

MINITEX

Reference NOTES

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

July 2007

Inside This Issue

ELM Renewal	1
Gale PowerSearch Cutover	2
You're Invited to the Launch of My Health Minnesota -> Go Local!!!	2
The Record Breaker	3
Blogging Through ALA	5
See you at the Fair!	6
More M.O.R.E. Training	6
Fall 2007 Conferences	7

**Look for us
at the State
Fair in the
Education
Building!**

ELM Renewal

MINITEX Library Information Network and Minnesota Department of Education's State Library Services, our state library agency, are pleased to announce that we have elected to exercise our option to renew the following resources available to Minnesota residents through ELM: Electronic Library for Minnesota: EBSCO Publishing's suite of general and scholarly databases aimed primarily at academic, public, and government library users; Gale's K-12 and Spanish-language electronic resources; OCLC's WorldCat; and ProQuest's Newsstand Complete for two additional years (July 1, 2007 – June 30, 2009). In addition, we had indicated to the Minnesota higher education committees our desire to add a health and science database to ELM in FY08 with additional funds. We probably will only be able to add one database with the existing additional funding and no final decision yet has been made.

Resources currently available through ELM

EBSCO

Academic Search Premier

Business Source Premier

Regional Business News

MasterFILE Premier

MegaFILE

OCLC

WorldCat

NetLibrary Shared Collection

Gale

Kids InfoBits

InfoTrac Junior Edition

InfoTrac Student Edition

Junior Reference Collection

Discovering Collection

Professional Collection

¡Informel!

ProQuest

ProQuest Newsstand Complete

ELM is available online all the time from school, home, work, or @ your library. Visit www.elm4you.org for access and more information.

Gale *PowerSearch* Cutover

Gale has been sending out updates regarding their **NEW *PowerSearch*** interface and cutover the past few weeks. As part of the **national migration** date to the *PowerSearch* interface scheduled for **Tuesday, July 17 at 8pm (EST)**, four Electronic Library for Minnesota (ELM) resources will be migrated from the old interface to the new *PowerSearch* interface on July 17:

- Discovering Collection
- Junior Reference Collection
- Professional Collection
- ;Inform!

These four databases will be moved to the new interface automatically.

The following two ELM resources will not be moved to the new interface on July 17: InfoTrac Junior Edition and InfoTrac Student Edition. Kids InfoBits will also retain its graphic interface; so, it will not be migrated to the new interface. MINITEX will be working with Gale and our Minnesota school media centers and libraries over the next few months for Gale *PowerSearch* options of InfoTrac Junior Edition and InfoTrac Student Edition. Watch ELM and MINITEX listservs for future news.

Exciting new interface. Great new features.

So, what's driving the new delivery platform? A super-powered search engine called *Gale PowerSearch*[™] that features innovative cross-searching capabilities! Users can access all the Thomson Gale content in your library's collection by exploring one, several, or all available databases simultaneously. Have questions? A guided tour, handouts, and more information are available at <http://www.gale.com/Technical/index.htm>

Keep your eye out for training sessions available this fall through MINITEX.

PowerSearch is just in time to start the school year with a fresh look!

You're Invited to the Launch of My Health Minnesota → Go Local!!!



Please join your University of Minnesota, MINITEX and Mayo Clinic library colleagues at the launch of **My Health Minnesota → Go Local!**

As you know, a wealth of consumer information is available online. Internet sites like MedlinePlus provide trustworthy, in-depth information about health conditions and health management. A challenge, though, is to connect Minnesotans to health services – hospitals, care providers, nursing homes, support groups, and other resources- within their local communities. A new website called **My Health Minnesota → Go Local** helps Minnesotans find these local health resources.

When: Tuesday, July 31 • 3:00 – 5:00 p.m.

Where: McNamara Alumni Center,
University of Minnesota Twin Cities campus

What: Hands on demonstrations of
My Health Minnesota → Go Local

Remarks by Dr. Frank Cerra, Senior Vice President for Health Sciences, Dr. Donald Lindberg, Director of the National Library of Medicine, and Ms. Suzanne Miller, State Librarian. Refreshments will be served.

