

Florida Libraries

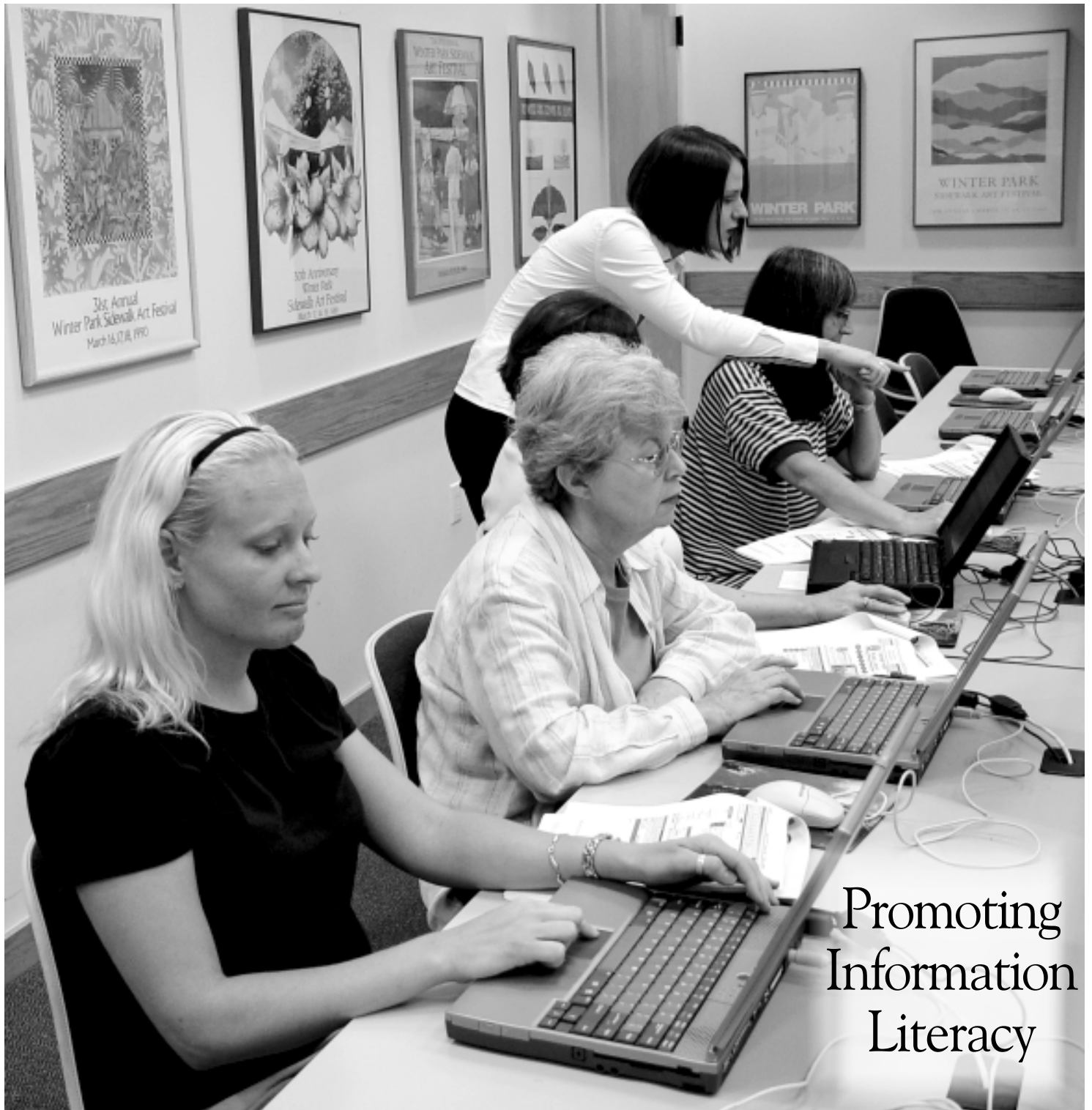


Florida Library
Association

THE OFFICIAL JOURNAL OF THE FLORIDA LIBRARY ASSOCIATION

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Fall 2003



Promoting
Information
Literacy

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Learn to surf

@ your library™

July 3, 2003

To the Editor:

I greeted the implementation of the FLA list with much enthusiasm as I viewed it as a mechanism whereby the association officers and members could communicate and forge strong ties on matters of import to the association. What I have witnessed of late makes me want to shed a tear or two.

The situation at the State Library of Florida is important to all the library community. Yet, I strongly feel it can be discussed in a manner in which all views can be adequately expressed without resort to derisive name calling of state officials. These same officials are the ones to whom the State Librarian must go in support of her policy initiatives. I cannot see how the tenor of the recent remarks to the list will help the State Librarian in her bid to sell her initiatives to state leaders. State leaders are human and share all of the attendant quirks of humans, including long memories.

I beseech the subscribers to the list to cease and desist in the name-calling and to put forth efforts that will show the policy makers that the State Librarian has the support of the Florida library community. We need the person in that position to be perceived as a power broker who has the support of her constituent community.

Madison Mosley
Director, Law Library
Stetson University College of Law
Gulfport, Florida

The Latest News

Check out the FLA Web site www.flalib.org for library and association news and for information about FLA.

John Szabo Leads FLA

By John Szabo

FL: You're assuming the leadership of FLA at a time when libraries are increasingly threatened by budget cuts and political forces. What do you consider to be the most significant issues facing Florida libraries?

JS: One of the most significant issues facing libraries in Florida and across the country is the increasing frequency of challenges to the core beliefs and principles of our profes-



John Szabo

sion. We must be ready and quick to respond when intellectual freedom is attacked and the privacy of confidential library records is threatened. Another challenge is making certain that elected officials and other decision-makers at the local, state and national levels understand the relevance of libraries in the 21st century. We are as critical to our communities and institutions as ever. The other significant challenge is the perception that advocacy is difficult and only for a select few. The simplest form of advocacy can be the most powerful. People far underestimate the power of one phone call, one e-mail, one sentence spoken at a public meeting. These can change minds and change votes. Advocacy should not be intimidating.

FL: How can Florida librarians effectively advocate for libraries and for principles such as freedom of information?

