

Round Table Discussion Summaries

Technologies for making quick & easy online tutorials

- Creating videos takes a long time - labour intensive
- Things change frequently, need updating
- Creating a script allows easy accessibility (closed captioning)
- Use an interesting example
- Fluid Surveys - amusingly abrupt tech guy video tutorials
- Kimbel Library - good videos! focus on skills not tools
- Keep it short and to the point
- Tutorial technology tools:
 - snag it - great for screen capture (TechSmith), highlighting and annotating
 - OneNote, Windows 7 offer screen clipping
 - gimp - free photoshop-like graphic software, great tutorials
 - prezzi - free, online, creative; makes some people dizzy
 - slideshare - with or without voice-over narration
 - knovio - upload powerpoint, record talking head of self
 - Audacity - free audio software
 - Camtasia (TechSmith) - limited by licenses, 30-day free trial
 - Jing - keep it short to save file size and attention span, pause
 - audio quality not great
 - Screencaster - free
 - screencastomatic
 - Xtranormal - use pre-created avatars, you add script and the computer creates adds the voice
 - Animoto
 - TedEd - flipped classroom
 - pecha kucha - great alternative presentation style

Writing institutional IL outcomes/How to achieve institutional IL outcomes and/or visions

- Ontario Ministry demanding learning outcomes
- Challenge of developing broad goals while addressing curriculum/discipline specifics
- Need support from above
- Working in the grassroots
- Collaboration with faculty

Apple store vision for libraries and services

- Name tags
 - No-go for certain librarians (environment, security risk)
 - Could help identify librarians sooner
 - Identify by location
 - Librarians should be alert and recognize when users need assistance (go to them, don't wait until they identify you and go to you)
- Size matters
- Reference desk
 - Is it resourceful to have a reference desk?
 - Paraprofessionals are sometimes underutilized

- 'Apple' vision loses the interaction between library users & librarians
- How do you compartmentalize libraries?
- One desk model is already there – missing link is the referral process

Threading IL through the curriculum

- First year learning communities
 - IL orientation
 - How to make credit bearing
- If professor says do it the students follow them
- Market IL to faculty, not students
- If you see a crack in a door burst in!
- Arguments when speaking to administrators:
 - Look at what's going on at other universities, show data
 - How IL contributes to student retention
 - How IL contributes to higher grades
 - Contributes to more \$\$ for university
 - Figure out your audience and market to them
- Augustana DVD about how they integrated IL into the curriculum
- Course on intro to college includes IL
- Video tutorials that can be embedded into course management tools
- What does it mean to thread IL into the curriculum
- Embedded librarian, working closely with classes
- Let faculty give credit for completion of IL assignment
- Selling to faculty – better prepares students, better student grades
- Market market market!
- Within library,
 - Consider redistribution of librarian time
 - Find strengths within pool of librarians
- Know institution mandated student learning objectives
 - Do they include IL
 - If so how is it assessed?
 - Can librarians see the data?

The printed book is dead

- As long as everything is not online print will be a viable format
- Role of print on demand
- We are in the early itunes phase of ebook publishing
- Publishers need to adopt new business models for e-publishing to be successful
- Print books may become specialty items, like vinyl records
- DRM impedes adoption of ebooks
- Reference/textbooks first to die?

IL overlap with other literacies (visual, digital, media, etc.,)

- Information literacy hard to separate from other literacies
- Science literacy, lots of overlap, integrate science literacy
- Competencies students need to graduate

- Instructor competencies (digital)
- Information fluency – umbrella for all literacies
- Creating program outcomes
- Looking at what grads need to know
- How to turn IL into something faculty know about and really understand
- Less and less about the library, more about a way of learning
- Talking the same language
- Relationships are critical
- Outcomes should include all – including discipline specific
- “Your student should know...”
- Language is an issue
- Too much time spent with tools – what are they doing with the information
- What could we do in terms of student success
- Assessment is important to demonstrate to faculty
- How to engage faculty
- Librarians may need to develop digital literacy skills
- Learning commons can be a way to integrate literacies
- ACRL standards need to change – they are not enough
- Ask faculty to suggest outcomes

Discipline specific IL (trends, tips/tricks)

- Science librarianship
 - Challenges
 - Different language use of the word “research” in the sciences vs other disciplines (experiments vs literature searches)
 - Getting buy in from department (value of librarian contribution)
 - Some courses/programs don’t use the literature of the discipline until graduate studies
 - Hard to find relevant professional development
 - Strategies
 - Target new faculty
 - Target new courses
 - Attending department meetings
 - Having office hours in the department
 - Focus on graduate students