Parking map:

<http://www1.umn.edu/twincities/maps/McNamaraCt/index.html>

In addition, **My Health Minnesota → Go Local** will be featured in the Education Building at the Minnesota State Fair from August 23 to September 3, 2007 as one of the *cool tools @ your library*.

We welcome your participation in adding health services to the database and your ideas for publicizing the resource statewide through your libraries. For more information, please visit our website: <http://hsl.lib.umn.edu/golocal/>. For questions or suggestions about **My Health Minnesota → Go Local**, please contact us at golocal@umn.edu or call Karla Block, project manager, at (612) 626-6248.

The Record Breaker

Jennifer Hootman

ALA Annual Conference 2007, Washington D.C., boasts a record breaker turnout of 28,635 people (21,466 registrants and 7,169 exhibitors). These numbers surpassed the previous ALA record of 27,962 people set in Chicago, 2005, and last year's annual conference in New Orleans at 16,964. With over 300 sessions and programs, topics ranged from Web 2.0 technologies and applications to new perspectives on information literacy to library promotion and fundraising ("It's Official: ALA Conference Is a Record Breaker," *Library Journal: Academic Newswire*, June 28, 2007).



Washington Convention Center

Three noteworthy programs included a RUSA MARS Hot Topics Discussion Group *Libraries2Go: Library Services for Handhelds*, an ACRL Arts Section/Instruction Section program *Eye to I: Visual Literacy Meets Information Literacy*, and a Women's Studies Section program *Once Upon a FURL in a Podcast Long Ago: Using New Technologies to Support Library Instruction*.

Libraries2Go: Library Services for Handhelds included a panel of three: Bradley Faust, Ball State University; Markus Wust, North Carolina State University; and Michelle Jacobs, University of California, Merced. Whether or not today's students and library patrons are gaming, blogging, podcasting, or instant messaging to the degree that much of the media and national conference speakers claim, they are indeed *mobile*. At the 2007 Web 2.0 Expo in San Francisco Google CEO, Eric Schmidt, stated "The biggest growth areas are clearly going to be in the mobile space." "And the reason is people treat their mobile phones as extensions of their person," he said ("CEO Eric Schmidt Presents Google's Friendly Face at Web 2.0 Expo," *InformationWeek*, April 17, 2007). That's what made this particular program so timely and practical.

At Ball State University, mobile patrons can search the library catalog, check library hours and contacts, and browse for information on their various collections and services (<http://www.bsu.edu/library/mobile/>). North Carolina State University's MobiLIB carries seven distinct services for their mobile users. These services include a catalog search, a text-based version of the library computer availability display (i.e., where PCs, Macs or "Web only" computers are currently open for use), a



Eye to I: Visual Literacy Meets Information Literacy

campus directory search, library contact information, and links out to services such as search engines and campus bus-ing (<http://www.lib.ncsu.edu/m/about.html>). Both speakers discussed technical issues such as mobile screen sizes, language precision, and access keys for navigation.

Opening its doors in 2005, the University of California, Merced, has moved quickly to offer new services to its mobile patrons such as text messaging reference. Check out this service at <http://ucmercedlibrary.info/contact/text.html>. Some of the questions Jacobs has received via text messaging have been "What was the database we used in class today?" and "What are the hours?" Additionally, at this forward-thinking library all library staff use cell phones rather than desk phones so as not to be tied to the desk when fielding reference questions.

Some advice that Jacobs offered the audience was to be sure to add text messaging to your cell phone plan (to avoid an outrageous bill), list hours this service will be staffed, and add scripts for frequently asked questions. UC-Merced library also has a YouTube video to advertise their service and demonstrate how their text messaging service works (<http://www.youtube.com/watch?v=tYAsiYFBdmg>).