JS: It begins at the local level. Issues of intellectual freedom are often decided at the local level. Educating library boards, school boards and city councils, and county commissions is critical. They

must be exposed to the Library Bill of Rights before they hear about a book challenge for the first time.

It is also immensely important to develop relationships with elected officials and decision-makers. This doesn't mean you become their best friend, only that you become familiar to them as someone who cares deeply about libraries and votes in every election.

FL: What are your goals for your term as president of FLA?

JS: My goals are to continue growing a culture of advocacy within the Florida library community; to build on alliances with the museum, genealogy and historic preservation communities; and to have a successful annual conference that members and vendors find valuable.

Current job

Director of the Clearwater Public Library System

Previous jobs

Director of the Palm Harbor Public Library; Robinson (IL) Public Library District; Charles Benzinger Memorial Library, University of Michigan Residential College; map cataloger, University of Michigan Map Library; public radio announcer, WUAL/WQPR

Birth place

Orlando, Florida

Education

B.A., University of Alabama; M.I.L.S., University of Michigan

Favorite area of librarianship

Cataloging!

A favorite book

A Christmas Memory by Truman Capote

An ideal job

U.S. Ambassador to Hungary or Gaylord Book Charger Repair Technician

Place you'd most like to visit

The Serengeti in Tanzania

Froggy Florida

By Nancy Pike

Frogs are a noisy ensemble, their songs filling the Florida night air with a variety of sounds from basso profundo barks to soprano chirps. Not everyone finds the sounds musical; some say they more resemble a finger running down the teeth of a comb or even a loose fan belt in a car. Some of us find frogs amusing, but scientists consider them an early-warning system for ecological concerns, either of which could be a vital enough reason to take another look at frogs. Although you will find several handsome books on the subject of Florida frogs, you can encounter a plethora of Web sites, some of which are interactive, offer classroom activities, produce frog sounds, or even invite you to virtually dissect one, should you choose.

Florida Cooperative Extension Service, Department of Wildlife Ecology and Conservation offers a Web site called "Frogs and Toads of Florida" (www.wec.ufl.edu/extension/frogs) that lists a table of the thirty-three frogs and toads that inhabit Florida. Only about twenty-one of these frogs are natives. Key elements of the site, which is regularly updated, include basic information about the creatures (adults eat insects, while tadpoles eat algae, for example), specific data

on individual species, and color photos. You can also click to hear the frog calls.

A number of sites are part of national conservation efforts, for example "PARC - Partners in Amphibian and Reptile Conservation" (www.parcplace.org) and the National Wildlife Federation "Frogwatch" (www.nwf.org/frogwatchUSA), which includes a subsection on Florida frogs, subdivided further by county and specific species. Hamline University's Center for Global Environmental Education provides "A Thousand Friends of Frogs," which contains a comprehensive listing of links under "Frogs on the Net" (<http://cgee.hamline.edu/frogs/resources/internet.html>). Topics range from "Curriculum" to "Care and Keeping Amphibians" to "Fun Amphibian Sites." Altogether they list about two hundred Web sites. For those who want to get acquainted with frogs from the inside out, tutorials on frog dissection, including one available in eight different languages from the University of Virginia's "Net Frog" (<http://curry.edschool.Virginia.edu/go/frog/>).

Frogs invoke fond feelings in some folks judging by the Web sites mounted by individuals. Examples range from a frog-poster site with original drawings by Steve Koury (on PARC's site) to Marianne Cowley's "Your Florida Backyard" (www.nsis.org). At Dorota's "Frogland" (<http://allaboutfrogs.org/>), you can watch Dorota morph into a frog! "Florida Nature" also has a frog section (www.floridanature.org) with lots of great photos.

While there are innumerable general books on frogs and amphibians, there are only a few specifically on Florida frogs. The paperback edition of *Rare and Endangered Biota of Florida: Amphibians and Reptiles* edited by Paul Moler, (University Press of Florida, 1992) was just published in January of this year. *Exotic Reptiles and Amphibians of Florida* by Brian Butterfield is due out in

January of 2004 by Krieger Publishing Company.

The classic is *Handbook of Reptiles and Amphibians of Florida: the Amphibians* by Ray E. Ashton (Windward Publishing Co., 1988). Your collection should also include *A Field Guide to Florida Reptiles and Amphibians* by Richard D. Bartlett (Gulf Publishing Field Guides, 1998) and *Florida's Fabulous Reptiles and Amphibians* by Peter Carmichael (Worldwide Publications, 1991) with lots of handsome photos. Don't forget the wonderful "Frog and Toad" books, the "Froggie" series, "Kermit", and finally, *Ribbit Riddles* by Katy Hall and Lisa Eisenberg (Dial Books for Young Readers, 2001): What do little frogs like to eat on a hot summer day? Hopsickles!

Frog Facts:

- The largest frog in the world is the Goliath from West Africa, nearly a foot long; the smallest is from Cuba and is less than ½ inch long.
- When a frog swallows his meal, his eyes actually go back into his head and help push the food down his throat.
- Frogs live all over the world except Antarctica and Iceland.
- Chinese legend has it that the world rests on the back of a giant three-legged frog.
- Some frogs can jump 20 times their own length.

More Frog Riddles:

- Q: What kind of shoes does a frog wear? A: Open toad.
- Q: Why did the frog say "meow"? A: He was learning a foreign language.
- Q: Why did the frog make so many mistakes? A: He kept jumping to the wrong conclusions.



Adapting to Seniors: Computer Training for Older Adults

By Carol Bean and Michael Laven

Staff at Palm Beach County's North County Regional Library received a call recently from a woman who was at her wit's end trying to learn to use her new computer. She had picked up a calendar of computer classes at the branch and called, hoping to find help. Her son had set up a computer for her, and she had talked her nephew into helping her as she tried to send e-mail. She confessed, "I have to admit, I still don't know what I'm doing. Sometimes I actually send an e-mail, but I have no idea what I did!" Family members and friends were no help, because they would just zip through the task and say, "See? That's how you do it," leaving her feeling even more lost in an alien world.

This is a familiar scenario for library staff. The senior population, which was largely bypassed by the first wave of computer technology, is increasingly finding it necessary to be able to use computers. Yet as the older generation tries to catch up, some individuals find they have a harder time learning to use computers. Computer classes tend to be geared to a younger audience and presume basic technical skills. Frequently they come to the library looking for help.

