2) librarians' perceptions of faculty attitudes. The paper concludes with suggestions for transcending unsatisfactory experiences with faculty to forge relationships that benefit those individuals both groups must reach–students.

KEYWORDS. Information literacy, content analysis, librarians' perceptions, listservs

Librarians Grading: Giving A's, B's, C's, D's, and F's 39
Nicole J. Auer
Ellen M. Krupar

The authors will discuss two innovative methods of increasing the teaching roles of librarians by designing and grading assignments that count towards students' final grades.

One of the authors has expanded her teaching role on campus by being involved in the development of Virginia Tech's First-Year Seminar. She participates in the design of lesson plans and serves as a facilitator for one of the fourteen sections. This includes all of the professor roles: meeting with the class once a week, working with the Student Teaching Assistant, assigning and grading assignments, holding office hours, facilitating class discussions, and dealing with course management and grading issues.

The other author is integrated within a junior-level course with at least four contacts with the students. Three training sessions include hands-on practice in the database and in-class and homework assignments. The six assignments are 15% of the final grade in the course. The author has total control of this segment of the course: design of the assignments, teaching of the courses, grading of the assignments, and dealing with grading issues.

The authors find that these expanded roles lead to deeper relationships with the teaching faculty and the students, due to the increased involvement.

KEYWORDS. Grading, business, marketing, library assignments, research assignments, first-year experience, First-Year Seminar, course-integrated instruction, librarian-faculty collaboration

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Can't Get No Respect: Helping Faculty to Understand the Educational Power of Information Literacy 63
William B. Badke

While there is much discussion today about information literacy, proper implementation of it within university campuses is still a struggle, often due to the fact that librarians and teaching faculty have different "cultures" that create different priorities. Librarians focus more on process and faculty more on content, though the two are not mutually exclusive. Past attempts by librarians to collaborate with faculty to produce information literate students have had limited success. A bolder plan–to imbed information literacy credit courses within existing departments–shows promise to avoid cultural conflict while creating a proper climate for collaboration.

KEYWORDS. Information literacy, faculty culture, collaboration, librarians, professional respect, accreditation, ACRL, information professionals, credit courses

Research and Writing and Theses–Oh My! The Journey of a Collaboratively Taught Graduate Research and Writing Course 81
Michelle Toth

In the fall of 2000, the Master of Arts in Liberal Studies program at SUNY Plattsburgh added to its curriculum: MLS589 Graduate Research and Writing. This collaboratively designed course reviews research skills and strategies, examines writing style, and outlines the process for formal research proposals for graduate students. While the original collaboration and design process of this course are in itself remarkable, the continued growth and evolution of this course is the truly dynamic aspect of this collaboration. This article outlines the journey of this evolution, focusing on how continuing collaboration between an administrator, thesis advisor, and an instruction librarian is shaping the course. It takes a semester-by-semester look at the issues that came up and the solutions that were found and put into practice. These issues include: addressing the needs of distance learning students by moving to a Web-based format, rearranging the sequence of the course to facilitate the development of students' research topics and projects, and the revision of course assessment tools to monitor the changes made in the course. Through shared responsibility and collaborative processes, the course benefits and continues to evolve and improve.

KEYWORDS. Collaboration, graduate students, Web-based course, assessment

Library Research Project for First-Year Engineering Students: Results from Collaboration by Teaching and Library Faculty 93
Rachel Callison
Dan Budny
Kate Thomes

This article will discuss three years of collaboration between the Freshman Engineering Program and the Engineering Library of the University Library System at

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the University of Pittsburgh. This collaboration has resulted in a library research project that is integrated into the freshman curriculum. The project ultimately provides the students with a research structure for presentations in an annual mock professional conference. The mission of the Freshman Engineering Program's academic and advising components is to create a first-year experience that promotes the student's continued pursuit of an engineering degree through commitment to clearly understood and self-declared goals. The goal for the Engineering Library is to introduce library research as a necessary skill-set for successful engineers. The successful outcome of all of these goals requires the collaboration between "teaching" faculty and "library" faculty and results in better prepared, more focused students. Developing and integrating a library research project into the freshman engineering academic curriculum is a significant opportunity for library instruction, and the approach demonstrated here may be transferable to other disciplines.