Washington Convention Center

Eye to I: Visual Literacy Meets Information Literacy struck a chord with ALA attendees as it addressed a topic with which the library profession has been all abuzz, visual literacy. It was a joint venture between ACRL's Arts Section and Instruction Section. The panel included Cindy Cunningham, Director of Media Metadata and Cataloging, Corbis Corporation; Danuta Nitecki, Associate University Librarian, Yale University Library; and Loanne Snavelly, Head of Instructional Programs, Penn State University Libraries.

The presenters discussed the overall concept of visual literacy, ownership and rights of image use, cataloging images for effective access, objectives for teaching visual literacy, and teaching strategies. They defined visual literacy as "the ability to communicate as well as recognize and understand ideas conveyed through images." Cunningham (Corbis Corp.) shared some of her insights regarding the cataloging of images for effective access. She made the point that images cannot be cataloged only once if we are to keep up with language trends. One way, however, to keep up with language trends without cataloging images over and over again is to incorporate "tagging" or what Cunningham refers to as "crowd sourcing." This allows users to supplement the cataloging work by attaching their own terms to the images. Cunningham also emphasized the importance of using not only literal but also conceptual terminology in cataloging images. Words are used to convey images but words mean so

Continued on page 4

many different things to different people. Thus, the inclusion of “tagging” and the combination of literal and conceptual terms helps increase database access.

Foci of Analysis ↓	Level of Analysis →		
	Factual	Interpretive	Evidential
Depiction	Identify image elements	Explain elements	Aware of image as event
Depicted	Identify who, what, when, where	Speculate about relationships	For or against perspective
Depicter	Identify image maker's timeline	Discuss image maker's choice	Use image in historical argument

Visual Literacy Assessment Rubric - D. Nitecki, Yale

On the teaching/learning end of the discussion, Nitecki at Yale shared an assessment rubric for the use of visual images in the curriculum. The rubric looked at three separate *foci of analysis*: the *depiction*, *depicted*, and *depicter*. These foci of analysis then are applied to *three levels of analysis*: *factual*, *interpretive*, and *evidential*. This rubric makes a fine tool for assessing a student's learning. And finally, Snively wrapped up the panel with some tips when teaching using images.

- Are there situations where an image is better than text to teach a certain point?
- Use an image only when it is appropriate and relevant to what you are saying while you teach.
- Think about how words are images.
- Help navigate and orient students through an “image” that is text heavy.

Check out the accompanying virtual poster sessions at <http://eye2i.wordpress.com>.

The third program, *Once Upon a FURL in a Podcast Long Ago: Using New Technologies to Support Library Instruction*, must have struck a chord with ALA attendees as so many kept crowding into the hotel conference room to listen that the hotel staff had to take down one of the walls and open up the hallway to add more seating!

With an academic perspective on Web 2.0 technologies, Joan Lippincott, Associate Executive Director, Coalition for Networked Information kickstarted this panel with a terrific overview of a variety of libraries that are adjusting their environments and services to meet the needs of this new generation of students. Addressing these needs and facilitating deeper learning (e.g., social, active, contextual, engaging, and student-owned), Lippincott states that these libraries are shifting their focus from students as information seekers to students as information producers, from teaching about library access to resources to teaching about access to information and tools, from teaching about policies and rules to fostering policy awareness and discussion. This also included the transformation of information literacy from expert to collaborative, from focused on owned, licensed items to mixed including those freely available. Some examples that she highlighted were:

- Georgetown University's Center for New Designs in Learning & Scholarship
- Dartmouth's RWIT: Center for Research, Writing, & IT
- University of Pennsylvania's Penn Tags Social Bookmarking
- Stanford University's GroupSpace with TeamSpot
- University of Delaware's Student Multi-Media Design Center
- Georgia Tech's Practice Presentation Room.