In 2001, the Palm Beach County Library System opened a computer lab in its North County Regional Library to offer computer classes to the public. Like other libraries, staff focused on classes teaching the basics of using Microsoft Windows, using a browser, and doing simple word processing.¹ Demographically, the area has a high percentage of retirees, so the vast majority of class participants have been from that segment of the population.

Challenges for Seniors

As librarians began teaching classes at the North County Regional Library, they quickly discovered that many seniors often have a hard time mastering basic computer skills and grasping even the basic concepts. To many older adults, terms like icon, click, and scroll, have very different associations, which tend

to get in the way of learning the new meanings and concepts. There are also more physical difficulties as people age, which make using a mouse or keyboard more of a challenge. In an effort to better understand these problems, librarians researched the literature on gerontology, and the effects of aging on computer training.² The research confirmed what they learned by experience, and they began modifying the training for older adults based on what they learned.

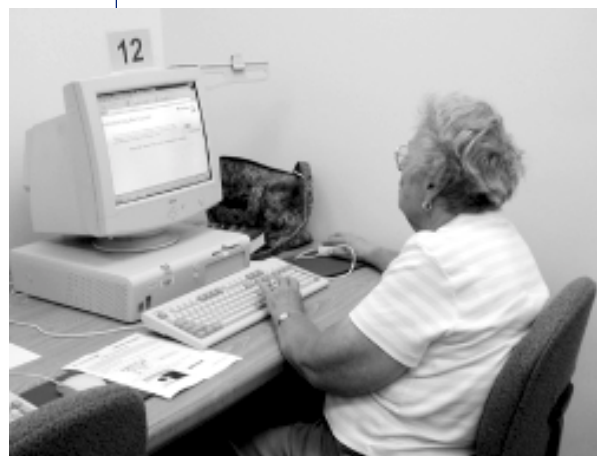
- Older adults can learn to use computers, and even become expert users, but due to changes that occur with aging, they require much more repetition and practice for new skills to become automatic. In the more basic classes, instructors take time to repeat tasks throughout the lesson to reinforce new skills and concepts. They also added optional practice times to each class, with exercises to review what was covered in class.
- It is easier for an older adult to learn an entirely new term and concept than it is to learn a concept associated with a word that already has a familiar meaning. As staff identified vocabulary differences, they modified the terms used to introduce new concepts. Icons are introduced, for example, by referring to them first as pictures. Staff tries to connect terms like "shortcut" and "menu" with an explanation that associates them with the new meaning.
- To be effective, printed materials must take into account changes brought on by the aging process. Librarians modified the handouts to make them more senior-friendly with simple, step-by-step instructions using clear, concise, wording, in an easy-to-read font and size (Helvetica and Arial work well). They also include abundant, labeled

graphic illustrations to keep their attention focused.

- Students with a limited amount of prior computer experience have a hard time choosing classes appropriate for their level of skill. Recognizing the problems inherent in teaching a total novice sitting next to a more experienced computer user, the staff tries to place people in classes that suit their skill level. The Reference staff members who register patrons for classes periodically assist with classes so they can be aware of the experience level needed for each class.
- There are many strengths which seniors draw on as they learn to use computers. They are more concerned about making mistakes, which motivates them to take the extra time needed to master new skills. They also demonstrate an inspiring level of perseverance and determination, taking notes and asking questions to clarify terms that are confusing, such as, "What is the difference between a taskbar and a title bar?"

Mousing Around

Even with all of these modifications, it became apparent that many patrons needed more help. For some students, the physical mechanics of using a mouse were an impediment to learning, and it became clear that a class focused just on using a mouse was needed. As one participant put it, "The mouse is the biggest hurdle." Librarians



Students learn computer and research skills in class offered by Palm Beach County Public Library.

“For some, discovering what the Web offers and how to get to it, has been akin to a life-changing experience.”

searched the Web for mousing tutorials, and finally wrote one of their own, loosely modeled after the New User Tutorial created by The Library Network (TLN) Technology Committee (<http://www.northville.lib.mi.us/tech/>). They put their “Mousing Around” tutorial on the library’s Web site (www.pbclibrary.org/mousing/) and use it as the class material, walking the students step by step through the tutorial and helping them through the exercises and games at the end. It proved to be an excellent resource for most people who were new to computers, but there were still some who were not ready to go from the mousing class to the other classes.

Getting Started

Instructors found that older computer novices needed more repetition and a slower pace with a practical application of the skills they were learning. Drawing on their experience and research once again³, they developed a series of four classes designed specifically for older adults who have never used a computer before and need much slower and less in-depth training in the basic skills for using a computer. There are several differences between this new track and the library’s other classes:

- Since continued practice is critical to retention, librarians created out-of-class assignments that must be completed before the next class.
- Two classes are scheduled per week. This way there is less time to forget what was learned, especially when the assignment is done at least once before the next class.
- One of the primary factors of success in teaching computer skills to this group is their motivation. To reinforce this, the library requires that individuals commit to coming to all four of the classes and doing all of the assignments before they can sign up for the series of classes.
- To ensure that the class is filled with the

people who really need it, only the instructors can register patrons for this class. It sometimes becomes a version of a reference interview to determine if a patron should be in this series or should take the other regular classes the library offers. Instructors have encountered some who used a computer before the advent of the mouse and graphical interfaces, so today’s computers are totally new to them.

The first class of the series is the “Mousing Around” class, carried out at a somewhat slower pace. The students’ first assignment is to come back to the library and do the Mouserising practice again on one of the library’s Internet computers. Since they don’t know yet how to open a browser, a staff member at the library opens the Mouserising page for them. In the second class students review material from the first class, and then learn how to open and close the browser, how to enter a URL, and how to use the back and forward buttons. Several times during the class the instructor repeats the steps they will have to go through to complete their next assignment, which is to sign up for an Internet terminal on their own, open the browser, and play one of the games on the Games page of the “Mousing Around” tutorial. Although some choose to do this assignment at home, most come back to the safety of the library, where staff is available to help if they need it.

In the third and fourth classes the students sign up for a free Web-based e-mail account and learn how to send and read e-mail, delete old messages, and empty the “trash.” Their third assignment is to send e-mail messages to two library accounts that are set up to auto-respond, so they will have messages in their inbox to read when they get to the last class.

