

MINITEX

Reference NOTES

A Program of the Minnesota Office of Higher Education and the University of Minnesota-Twin Cities

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**OCLC's 2007
ALA MidWinter
Symposium,
Who's Watching
Your Space,
video summary:**

<http://www.youtube.com/watch?v=vCVuzNo1EDo>

Actor in the Classroom

Kristen Mastel & Jennifer Hootman



Imagine you are standing in front of a group of students delivering your instruction session to this class that you will see only one time. Your hands start to sweat, face flushes, and to top it off you've got a dry throat. Shanan Wexler, suggests ways to get around this anxiety in the workshop, *Actor in the Classroom*, sponsored by CLIC for the Reference Community of Interest. Shanan is an adjunct professor at St. Catherine and an actor and writer in the Minnesota community, including the Brave New Workshop.

All of those physical and mental reactions that come out when we are presenting, Shanan stresses, are primarily due to improper breathing. Why? There are several reasons behind improper breathing. Look at where you are presenting, are you hunched over the computer when you are doing a demo? Do you switch between talking to the audience and gesturing to a PowerPoint? Shanan's number one suggestion for this is to write BREATHE at the top of your notes or on a sticky note. Also, the first fifteen seconds of a presentation is when you should focus on making yourself BREATHE. Breathing alleviates many of these reactions we have when getting up in front of a group.

The second point Shanan stresses is being comfortable with your presentation STYLE. For example, I have been described as a flight attendant; my voice is calming and directional. I would look flat out silly if I adopted Shanan's energetic, rallying presentation style. Being comfortable and knowing your style is the most important lesson of all. "Everyone is an improviser. We do it everyday." From answering reference questions to driving, it is that thinking on your feet that you have to embrace and accept to be more comfortable in front of the students and know that it will not get out of hand because you can improvise. Prior to the session, everyone was abuzz with talk of, "Is she going to make us do something crazy?" In fact, we only did one group exercise, to reinforce how important it is to tell your audience that you think their opinions and ideas are good by making sure you verbalize YES and nod.

Other little suggestions include not typing up all of what you are going to say. If you do that then you get into the habit of reading straight from them, and what do people see? The top of your head! "A presentation is a heightened conversation." You connect with people when you look at them. Also, conversation styles are much different than academic writing styles. This brought the class to questions about keeping people's attention. For example, when you give them a handout, make sure you also give them a direction, such as, "Please put that off to the side, or flip to page 7." This gives the participants an action and cuts down on reading ahead. My personal favorite was, "Having people in front of computers is like giving a preschooler a light-up ball, then telling them to focus." This is more difficult and was discussed during the small group exercises with no clear answer to resolve it. Ideas ranged from software that limits the students to looking at what you are presenting to a roving librarian style of presenting.

One of the other key points of the session was that participants/students don't realize what faces they make when actively learning. Shanan told many stories about students who would make faces, or even try to put in their ipod ear buds, but in the end it was those students who came up to her afterwards with praises of how much they learned.

The last key chunk of information was just that, to chunk information. People think at 2,500 words a minute but can only hear 250 a minute. Often what we want the class to learn is simply implied. However, we should come out and DECLARE it. If you had only two minutes with that group of students, what do you want them to know? This is what you should tell the class over and over during your time with them and put it in their handouts. Some examples are, "I'm really excited for you to learn...." or "if it's one thing to remember ...". Don't assume that people will get it.

Presenting and teaching are the most strenuous tasks one can do because they involve so much energy. Shanan suggests warming up your voice before your presentation. You don't want the first time you talk during the day to be in front of a group, so talk to a coworker, sing in the car, etc. My takeaways from this session include:

- Declare what you want your audience to know
- We all are improvisers
- BREATHE
- Know your style and adapt that style to work for you
- Emphasizing the great qualities we all have

Help students jump-start their research!

Carla Steinberg Pfahl

The latest Cool Tool @ Your Library for Minnesota secondary school students and their teachers is here. The Research Project Calculator, www.elm4you.org/research, is a great way to introduce students to the research process. The calculator is open source software developed by University of Minnesota Libraries and adapted by school media specialists, Jane Prestebak (Robbinsdale Area Schools) and Leslie Yoder (Saint Paul Schools), with programming by Paul Swanson (MINITEX).

The Calculator gives students the option of choosing between three different format types for their project: essay, PowerPoint, or video. Once a student enters an end date for their project and format type the Calculator will show them the process broken down into 5 steps: Question, Gather, Conclude, Communication, and Evaluate with completion dates for each step. Each step offers information about what that step entails and how to go about completing it. For instance, Step 2, Gather, gives information about what the step is about, where to look for information, forming search techniques, how to identify best sources, how to record information, and how to cite sources. Students can then either print out the steps or have the steps emailed to themselves.