Kathleen Burnett, Associate Professor, Information Studies, Florida State University, followed Lippincott with a perspective on what current library science students are being taught about Web 2.0 technologies at Florida State's College of Information. Kathryn Shaughnessy, Instructional Services Librarian, St. John's University, Queens, delivered a wonderful presentation on how St. John's has incorporated tutorials (using Captivate), podcasts (using Audacity), blogs (using WordPress), and wikis (using PBWiki and WikiPM) to support and deliver an online master's level course, Global Development and Social Justice Program. Shaughnessy also discussed using RefWorks as a RSS Reader. Memorably, she said, “If a librarian asked me what the one new technology was that they needed to know, I'd say RSS.” A bit later in her presentation Shaughnessy humorously stated, “If a librarian came up to me and asked what two new technologies they should know, I'd say RSS and Skype.”

Heather Tompkins, Reference & Instruction Librarian, Carleton College, completed the panel with presenting an engaging, concrete view of a variety of social web tools applied to an academic environment. Tompkins argued that social web tools (Web 2.0 technologies) can be used to prepare and design for instruction, communicate and connect with faculty and students, and as a model to teach concepts about academic research. She also addressed *why* social web tools make sense to incorporate into academic work. For instance, the social web is interactive, informal, easy, flexible, and focuses on connections. This matches what we know to be true about instructional best practices such as addressing a variety of learning styles and preferences (e.g., active learning), meeting students where they are, empowering students, and emphasizing connections and process.

The various social web technologies that Tompkins discussed using in practical ways were FURL and del.icio.us (e.g., using social bookmarking tools to share information with faculty, staff, students, and colleagues), RSS (e.g., automatically populating web guides or subject pages on library website with RSS feeds), Flickr (e.g., annotating images such as library floor maps), Google Customized Search Engine (e.g., creating customized search engines for specific courses or project groups), and Google Docs & Spreadsheets (e.g., sharing and editing documents). And perhaps most intriguing was Tompkins argument for using social web tools to teach concepts about academic research. For example, she

Continued on page 5

explained how a discussion and use of “tagging” can relate to the role and importance of controlled vocabulary. Also, a “blogroll” and the function it serves can be related to the function of bibliographies and how researchers use them.

Check out this panel’s PowerPoints and handouts at <http://libr.org/wss/conferences/2007program.html>.



WWII Memorial in Washington Monument

ALA Annual 2007 was packed full of terrific programs many of them addressing practical and concrete ways of applying new, mobile, social, and relevant technologies to our library work for today’s patrons.

Think about getting involved in ALA! Now is the time to join a committee that interests you and addresses your concerns.

For ALA membership information:

<http://www.ala.org/ala/ourassociation/membership/membership.htm>

Check out the ALA Member Blog: <http://blogs.ala.org/memberblog.php>

ALA Midwinter 2008 will be in Philadelphia, PA and ALA Annual 2008 in Anaheim, CA.

Blogging Through ALA

Carla Steinberg Pfahl

I had an exciting time at this year’s ALA Conference in D.C. This was the first year I blogged my way through the conference. All my notes from the sessions I attended are available at the MINITEX DigRef blog: <http://blogs.minitex.umn.edu/digref/>. It was an interesting way to attend this year’s conference. I will definitely do this again next opportunity.

I started off with a pre-conference workshop sponsored by RUSA, *Reinvented Reference III: Emerging Technologies for Reference Services*. Michael Stephens, the keynote speaker, gave a great presentation on the future of user services and Web 2.0. He had some good ideas and concepts on how libraries can start playing a role in engaging current and future patrons. He talked about the Learning 2.0 program (referring to the Learning 2.0 project from Charlotte & Mecklenburg County Public Library in North Carolina, <http://plcmcl2-about.blogspot.com/>, which is open to all librarians and library staff) as a way for staff to learn about new technologies and tools. He also talked about other ways of engaging patrons such as forming an emerging technology committee and inviting members of the community to join and to create a “What’s New” blog as part of your libraries website or incorporated as the home page of the website.