Like the other classes, the handouts for this series uses graphics and simple, clear language. The assignment instructions are in a step-by-step format, also with extensive, labeled graphics. Participants frequently comment on how helpful the handouts are. The content for each class is limited, allowing for much repetition and practice and reducing the amount of new concepts that must be learned. One student noted,

“Everything is set up so you cannot fail.”

The goal of this series is to give older computer novices something with which to start as they learn to use the computer. Librarians found that using Web-based resources enables the participants to continue to practice and use what they learn anywhere there is a computer with an Internet connection. With the e-mail account they get during the class, they have an application that is immediately useful to them.

Matching Students and Classes

Selecting prospective students has remained a problem. The library initially did not advertise the classes, or even list them on its monthly calendar of classes, opting instead to identify possible students in the sign-up process. Since the library started listing the classes on the monthly calendar, many more people request the class than actually need it, despite class descriptions that make it clear that the class is not for everyone. The staff has found that it’s still necessary to go through an interview process to weed out the ones who would do better with the regular classes. A typical series of questions used to determine an individual’s experience level, motivation, and age-related issues that the slower classes specifically address include the following:

- Do you have a computer?
- Do you use any of the computers at the library?
- What are some things you do (or tried to do) with the computer?
- What do you want to do with the computer?

Their answers to these questions give staff a much better indication of their experience level, abilities, and motivation than simply asking, “Do you know how to use a computer?” For instance, if they are successfully sending and receiving e-mail on a computer, they do not need either the mousing class or the “Getting Started” series of classes.

Feedback from Students

The library offers the series of classes once a month, and feedback has been very positive. Participants frequently tell staff, "I'm so happy the library offers this service. I tried taking a class at the community college but the instructor went so fast I didn't learn anything." For some, discovering what the Web offers and how to get to it, has been akin to a life-changing experience. One participant seemed to become quite agitated in the second class, as the students visited a few Web sites. When asked if he was all right, he exclaimed, "I had no idea all this was here! I can't believe what I've been missing! Is this really free?" For others, the classes have removed the mystery and fear of computers. Many go on to take other classes offered by the library after finishing the series. One woman who took the classes in an effort to overcome her fear of computers commented at the end, "These classes have built up my confidence."

When the class participants are all seniors, a relaxed and encouraging atmosphere seems to develop, as they share their experiences with technology. Also, seniors bring many new insights into the world of technology that they discover. Instructors have become more aware of the terms they use and the rich associations they have for older adults. It has been a rewarding experience finding a way to make computers accessible to those who missed the computer revolution.

Teaching older adults to use computers requires taking into account the effects of the aging process. Techniques that work for a younger generation will not necessarily be successful with older beginners, but modifications that improve the outcome for older students also work well with younger learners. Although most of the students for the "Getting Started" series are over sixty, there have also been younger students who needed the slower pace. The initial setup for classes like this may seem like a daunting task, but the need to adapt to an aging population is clear. After librarians created the Mousing Around class, they simply modified material from existing classes for



A mousing tutorial gives students practice using a mouse.

the "Getting Started" series. Having the option of going to slower, more focused classes has made all the difference for many seniors who want to learn, but cannot keep up with the pace of other classes. As many students in the "Getting Started" series have expressed, "These classes make you believe that you can do it!"

Carol Bean is Library Computer Center Manager and Michael Laven is Reference Associate at the North County Regional Library, Palm Beach County Library System.

Notes

1 See, for example,

Lisa A Burwell, "Too Old to Surf? No Way! An Internet Course for Seniors." *American Libraries* November (2001): 40-42;

Trish Clarkson and Sally Bradford, "It's Never too Late to Learn How to Surf the Net." *The Library Association*, www.la-hq.org.uk/directory/record/r200102/article4.html (accessed June 5, 2002);

Kristina Daily-Brothers, "Computing for Seniors at the Brownsburg Public Library." *Indiana Libraries* 16.1 (1997): 21-23; and

Connie Van Fleet and Karen Antell, "Creating CyberSeniors: Older Adult Learning and its Implications for Computer Training." *Public Libraries* May/June (2002), 149-155.

2 Some of the resources which were helpful in understanding the issues of aging and computer training are:

Sara Czaja, "Computer Technology and the Older Adult" in *Handbook of Human-Computer Interaction*, 2nd Completely Revised Edition, edited by Martin G. Helander, Thomas K. Landauer, and Prasad V. Prabhu (New York: Elsevier, 1997), 799-809;

Brett D. Jones, and Ute J. Bayen, "Teaching Older Adults to Use Computers: Recommendations Based on Cognitive Aging Research." *Educational Gerontology* 24.7 (1998): 675-689;

Catherine L. Kelley and Neil Charness. "Issues in Training Older Adults to Use Computers." *Behaviour & Information Technology* 14.2 (1995): 107-120; and

Mike Williams and Elaine Williams. "Teaching ICT Skills to Third Agers," *Learning in Later Years*, October 29, 1999. <http://www.uni-ulm.de/LiLL/5.0/E/teaching/section1.html>, (accessed December 16, 2002).

For a summary of research on aging and computer use, see

Carol Bean, "Meeting the Challenge: Training an aging population to use computers." *Southeastern Librarian*, v. 51, no. 3 (Fall, 2003): (in publication).

3 Some good, practical resources we found were:

Hogan, Mark A. *Basic computer lessons for the over the hill gang*. Denver, CO: Over the Hill Gang Products, 2000; Muller, Sarah. *Design of a novices' computer course for older adults*. (Honor's Thesis) 2001: St. Mary's College of Maryland, 2001; and

Roberson, Dennis Mark. *Selected Case Studies of Senior Citizen Computer Technology Implementation and Training Through Non-Formal Instructional Techniques* (Thesis). Las Cruces, NM: New Mexico State University, 2000.

Just-In-Time Course Guides

by Louise Lee, Laurie Hime, and Erick Dominicus

Students at Miami-Dade College (MDC) have a new information literacy tool – online, course-specific guides that give them just what they need for the classes they are taking this semester. Students can access the Web-based guides 24/7, and they are linked from the campus library and the instructor’s syllabus. Librarians and faculty collaborate to create the dynamic guides, drawing from a growing database of reusable resources.

