

MINITEX

Reference NOTES

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[http://chronicle.com/
jobs/news/
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careers.html](http://chronicle.com/jobs/news/2007/05/2007052301c/careers.html)

Information Literacy: Leading the Way to Life-Long Learning

Jennifer Hootman

On June 15th in St. Paul, Metronet hosted a conference as a capstone to a year-long intensive collaboration with the St. Paul Public Schools integrating information literacy into the curriculum. The conference, *Information Literacy: Leading the Way to Life-Long Learning*, had assembled an impressive group of speakers. Following Tom Shaughnessy's, Executive Director of Metronet, welcoming statements, the Minnesota Commissioner of Education, Alice Seagren, led the conference by discussing various examples and initiatives to integrate technology into the K-12 curriculum. Two small group break-out discussion segments, a tasty lunch, and book signing were terrific complements to the day's engaging, challenging speakers.

Barbara Theirl, Media Services Teaching & Learning Specialist for the Anoka-Hennepin School District, Bill George, retired CEO of Medtronic Corporation, Doug Johnson, Director of Media & Technology for Mankato Area Public Schools, Leslie Yoder, Technology Integration & Information Literacy Specialist for St. Paul Public Schools, and Dr. Scott McLeod, professor in the College of Education & Human Development at the University of Minnesota and Director of CASTLE, all provided their own unique perspectives on education and information literacy but there were some common threads among their presentations.

Some of these common threads or conference "take aways" underscored by each of the presenters include the following:

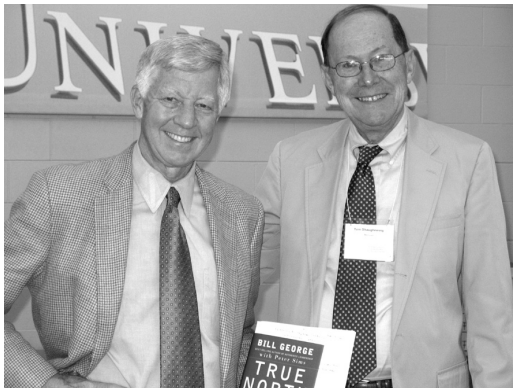
To prepare our students for the 21st century workplace & society –

- We must teach them to be *adaptive, creative problem solvers*.
- We must teach them to *learn how to learn*.
- We must teach them to look for *meaning and significance in their work*.
- We must teach them to *value life-long learning*.

Another memorable "take away" from the conference was the need for not only integrating the analytic, left-brain, process-oriented information literacy skills into the K-12 curriculum (e.g., accessing, evaluating, organizing, and ethical use of information) but also building right-brain oriented information literacy skills within our students (e.g., ability to create meaning, ability to be empathetic, ability to see the "big picture"). A suggested reading to emphasize this point was Dan Pink's book *A Whole New Mind*.

And, finally, for a shot in the arm about how to work within your institutions to integrate technology into the classroom curriculum, Dr. Scott McLeod is your speaker. He delivered an enthusiastic presentation aimed at targeting the significance of integrating technology into the curriculum as well as some sound advice as to how to go about moving that agenda forward. Check out Dr. McLeod on the Web at <http://shifthappens.wikispaces.com/> and <http://www.dangerouslyirrelevant.org/>.

By all measures the conference was a great success! All participants left with a copy of Bill George's book *True North* in which he argues that we can all take up a leadership role no matter what our position. Each one of us has our own "true north." Wisely, George stated that "Service is leadership. Every day that you serve, you lead."



(l-r) Bill George, Tom Shaughnessy

Minnesota Digital Library 5th Annual Meeting

Beth Staats

This year's Minnesota Digital Library (<http://www.mndigital.org/>) Annual Meeting was held on Monday, June 11, at the College of St. Benedict. It was packed full of information on everything from using digital resources in education, current digital projects in Minnesota, copyright and digitization, to project management and metadata. Liz Bischoff, the keynote speaker, started the day with "Digitization: What's going on and how does Minnesota fit in?" Liz Bischoff, who heads up the Colorado Digitization Project, has also worked with OCLC and digitization. Her keynote address focused on several issues relating to taking on digitization and digital projects, including "adding value" and creating policies, procedures and standards.