Schools can either add the link, www.elm4you.org/research, to their website or download the software to their web server and customize the Calculator to access additional local databases and/or files that are also available to students. You may download Research Project Calculator from the following MINITEX Website: <http://www.minitex.umn.edu/cpers/elm/>. Click on "Download the Research Project Calculator." Download the 3rd entry, Research Project Calculator. The Research Project Calculator includes a glossary, a link to the MEMO Information and Technology Literacy Standards, and a feedback form. The Calculator is designed for all Minnesota high school students.

Math Integration into Information Literacy

Kristen Mastel

Posted on the Informal Literacy Instruction Discussion listserv (listserv of ALA's Instruction Section) was an inquiry for math integration into information literacy at the community college level. This is a subject area that is not so easily adapted, but a few helpful responses followed that apply to all levels of education. Below you will find suggestions posted to the ILI listserv during February 22-28, 2007 by various librarians.

1. ACRL's Instruction Section project on Information Literacy in the Disciplines. The following link will direct you to the Mathematics page. (Jennifer Hootman, MINITEX)
<http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/mathematics.htm>
2. Some math instructors have asked students to write a short essay about a famous mathematician and what he or she contributed to the field. Here students learn how to critique a website for accuracy etc., the value of databases and reference materials. (Joanna Tillson, Shoreline Community College)
3. One obvious way to integrate Information Literacy into math classes is to position it in a statistics class. All the sciences and social sciences are built on quantitative analysis of data. Professors or students can choose from a wide variety of topics, find primary documents (studies) in science or social science, and analyze the researchers' use of statistics. Students could then propose a statistical study of their own and describe the research method and the statistical analysis that would be needed.

Other statistics classes (based in the math department) do research projects using traffic safety issues. The government publishes all kinds of statistics that can be accessed freely on the Internet. Try looking at Statistical Abstracts, the Bureau of Labor Statistics, the Unified Crime Report, or the Census Bureau as a starting point. (Susan JC Bissett, Union County College)

4. Introduction to geometry class- The students were working on an assignment to find websites related to various topics in geometry. We began the class with a brainstorming session on evaluation criteria for websites. Next, we let students move to the computers and search for sites. We then brought the class back together in groups and had them cite each other's websites in APA format. (David Podboy, Westfield State College)

MINITEX Reference Services staff exhibited at the STEM conference (Science, Technology, Engineering, and Math), sponsored by the Minnesota Department of Education, last fall and illustrated various ways that the ELM databases can be integrated into the math, science and technology areas of teaching. Visit our blog to see these suggestions: <http://blogs.minitex.umn.edu/reference/2006/10/stem-conference.html>

If you are interested in this thread, you may want to join the listserv at: <http://lists.ala.org/wvs/info/ili-1>

St. Paul Public Schools / Metronet Information Literacy Project

Jennifer Hootman

Because MINITEX Reference Services is keenly interested in learning about new instructional and information literacy projects as well as reference resources and innovations, we thought that we would highlight the St. Paul Public Schools and Metronet Information Literacy project. This last year I was invited to participate in their program by presenting "ELM in the High School Classroom: A Curricular Perspective." It was a wonderful experience to be able to speak to a group of both school library media specialists and classroom teachers. To explain further the following is taken from Metronet's website:

The SPPS Metronet Information Literacy Project is a collaborative effort between Saint Paul Public Schools and Metronet to implement the Minnesota Educational Media Organization Information and Technology Literacy Standards. Accomplished with funding from Metronet, the project focuses on SPPS 10th grade students and includes Metropolitan State University and the Saint Paul Public Libraries as project partners. The cohort of five library media specialists and eighteen teachers meet regularly throughout the school year as they work together to incorporate the *Research Process* and *Responsible Use of Technology* into their instruction.

Project Goals

The Metronet Information Literacy Project (MILP) goals are:

1. Improve the ability of participating 10th graders to conduct research by teaching them a process which involves the following five steps:
 - Question
 - Gather and Evaluate
 - Conclude
 - Communicate
 - Evaluate
2. Increase students' understanding of the legal and ethical issues related to information use including plagiarism, copyright, and the responsible use of technology.

Continued on page 3

3. Foster greater library media specialist-teacher collaboration and teamwork and promote the implementation of the MEMO/MLA "Recommended Standards for Information and Technology Literacy."
4. Demonstrate and stimulate increased levels of interlibrary cooperation among the types of libraries participating in this project: school library media centers, public libraries, and academic libraries.