Librarians at Miami-Dade College, the nation’s largest school, face some tough challenges when it comes to information literacy. The libraries serve more than 50,000 students taking credit classes, many more who are enrolled in community education classes, and the public. In addition to those taking classes on campus, some students take online classes. Many of the students work and have families, some have disabilities, and a large percentage of students are not native English speakers. One thing they all seem to have in common, however, is that they are in a hurry. They only want what they need right now, but they are always happy to have a link for future reference.

The number of librarians on the college’s six campuses is relatively small in comparison to the size of the student body, but the service level is high. Librarians offer formal bibliographic instruction and a lot of one-on-one instruction. The college has plenty

“The guides are designed . . . to give students just what they need for a particular course – and make it available 24/7 on a Web site.”

of resources, but there has been no comprehensive plan for making students and faculty aware of them.

Securing Grant Funding

MDC offers Learning Innovations grants to support faculty initiatives that demonstrate a clear impact on student learning and success. In the fall of 2002, as the second round of Learning Innovations grants was announced, three faculty librarians at three different MDC campuses decided to team up and create a vision for an information literacy initiative. Although they had never met face to face, they shared a strong interest in instruction. The team wrote a successful grant proposal and the project was funded.

In brief, the grant proposed to “create a Web-based repository of electronic material on research and all aspects of information literacy. Librarians and faculty will collaborate to design course guides using selected material from the database. The course guides will be dynamic Web pages that execute database queries. The course guides will allow optimization of the material while targeting students’ immediate information needs.”

Meeting Immediate Information Needs

The guides are designed to promote information literacy and strengthen traditional bibliographic instruction by giving students just what they need for a particular course – and by making it available 24/7 on a Web site. The guides also support the growing numbers of distance education students.

From the instructional perspective, the guides serve as a teaching tool for librarians as well as a research resource for faculty from all subject disciplines. Both classroom faculty and librarians are engaged in teaching students how to use information resources, and everyone needs more effective ways of helping them develop information literacy skills. Students are more likely to retain these skills if given focused information. The project created an infrastructure that is designed to foster cooperation between librarians and faculty to produce course guides that address students’ immediate information needs.

Designing the Technological Infrastructure

The team chose three basic courses, College Prep Reading and English Composition I and II, for the initial project. Each librarian identified a faculty member who was willing to help develop a guide and who would be teaching at least two sections of his or her class in the summer. In addition to creating the guides, the librarians wrote and illustrated the content for an online Using Your Library tutorial.

The three librarians never met until after the grant was awarded. A quick meeting at the beginning of the project resulted in a project task list as well as a list of components needed for the core content of the application. The librarians had already shared some subject guides that helped design the structure of the course guide.

Each team member worked independently with his or her classroom faculty member, and a flurry of e-mails and phone calls began. The team assembled a development Web page where the list of components grew. Pages were linked as they were created. More than a thousand e-mails have been exchanged to date, and the development site had nearly a hundred pages when all of the content was moved over to the application.

The team used grant funds to hire an outside Web developer to create the application and the SQL database. The database serves as a repository for resources used in the course guides, and there is a Web application for librarians to maintain the guides.

Testing the Guides

In the summer, the application was transferred from a development server outside the college to an MDC server. Each librarian arranged with his or her faculty member to present the guide to a section of the course designated as the experimental group. Another section of each class, taught by the same instructor, was designated as the control group. The control groups had traditional bibliographic instruction without the course guide.

The team created a simple five-question test (see above) that the three instructors

Please circle one answer for each question:

1. To find a book in the M-DCC Library, I would use
 - a. WilsonSelectPlus
 - b. library online catalog**
 - c. periodical index
 - d. don't know
2. Do you have to come to the Library to renew a book?
 - a. yes
 - b. no**
 - c. don't know
3. Electronic databases such as Academic Search Premier are used for
 - a. finding books
 - b. finding articles**
 - c. finding Internet resources
 - d. don't know
4. Library databases contain the same information as the Web.
 - a. yes
 - b. no**
 - c. don't know
5. Which of these is a call number for a book in the M-DCC libraries?
 - a. PQ8180.17 .A73 06 1970**
 - b. 74083632 /r943
 - c. 861.06 Q8c
 - d. don't know

when designing the guides. One instructor thanked the librarian for adding additional resources of which she had not been aware. "I wanted to thank you for the excellent presentations you did in both my ENC 1102 courses this semester. You were thorough and engaging. My students were very impressed with the new [course guide] and many resources available to them..."¹

Technical Description of the Application

The application consists of a Manager Module and the Course Guides. There is a template that was used to create and maintain

a tutorial called Using Your Library that is part of every guide. An SQL database serves as a repository for the resources used in the guides.

The template, created by Web designer Michel Sily, is simply an empty Web site with a predetermined layout. The screen components – the header, footer, and buttons – are Dreamweaver library items. A library item is a proprietary feature of Dreamweaver Web development software that allows you to make one change, and the software will update all pages in the site in one step.

The header contains a few small graphics. The buttons are simple tables containing text. Their graphic look and color changes are done with a combination of CSS style sheets and a JavaScript. All the content for the tutorial was created in XHTML and then copied

This table summarizes the test results. Columns labeled "Experimental" and "Control" show the percentage of correct answers on the pre- and post-tests. The bottom row shows the overall percentage of correct answers by averaging the results for each question.

into the empty pages of the template, which gives it a standard look and feel. Using XHTML allowed the librarians to focus solely on content, knowing that formatting would be taken care of later.

The template is very light on graphics and loads quickly, while the content is heavy with screen captures and other graphics. The team members used screen-capture software called SnagIt to create graphics for the content. Early usability feedback showed that the screen captures confused users. They saw links, for example, and thought they could click on them. Librarians devised a fake browser consisting of four images — top and bottom and side borders — that are displayed in a table with the screen capture image in the center. Using the fake browser around the screen capture images conveys the context and eliminates the confusion. This solution was more practical than recreating all the screen captures and including the browser.

The application's Manager Module allows a librarian to create/edit/delete the resources (books, Web sites, videos, etc.) that are needed for a guide. It also allows for creation and maintenance of instructors, keywords, etc. The screens are very easy to use, and the application makes it easy to make changes after a guide is created. You can start anywhere and build the guide as you go.