Other highlights of the conference were the *Harnessing the Hive: Social Networks and Libraries* and the *See it, Hear it, Touch it: How do Communication and Learning Styles Affect Virtual Reference?* sessions. The *Harnessing the Hive* talk was about the use of wikis in libraries and how to best utilize them to capture knowledge (Knowledge Management [KM]) within your organization. The speakers also mentioned that you need to take into account the time it takes to build KM into the organizational workflow — needing formal training and working it into the daily workflow. Matthew Bejune from Purdue University talked about his research on the use of wikis in libraries, <http://librarywikis.pbwiki.com/>. Tim Spalding, founder of LibraryThing.com, <http://www.librarything.com/>, also spoke and talked about the differences between tagging and LCSH. He mentioned that tags are good for getting to the identity/meaning of a book while LCSH is better with complexity/hierarchy of terms.

The See it, Hear it Touch it session was a panel discussion made up of Marie Radford from Rutgers who is doing a large research project in the field of virtual reference, <http://www.oclc.org/research/projects/synchronicity/>, Eileen Abels from Drexel University and Lynn Westbrook from University of Texas – Austin. This was a very active discussion about users of libraries - particularly the younger patrons, communication styles, perceptions and expectations – both the users and librarians, cultivating new patrons, and training issues. Some highlights from the session are: On the librarian end, it’s best to be as positive towards the patron with their request and throughout the chat session as possible. Give the patron reassurance/confirmation that the information they are requesting is valid and you are taking their request seriously. Also, as far as training and staffing a VR service you need staff buy-in but don’t force staff to do VR. The service will only be as good as those providing the service. There are ways to work with this, for example, shadow other librarians – learn from other librarians and have the librarian become a customer – have them be a “secret shopper” in chat or use a commercial chat service with a car dealership or cable company or any number of other commercial venues that offer a

Minnesota Library 2.0 Summit

September 14, 2007

Presentations by Michael Stephens on Introduction to Library 2.0 & Best Practices in Social Software for Libraries

Sponsored by HSLM & Minnesota SLA

For more information and to register, visit: <http://mnl-library2.blogspot.com/>

Continued on page 6

chat service. It helps give the librarian another perspective of what it is like to be a patron. Another good point that was brought up in this session about training was that librarians should have continuous training. It's helpful to have refresher sessions on different aspects of VR for staff to brush up on. It also is a good chance to bring staff together to hear what is working and what is not with the service.

All in all this was an excellent conference, and I came away with many new thoughts and ideas to apply to user services and my own personal career development.

See you at the Fair!

MINITEX along with volunteers from many libraries across the state will be once again be at the Minnesota State Fair promoting "Try Cool Tools @ Your Library." This year we will be in the Education Building whereas in previous years we were located in the Wonders of Technology building. If you plan on going to the fair, stop by our booth and say "Hello!"

We have plenty of giveaways from @ sign paper clips, coasters, bookmarks, pens, and much more. There will be six computers available for use to the public, two of which are dedicated to the K-5 audience featuring Gale's Kids InfoBits database. The other four are for grades 6-16 and adults offering all Cools Tools.



Here is a description of tools we are promoting:

My Health Minnesota -> Go Local

This resource aims to connect Minnesotans with health services – hospitals, care providers, nursing homes, support groups, and other resources- within their local communities. Found at: <http://hsl.lib.umn.edu/golocal/>

Research Project Calculator

This is a great tool for high school students to help layout a schedule for your assignment. Found at: <http://www.elm4you.org/research/>

MnLINK Gateway (Minnesota Library Information Network)

A statewide virtual library that allows you to search over 20 Minnesota library catalogs simultaneously and the Electronic Library for Minnesota. Found at: <http://www.mnlinkgateway.org/>

Minnesota Reflections

It is a collection of more than 9,000 digital images of historical photographs, postcards, stereographic cards, and now documents from the first 75 years of Minnesota's statehood. Found at: <http://reflections.mndigital.org/>

ELM

15 Databases

Online virtual library containing magazines, newspaper, and journal articles, eBooks, and information from encyclopedias, almanacs, directories, and other popular resources including images, illustrations, and maps. Found at: <http://www.elm4you.org>