KEYWORDS. Curriculum integrated library instruction, collaboration, engineering education, freshman

Librarians in the Classroom 107
Peggie Partello

This article reports on a survey conducted by the author to determine how librarians and library directors feel about librarians teaching outside the library, i.e., in academic disciplines. The author discusses her own experience in the classroom and examines the benefits and detriments of the "professor librarian" model. She includes comments from those surveyed, and offers suggestions for further study.

KEYWORDS. Librarians, academic librarians, librarian role, teaching, classroom teaching, higher education

Faculty-Librarian Collaboration to Teach Research Skills: Electronic Symbiosis 121
Navaz P. Bhavnagri
Veronica Bielat

This article discusses faculty-librarian collaboration to integrate technology in a course that focuses on teaching empirical research methodologies and library research skills to elementary and early childhood education graduate students. Vygotsky's theory, standards in teacher education, and information literacy standards form the conceptual framework that supports this collaboration. The purpose and procedures of this collaboration, as well as student, faculty, and librarian outcomes, are discussed. This present collaboration on bibliographic instruction and the use of Blackboard courseware is framed within the context of past history of collaboration and future plans to expand this collaboration.

KEYWORDS. Academic libraries, bibliographic instruction, collaboration, courseware, critical thinking, education students, faculty-librarian relationship, information literacy, library research, technology

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An Ethnographic Study of Attitudes Influencing Faculty Collaboration in Library Instruction 139
Kate Manuel
Susan E. Beck
Molly Molloy

Numerous surveys over the years have found that faculty value librarians more for their reference work, often described as "service," than for their contributions to teaching; that 55-85 percent of faculty report using no LI with their classes; and that faculty have various reasons for not using librarian-provided instruction. This study differs from its predecessors by focusing specifically upon faculty who use LI heavily with their courses and interviewing them about why they use LI and what they value about it. Understanding these faculty members' values regarding LI, as expressed in their own words, can assist librarians in promoting course-integrated instruction.

KEYWORDS. Library instruction, librarian-faculty collaboration, faculty culture

The Library Liaison Toolkit: Learning to Bridge the Communication Gap 163
Stephan J. Macaluso
Barbara Whitney Petruzzelli

SUNY New Paltz established a library liaison program in 2001, long after such programs were commonplace at many U.S. college and university libraries. The program emerged, not simply from a desire to enhance library service, but because library faculty came to view it as a multi-faceted mechanism capable of addressing multiple concerns. The new library-wide initiative demanded high-level communication skills, an in-depth understanding of library policies and collection development practices, and increased knowledge about individual departments and the college. A collection of campus information resources and liaison training sessions, collectively called The Library Liaison Toolkit, was developed to build liaison expertise in these areas.

KEYWORDS. Library liaison, training, communication, collection development, faculty relationships, model, retreat, assessment, outreach

SPECIAL REPORT

The Chat Reference Interview: Practicalities and Advice 179
Tammy Bobrowsky
Lynne Beck
Malaika Grant

The popularity of chat reference services is evident, as seen from participation by libraries of all types and sizes. Librarians have long been taught and honed skills to assist the patron in face-to-face reference interviews, but this new medium has

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forced librarians to rethink those skills. The article discusses the practicalities of conducting a reference interview through chat, as opposed to face-to-face or in-person reference. Actual chat transcripts and surveys from the chat reference librarians at the University of Minnesota-Twin Cities Libraries are used to illustrate the relationship and tension between instruction and reference in the chat interview. Also included are training suggestions, ways to compensate for the lack of visual cues, and advice from veteran chat reference librarians.

KEYWORDS. Chat reference interview, chat reference services, reference interview