Headings and subheadings have free-form descriptions that allow for organization of material in the guide. This allows a librarian to embed links and other HTML wherever it is needed to enhance the content and point to material both inside

administered to each class before and after the library instruction. In the three experimental sections, forty-five students took the pre-test, and thirty-six took the post-test. In the three sections comprising the control group, forty-four students took the pre-test, and thirty-nine took the post-test. A librarian provided instruction for both groups in the library with the classroom instructor present. The course guides were presented to the experimental sections as an additional resource that they could use as needed.

While students in the control group improved on four of the five questions, the experimental groups scored higher than the control group and showed improvement on every question. While both groups showed progress, the students in the experimental groups consistently got a higher percentage of correct answers on the post-test.

It is interesting that the students in both groups had trouble with the question about the purpose of databases. This was an indication to librarians that the tutorial needs to be strengthened in this area.

Both the students in the experimental classes and the instructors seemed pleased with the course guides. Several of the students commented that it was helpful to know where to get information on the Web when they needed it.

The instructors were pleased to see that the librarians had listened to their requests

	Percent correct answers					
	Experimental Pre-test	Experimental Post-test	Percent of Improvement	Control Pre-test	Control Post-test	Percent of Improvement
Question 1	53	83	30	59	82	23
Question 2	22	67	45	27	64	37
Question 3	16	22	6	16	13	-3
Question 4	47	64	17	48	54	6
Question 5	18	47	29	32	38	6
Average	31	57	25	35	50	14

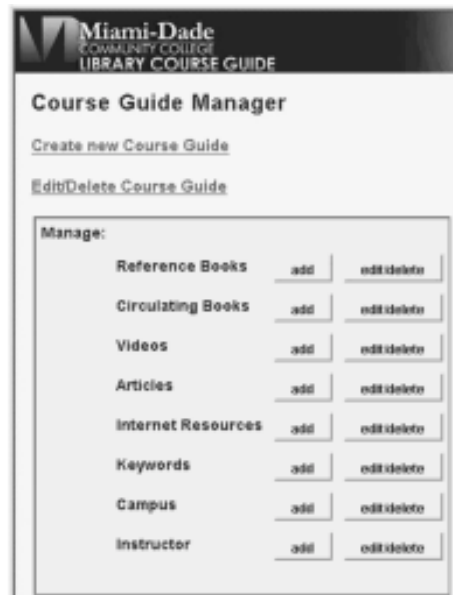
and outside the application. All sites outside the application, including the catalog, open in a new window. This keeps the students inside the application until they close the original window.

The default page for the Course Guides displays a list of guides. When students click on a course, they are taken to the Introduction. Once inside a guide, the top navigation buttons display the different parts of the guide. Click "Reference" and you see recommended reference sources for this class. "Using Your Library" displays the tutorial. "Home" takes you back to the Introduction for this guide. As you navigate, the buttons change color to indicate where you are.

Assessment of Application

The Course Guides application as it exists today does not address all the needs of MDC's diverse student population, but it is a foundation on which to build. It has a number of benefits for students. The guides

- Are targeted to specific information needs in a particular class.
- Include easy-to-include links to small chunks of the core content.
- Have a standard format that becomes



familiar once a student has used one course guide.

- Are available 24/7.
- Are tailored to MDC.

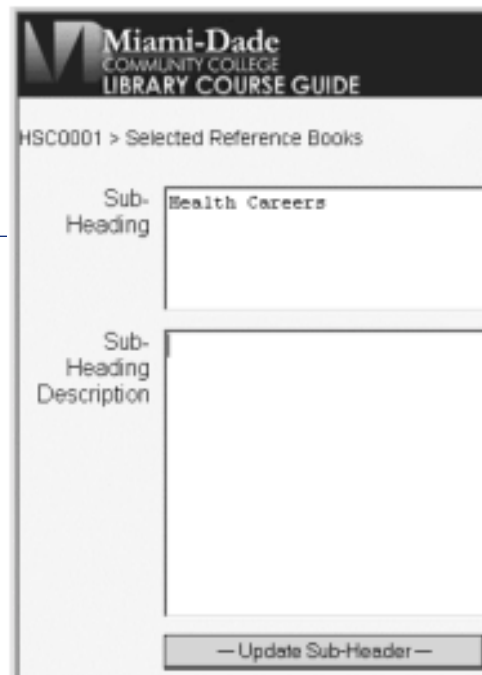
There are also benefits for librarians.

- The guides can be used in library instruction.
- Resources in the database are easy to recycle.
- The application facilitates faculty outreach by providing a tool for collaboration
- The template makes it easy to maintain the core content.

The application as it exists has limitations, in part due to funding limits. It doesn't do as much as is desirable to help librarians organize the material in the guide, so it's still necessary to organize everything before creating the guide. The Introduction is free form. It's up to the librarian creating a guide to pull things together here. The stronger the Introductions, the stronger the guide. Keywords have all the inherent limitations of controlled vocabulary. It will be up to MDC librarians to keep them reasonable. Descriptions of resources are free form. Librarians will use the Librarians' Index to the Internet style manual and follow standards. Quality control still needs to be worked out.

Building on the Foundation

Now that the application is stable and the requirements of the grant are met, the plan is to begin branching out by promoting it to other MDC librarians and faculty. The Manager Module is easy to use, and the application should be an easy sell to other librarians, especially since it helps with instruction. It should be even easier to market the idea to classroom faculty. The instructors who collaborated on the pilot are library enthusiasts. Faculty can create their own Web pages and some do, but the link to a course guide seems to be a plus either way. The faculty who collaborated on this project have expressed interest in creating other guides. They have also expressed willingness to help



spread the word by inviting librarians to their departments to present the opportunity to their colleagues.

The collaboration between librarians and faculty has been very positive. Librarians gained insight into the research needs of the classes with which they worked. The classroom faculty became more aware of some of the resources that are available, as well as what librarians can do to promote information literacy.

The biggest question at this point is how the students will respond. The students in the pilot classes responded very favorably and seemed to appreciate the efforts that had gone into creating the Web site. There is a need to do more extensive usability testing.

Only time will tell how successful the Course Guides application is. One thing for sure is that MDC librarians have one more tool in their arsenal to promote information literacy.