More M.O.R.E. Training

Kristen Mastel

Starting this month, MINITEX began offering an intensive four-part series covering various aspects of the Minnesota Opportunities for Reference Excellence workshop through an online webinar format. The eight participants led energetic discussions and demonstrations regarding the reference interview, ELM database, online searching, virtual reference and many other topics. Each completed thorough pre-work and post-work for every session; often participants brought the readings up in class discussion or tied them into their demonstrations. Some of the comments included: "I enjoyed listening to my classmates give their descriptive and evaluative remarks on assigned databases and being able to compare them to my own use." and "I have appreciated the interaction with other students in the class, particularly because of the wide varieties of libraries and experiences represented."

Congratulations on a fabulous collaborative learning experience!

July 2007 participants include:

Bob Epstein (Ridgedale Public Library)
Brian Lind (Rochester Public Library)
Katherine Stecher (Rochester Public Library)
Terry Scribner (Brainerd Public Library)
Merle Gunderman (Brainerd Public Library)
Naomi Shadis (Hutchinson School District)
Patty Olsen (Altru Medical Library)
Rebecca Hostetler (East Central Regional Library System)

Space is limited to 8 participants per series. Slots are still available for the August and December M.O.R.E. webinar series. To register, visit:

<http://www.minitex.umn.edu/events/training/>

Fall 2007 Conferences

It's that time of year when registration notices hit our inboxes and mailboxes. Don't miss out on participating and learning at your favorite conference(s) or try a new one! Each conference is jam packed with fabulous keynotes, presenters, timely and applicable workshops, and vendors!



North Dakota Library Association
September 26 - 28, 2007
Laughter for Librarians
Jamestown Civic Center
Jamestown, ND

For more information and registration:
<http://www.ndla.info/Conference/07conf.htm>



Minnesota Educational Media Organization
October 4-6, 2007
Creating... a new literacy landscape
Cragun's Resort and Hotel on Gull Lake
Brainerd, MN

For more information and registration:
<http://www.memoweb.org/htmlfiles/conference.html>



Minnesota Library Association
October 24-26, 2007
All the World's a Stage: Becoming a Lead Player
Mankato, MN

For more information and registration:
<http://www.mnlibraryassociation.org/Events.htm>



South Dakota Library Association
October 17-19, 2007
Renew, Recruit, Celebrate
Watertown Event Center
Watertown, SD

For more information and registration:
http://www.sdlibraryassociation.org/conf_planning_files/2007AnnualConference.asp



Branch Out
August 7-9, 2007
Connecting People & Ideas
St. Cloud State University
St. Cloud, MN

For more information and registration:
<http://www.branchoutmn.org/>



Education Minnesota
October 18-19, 2007
Saint Paul RiverCentre
St. Paul, MN

For more information and registration:
http://www.educationminnesota.org/index.cfm?PAGE_ID=15847

REFERENCE NOTES

MINITEX Library Information Network
University of Minnesota, 15 Andersen Library
222 21st Avenue South, Minneapolis, MN 55455-0439

Reference Phone 612-624-4150, WATS 800-462-5348
Reference Fax 612-624-4508
Hootman, Jennifer 612-624-2924, hootm001@umn.edu
Parker, Mary 612-624-1024, m-park1@umn.edu
Pfahl, Carla 612-626-6845, pfahl001@umn.edu
Mastel, Kristen 612-626-9843, meye0539@umn.edu
Staats, Beth 612-624-7873, fried004@umn.edu
Main Website www.minitex.umn.edu
Reference Email mtxref@umn.edu
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).

MINITEX Library Information Network
University of Minnesota
15 Andersen Library
222 21st Avenue South
Minneapolis, MN 55455-0439



*A Program of the Minnesota Higher Education
Services Office at the University of Minnesota*

A large, decorative graphic in the bottom right corner of the page. It consists of several overlapping, curved, light blue and white shapes that form a partial circular or arc-like pattern, extending from the bottom left towards the center.