As librarians we have the ability to "add value" to digitization projects and digital images and documents. Bischoff used the example of Google Books, which doesn't give any extra information about the item, to demonstrate the lack of "value added" information. The University of Minnesota Digital Content Library (<http://dcl.umn.edu/index.php>), a content management system allows for more value by its contextualization and metadata (for a definition of metadata go to <http://en.wikipedia.org/wiki/Metadata>). Ask.com (<http://www.ask.com>), according to Bischoff, is doing what libraries and librarians do, by linking and integrating information, they are adding value. While Google and other companies are doing the digitization and scanning, librarians have expertise to add value to these resources.

In order to put a digitization program into the mainstream library world like reference and collection development, Bischoff recommends integrating it into your institution's mission statement. Once there, develop policies and procedures for digitization, which can help your library move digitization from a project to a program. Look at your library's traditional collection development plan for analog materials and transition those to digital. Document digitization procedures and policies since they are the basis for programs. Bischoff stated that if digitization is to become a program of libraries, it needs policies and procedures. Develop institution-wide standards and metadata standards for content creation, which can be easily updated as they change.

As far as getting the digital ball rolling, Bischoff recommends three steps to take. First, outsource digitization activities. Vendors can create quality products in a short time frame. This is what they do, and it is all they do. She suggests that small projects can be done in-house but outsource larger projects. The second step is dealing with funding. The reallocation of operating budgets for digitization is key. She stated that local institutions and grants are the largest sources of funding for digitization projects. Third, recognize the sustainability of the digitization initiative and the digital collections. Digitization has to be incorporated as a core competency of the organization.

Bischoff concluded her talk by stating that one of several challenges to be faced by the Minnesota Digital Library will be gaining funding for Minnesota cultural heritage digitization. She stated that the centralization of the Minnesota Digital Library within MINITEX was a good move because of its demonstrated credibility and success in working with legislators. She suggested that as a next step, the Minnesota Digital library should develop a statewide plan in order to step up digital production on a statewide scale, which should also include education and training.



CORRECTION: In the May 2007, issue the article, *Perpich Center for Arts Education: Not Just an Arts High School*, Karen Neinstadt, the new librarian, is listed as Karen Weinstadt. Our apologies for this error.

Research Libraries in the Age of Google

Kristen Mastel



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Photography

On Friday, June 15th, Anne Kenney, Interim University Librarian at Cornell University gave an one-hour talk on how academic libraries need to move forward in order to remain relevant in the years ahead. Kenney began by discussing what libraries are not. Libraries are not, “the center of the information solar system;” librarians and users alike use free resources available outside the brick and motor building. Libraries are not “the starting point for information inquiry.” Google and other

search engines have “transformed how we look at discovery.” Libraries are also not the only “trusted kid on the block.” Kenney directed the audience to the 2005 OCLC report which showed quantity and quality are what is valued when searching for information; “search engines ranked higher than librarians in this area” (<http://www.oclc.org/reports/2005perceptions.htm>). She also pointed out that today’s world is all about self-service and libraries are not easy to use. She referred to the YouTube video by Penn State Libraries, which illustrates the hoops libraries make patrons jump through to find periodicals (<http://www.youtube.com/watch?v=tKvR0OC4nYc>).

Kenney then transitioned to how libraries can ensure that libraries stay relevant over the next few years. We need to understand users’ needs and values, not what the faculty say they need, but actually listening to the students. Libraries need to demonstrate that they can: deliver goods in all forms, reduce costs, return on investments, increase productivity, offer a competitive edge, and promote collaboration and community. Cornell has found that there is a correlation between those students that work in their Libraries and increased research skills, productivity and grades.

To stay relevant, we need to focus on five things: users, collections, services, place and organization. Regarding users, we need to be more user-centric, and this is impossible without knowing who your users are. Some examples range from LibQUAL studies, informal focus groups to hiring an anthropologist like the University of Rochester, or doing a persona study as Cornell has completed. Also, to determine how library services truly are stacking up, Cornell is investigating hiring “mystery shoppers” to use library services and rank them. Patrons want one-click access and are not interested in some personalized services like RSS feeds from the library catalog of newly added books in their area, according to Cornell’s feedback. Outreach is the new area of focus; an example of outreach is to place librarians in non-traditional areas of campus such as the student union or cafeteria. Also, they are focusing on first-year users, which does not mean just freshman, but first-year faculty, staff, graduate students, etc. These users are the best resources for spotting new trends, and once you get them to see the value of library services, you have users for life.