Louise Lee, Laurie Hime, and Erick Dominicus are faculty librarians at the, Wolfson, Kendall, and InterAmerican campuses of Miami Dade College. Michel Sily is Director of Web Services at Barry University. The application can be seen at <http://www.mdcc.edu/wlib>

1 Carlos Gonzalez, ENC1102 instructor at MDC's InterAmerican Campus, e-mail message to Erick Dominicus, July 15, 2003.

The Impact of Accreditation and Distance Education on Information Literacy

By Johanna Tuñón

Have you ever struggled with questions about how to better provide information literacy training for the students at your institution, particularly if you also happen to be serving distance students? Have you wondered about how to deal with the accreditation issues posed for academic libraries by the new standards being implemented by the Southern Association of Colleges and Schools (SACS)? How do you assess learning outcomes and demonstrate that you have improved the library training that you have been offering? If any of these questions have crossed your mind, you are not alone! This article takes a look at how Nova Southeastern University (NSU) is dealing with questions pertaining to the intersection of information literacy, distance library services, and accreditation issues and discusses some of the solutions implemented in NSU's Library, Research, and Information Technology Center.

A Changing Approach to Information Literacy

Before addressing some of these questions, it is necessary to provide some background information. Although distance education has been around for a long time, it has made quantum leaps in higher education during the last decade. This growth in distance education has also resulted in the need for academic libraries to provide more and more assistance to the distance students with their research efforts. In the late 1990's there was a paradigm shift in the way that library services were provided to distance students. Academic libraries were increasingly moving away from an emphasis on the negotiation of formal agreements with local libraries and a dependence on document delivery to a new emphasis on providing all students on and off campus with equal access to online information and resources. This shift has resulted in a demand for bibliographic instruction to train students in how to utilize



Members of Nova's DLIS department in front of the new Library, Research, and Information Technology Center. From left to right: Tiffany Griffin, Mou Chakraborty, Carey Hunt, Sandra Ramdial, Johanna Tuñón. Photo by Gerlinde-Michael Photography.

serving distance students are often partnering with other academic librarians in their institutions to ensure that library instruction is offered to students both on and off campus at their academic institutions.

Providing Library Services to Nova Students

Long before distance education had become popular, Nova Southeastern University was pioneering education to adults at times and places convenient for them.³ In just over thirty-five years, NSU has developed into the twelfth largest private academic institution in the United States with almost 22,000 students at 150 sites around the United States and in ten other countries. Roughly half of these students are distance students in graduate and undergraduate programs in business, education, psychology, computer science, criminal justice, law, and the health professions. An increasing percentage of NSU's students are also taking classes online in place of or in addition to classes at field-based sites.

Since 1997, NSU's library has made dramatic strides in services for students both on and off campus, and reaccreditation has played a pivotal role in precipitating these changes.⁴ When NSU was going through the reaccreditation process in 1997, SACS recommended (1) that the university construct a new library and (2) that distance students be provided with information technology training.⁵ The recommendations served as a catalyst for the library to build the Library, Research, and Information Technology Center in 2001. This expanded the library space from 17,000 square feet in the old facility to 325,000 square feet, making it the largest

the growing wealth of online articles and books. In the ensuing years the trend has been toward a blurring of lines between students on and off campus, as all students began accessing library Web resources from remote locations.

Impact of Accreditation Requirements

During this time, the need for providing library instruction for distance students has grown beyond one-shot bibliographic instruction sessions to more comprehensive information literacy programs. The pressure to address information literacy has intensified as regional accrediting agencies have begun to mandate more systematic library instruction.¹ The new standards being implemented by the Southern Association of Colleges and Schools (SACS) in 2004, for example, will mandate that students in higher education be provided with "regular and timely instruction in the use of the library and other learning/information resources."² By formalizing the mandate for library training, SACS and the other regional accrediting agencies are playing an integral role in promoting information literacy in academic institutions. As a result, librarians

library building in Florida. The SACS recommendations also made it possible for the Distance Library Service department at the NSU library to add two librarians to provide field-based bibliographic instruction so that students who never came to the NSU campus could receive training at their field-based sites.

Coordinating Instruction

Most libraries do not coordinate their library instruction through a Distance Library Services librarian and/or department, but having a librarian with a strong commitment to this objective can make a big difference. Because providing only distance students with systematic library training did not make sense, the Distance Library Services department at NSU took on the responsibility of developing and coordinating bibliographic instruction for all students, both those on and off campus. The new emphasis on the department's instructional role was reflected in the department's name change to Distance and Instructional Library Services (DILS).

This change also resulted in the library

"Having a department that was accustomed to serving distance students coordinate the efforts to promote information literacy on and off campus resulted in students being offered a wider array of methods of delivering the library training."

providing a more comprehensive effort in coordinating training for all NSU students. Having the department that was accustomed to serving distance students coordinate the efforts to promote information literacy on and off campus resulted in students being offered a wider array of methods of delivering the library training. Students on campus were still offered hands-on training in the library, but other strategies also began to be employed. These ranged from going to field-based sites for hands-on training to the use of a variety of technologies, including online tutorials and classes, compressed video, chats, NetMeeting⁶, Web board discussions, and phone conferencing.⁷ Current efforts are underway to use software such as ViewLets and RoboDemo to create mini "movies" that can be streamed online or added to CDs that are sent out by the academic programs to new students.

It also made sense for DILS to coordinate the development of instructional materials for students on and off campus. The increasing array of library tutorials, help sheets, subject guides, etc., required a great deal of time to create and organize, and the instructional resources required an even greater investment of time to maintain. This undertaking, however, was made less daunting when the content was organized into building blocks that could in turn be assembled in a variety of training manuals, handouts, and tutorials. The department developed the instructional frameworks for each type of material in ways that accessed the information blocks and graphics remotely rather than duplicating the information in each document. Technological solutions such as Cold Fusion and Dreamweaver's "include" statements have made it possible for information to only be updated in these blocks of information rather than in each document. At NSU, for example, these technological solutions help the department manage more than 4,000 blocks of library information and graphics.