[from: <http://connect.spps.org/milp>]

In February, Metronet sponsored a "mid-point" dinner at the Minnesota Humanities Commission in St. Paul to mark "midway" progress through the project's goals and to reflect on accomplishments. Those attending included most of the project's 10th grade teachers, school library media specialists, project staff and consultants, and two St. Paul School administrators. The dinner's guest speaker was Doug Johnson, Media Services Director for the Mankato School District. Johnson delivered an engaging presentation on combating plagiarism by creating assignments that have a low probability of plagiarism. He emphasized the need to design assignments that require more original, thoughtful research. Johnson outlines a proactive approach to preventing plagiarism in the schools rather than reacting to it. You can find an extended version of that evening's presentation at: <http://www.doug-johnson.com/pres.html#LPP> titled "The Fence or the Ambulance: Are You Punishing or Preventing Plagiarism in Your School?"

The First-Year Experience and Academic Libraries: An Annotated Bibliography

Jennifer Hootman

Instruction Section, Teaching Methods Committee – Member and '07-'08 Chair

Teaching Methods, an ACRL Instruction Section committee, is charged "to identify and promote effective teaching methods of instruction librarians through maintenance of key documents. The committee is responsible for annually updating the list of Teaching and Learning Information Skills Textbooks including updating current listing and researching new additions. The committee also regularly updates the First-Year Experience and Academic Libraries: A Select Annotated Bibliography."

More specifically, the First-Year Experience and Academic Libraries: A Select Annotated Bibliography was first created in September 2004 as part of the ACRL First-Year Experience Task Force by Scott Walter one of the leaders in library instruction/information literacy. The bibliography includes core articles representing an introduction to the literature describing the first-year student's experience with library instruction, librarian and classroom faculty collaboration, and first-year experience program models. These resources may be of particular interest to those academic and school library media specialists involved with either first-year experience programs and/or college preparation/transition efforts.

The FYE Bibliography and related first-year, sophomore-year, senior-year, and assessment resources can be found at: <http://www.sc.edu/fye/resources/fyt/bibliography1.html>

Additionally, the Teaching and Learning Information Skills: Textbooks for Students and Instruction Librarians project can be found at: <http://www.ala.org/ala/acrlbucket/is/publicationsacrl/teachinglearning.htm>

College of DuPage Teleconference

Soaring to Excellence 2007: Library 2.0 and Beyond

The Best from the Web

Friday, April 13, 2007

11:00 AM – 12:30 PM (Central Time)

S30B Wilson Library
West Bank Area, University of Minnesota

Description: Kelly Watson and a panel of experts have compiled a toolkit of the best the web has to offer library workers. Learn about web resources that will assist you in your everyday job, whether you work at a public desk or behind the scenes in tech services. Leave this session with your "best of the web" toolkit and make your job of providing the best information for your patrons easier.

Moderator

Kelly Watson, Adult Services Librarian, Bensenville Community Public Library, Illinois

Speakers

- Debra Kakuk, Associate Professor, College of DuPage
Many of you remember Debra, formerly a librarian at Mayo. MINITEX sponsored Electronic Consumer Health Resources workshops presented by Debra in 2002 throughout the state.
- Ameet Doshi, Public Services Librarian, University of North Carolina, Wilmington

Fee: No charge; registration is required.

To register to attend this teleconference at **Wilson Library**, go to <http://www.minitex.umn.edu/train-conf/teleconference>.

To register to **stream to your desktop**, go to <https://www.cod.edu/secure/software/registerteleconf.htm>. Residents of MN, ND, and SD **will not** be charged; please do not complete the billing information section of the web form. College of DuPage will forward links directly to registrants.

Other Regional Downlink Sites

NLLN and Fargo-Moorhead Tri-College Libraries

Moorhead, MN

To register, visit: <http://nlln.org/continuinged.html>

University of Minnesota-Duluth Library

Duluth, MN

To register, contact: Sue Trettel, 218-726-8130, strettel@d.umn.edu

St. Cloud State University Library and CMLE

St. Cloud, MN

To register, contact: Jennifer Schwint, jlschwint@stcloudstate.edu

SMILE

Mankato, MN

To register, contact: smile@tds.lib.mn.us

Remembering the Holocaust

University of Minnesota-Twin Cities students, faculty, and staff- as well as the general public- will have access to the world's largest archive of visual histories of the Holocaust, when the University Libraries launch a two-terabyte digital media cache of testimonies from the Shoah Foundation Institute's Visual History Archive. The University of Minnesota is among eleven universities worldwide that the Foundation has invited to license the Archive's content.

The archive includes nearly 52,000 video testimonies of Holocaust survivors and other witnesses. These histories, in 32 languages and from 56 countries, were collected by the Shoah Foundation Institute at the University of Southern California. The vast majority of the interviews,- about 90 percent,- are with Jewish survivors of Nazi persecution; however, political prisoners, Roma and Sinti (Gypsy) survivors, homosexuals, Jehovah's Witnesses, liberators, witnesses, rescuers, and aid providers are also represented in the Archive. Users can access the local VHA site at <http://www.lib.umn.edu/vha> for additional information about the archive.

REFERENCE NOTES

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Office Hours Mon-Fri., 8:00 a.m. - 4:30 p.m.
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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