Surprisingly, in the wake of the CIC announcing its partnership with Google, Kenney said that we need to focus mass digitization efforts on being needs based rather than collection centric. Also, regarding Cornell patrons, they do not care so much about the digitization of traditional print resources; they use digital images the most. “We need to focus on connecting people versus information,” stated Kenney.

Connecting people is exactly what Cornell is doing with their pilot life sciences program VIVO (<http://vivo.library.cornell.edu/>), which connects people of similar research and study interests across the campus. “Disintermediate what can be disintermediated and focus on the rest of the services.” Another way to connect people is to create a sense of place on campus. Make the library the new student union on campus by allowing plenty of computers to check e-mail and places to store bikes, backpacks and everything in between; consider the library as a base point for connection and gathering rather than a place strictly for study.

Lastly, and possibly the most difficult is organization. Libraries should take a hard look at themselves and see what is most effective. Maybe instead of a librarian retrieving a book for a patron, we should have student workers get the items? Prioritize work and minimize human intensive work that yields less in return. We also should focus on the edge of disciplines (e.g., combining bio-psychosocial approach and communication), as this is the future of research.

Libraries can ensure their relevancy in 2010 by considering their users, collections, services, library as a place and organization.

Via MEMOlist from the Wisconsin Dept. of Public Instruction’s “SeaChange” newsletter for the week of 5/28/07:

The Smithsonian Institution is working to offer American teachers more services.

“A newly revised portal, <http://SmithsonianEducation.org>, lets teachers search for resources either by subject or by relevance to state learning standards. About 1,200 resources are available, mostly in the arts, language arts, math, science, and social studies.

Another way to join the collaboration is to take students on a “videoconference field trip” to a Smithsonian museum to teach American art, history, and culture (see <http://americanart.si.edu/education>); environmental science (see <http://www.serc.si.edu/education>); North Pacific American Indian history and cultures (see <http://www.bsu.edu/eft/ancestors/>); or aeronautic and space science and history (see <http://www.nasm.si.edu/education/>).

Other outgrowths of the collaboration with educators include a pilot project that brought teachers from Wisconsin and Arkansas to the Smithsonian to learn about museum-based methods for collecting and analyzing evidence and about exhibition creation.

More information: <http://SmithsonianEducation.org>”

University of Minnesota Libraries Join Google Digitization Project

From U of M Libraries Communications

The University of Minnesota Libraries and the Committee on Institutional Cooperation (CIC), which includes the “Big 10” institutions, have made an agreement with Google to digitize up to 10 million unique volumes from the CIC collections, with particular focus on “collections of distinction.” Continuously updated information will be available through CIC’s website, www.cic.uiuc.edu/. The CIC libraries will be joining 15 other participants, including Harvard, Michigan, California, Oxford, Princeton, and Texas. University Libraries hope to include up to one million volumes from the University of Minnesota-Twin Cities holdings covering both public domain and in-copyright materials (archives and special collections are not included).

The “collections of distinction” aspect of the digitization project will offer the CIC libraries a chance to highlight their in-dept and unique resources. The Google Digitization Project gives the broader scholarly community, as well as the worldwide public, unprecedented access to the collections of all participating institutions. People will be able to utilize the search capabilities to search text within volumes allowing for research not previously possible. Public domain works will be full-text and in-copyright titles will display abstracts with options to either purchase the item or obtain a copy from a library.

The partnership allows for library digitization at a scale and scope that would not be possible within the limited means available to the individual university. In addition, participating libraries intend to build a shared digital repository to house the digital copies of public domain materials, enabling efficiencies possible only through collective action.

The CIC academic consortium is made up of 12 leading Midwest research universities: University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Purdue University and the University of Wisconsin-Madison.

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Reference Intake Form <https://www.minitex.umn.edu/reference/refdb/index.asp>

The Institute of Museum and Library Services, a Federal agency that fosters innovation, leadership, and a lifetime of learning, and State Library Services & School Technology, the Minnesota state library agency, supports MINITEX Reference Services under the provisions of the Library Services and Technology Act (LSTA).

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