Integrating Information Literacy in the Curriculum

In the new millennium, library efforts expanded to focus more directly on information literacy and the integration of

"The burden is now on libraries to be able to demonstrate that students on and off campus have acquired the necessary library research skills."

standards into the curriculum at academic institutions in general and NSU in particular. DILS began working with the academic programs at NSU to find ways to ensure that NSU students were actually developing life-long learning skills and assessing whether students were actually achieving these learning objectives. The old and new SACS standards provided the library with the leverage to first offer one-shot training and then begin building on these efforts to integrate library instruction in all academic programs and at every level from undergraduate to doctoral programs. Just as importantly, SACS standards provided the leverage to get administrative cooperation for providing library instruction that was built developmentally and sequentially into the programs by means of integrating library instruction into the curriculum.

Although the changing standards of regional accrediting agencies have been pushing institutions of higher education to look for ways to provide library training to students, no single model for providing information literacy to students on and off campus has proven to work equally well in all academic institutions. Because traditional community colleges and four-year liberal arts colleges serve only undergraduate students, they can adopt a solution that requires all students to take a for-credit course, a not-for-credit online tutorial, or a tutorial within a required course. The University of Maryland University College (UMUC), for example, has been successfully requiring all undergraduates to take a one-credit library research skills class.⁸ This solution, however, would be difficult to mandate as a one-size-fits all for undergraduate programs in Florida since state requirements for certain academic programs, such as education, leave little opportunity for additional courses. The result has been, at

least at NSU, that the library has been unable to implement a for-credit class that all undergraduate students would be required to take. Instead, the library has integrated basic library skills into two required writing classes for freshmen. Transfer students and upper division students are provided with additional, subject-specific training in the core classes in the various majors.


Working with Graduate Students

For academic institutions that also offer graduate programs, there is even more of a challenge to get stakeholders to buy into any proposed library training solution, particularly for libraries in academic institutions decentralized in the way that they manage

academic affairs. UMUC was able to mandate a not-for-credit, online class.⁹ However, most academic libraries serving graduate programs more often have needed to work individually with each of the academic centers to (1) identify learning objectives to be integrated into the curricula of those programs, (2) develop methods of delivering the training, (3) assess the outcomes, and (4) incorporate what was learned from the assessment into changes to improve library services. Accomplishing this on a program-by-program basis, however, is easier said than done. At NSU, for example, the library has had to negotiate with each center and sometimes even individual programs to tailor solutions that fit each program's academic model. When almost three-quarters of the students are in

graduate programs, this can present a significant challenge for a library. Because of the challenges in collaboration with programs and implementing information literacy, the result has been that the Library, Research, and Information Technology Center has only been able to implement information literacy in small, incremental steps rather than with the one grand initiative staff would have preferred.

Plans for two new DILS projects for the 2003-2004 academic year aim to take NSU's library training to a new level. All doctoral education students (whether they are local, online, or field-based) have started receiving an initial three-hours of hands-on library training as part of their orientation in 2003. Plans are being finalized to partner this orientation with additional online instruction



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for students when they start their first doctoral seminar in the fall of 2003. The librarians may have as many as forty-five classes of students with twenty to twenty-five students per class. Incorporating this second step into the library's information literacy efforts, however, will be important for providing point-of-need help for students just as they begin selecting topics for their applied dissertations and working on the preliminary literature reviews. On a different note, the library is also working with the masters program in school psychology to provide students on campus and at field-based sites around the state with a required, noncredit library course. Only time will tell whether these efforts may ultimately prove feasible or will prove too labor intensive to be sustainable over the long run.

Assessment of Information Literacy

Another area of information literacy being impacted by the new accrediting standards is assessment. The demand for educational accountability has resulted in academic institutions being required to demonstrate that students are actually learning, and this applies to information literacy skills as well.¹⁰ The result has been that libraries are scrambling to find effective methods for assessing library instructional programs that go beyond satisfaction surveys and pretest/posttests. Successful solutions, however, will not occur until libraries partner with the academic programs in the development of learning objectives at least at the program level and, if possible, at the course level.

On a different note, efforts by libraries to work with academic programs and distance initiatives can be strengthened when libraries are involved with the licensure and accreditation process at their academic institutions. The Distance and Instructional Library Services department at NSU also serves as the liaison with the NSU's Department of Accreditation and State Relations. This partnership has proven beneficial in positioning the department to ensure that information literacy is addressed in new programs and at new sites. Having a

librarian responsible for writing the library portions of Substantive Change C Reports that go to SACS and for state licensure documents ensures that the library is included in the process and that library services for new distance initiatives are addressed up front in the planning process instead of after the fact. Additionally, having a librarian participate in accreditation visits has further strengthened and reinforced the partnership between the academic programs and the library.

What Does the Future Hold?

The SACS mandate for students to receive library training provides libraries with a powerful tool for promoting information literacy for students both on and off campus. It is no longer enough for libraries to simply offer students training while ignoring whether students learn something or not. The burden is now on libraries to be able to demonstrate that students on and off campus have acquired the necessary library research skills. Librarians involved in distance library services and bibliographic instruction need to collaborate with their institution's academic programs in order to accomplish this. Each institution must examine its own needs and its own culture to find solutions that work for all the institution's stakeholders. Unfortunately, there is not one set of best practices that can satisfactorily address the needs of all types of academic institutions. In spite of the many challenges, the good news is that the regional accrediting standards do provide libraries with leverage in their academic institutions to advance the promotion of information literacy.

Johanna Tuñón is a librarian on the staff of Nova Southeastern University's Distance and Instructional Library Services.

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Beyond the Web: Promoting the Value of A Library's Web Site

By Joyce Ward, Dana Mervar,
Matthew Loving, and Steve Kronen

A library's Web site is a powerful portal that can provide information to patrons in their homes and offices. Yet library patrons often overlook this valuable resource, assuming that Google and a fast Internet connection will satisfy all of their information needs. It's frequently the case, however, that they are often underserved by the unreliability of information found on the Internet. A library's Web site can provide services that are not available through even the best of search engines. Created and organized by information professionals, library Web pages extend a wealth of services and information to remote users.

Recently the Winter Park Public Library began a new local educational initiative, The Institute for Lifelong Learning. The Institute offers relevant, high-quality, informational programs primarily for seniors and other lifelong learners who enjoy taking advantage of the library's friendly and familiar learning environment. The Institute coordinator, Ruth Edwards, approached the Reference Department about designing a course that would demonstrate the value of the library's Web site to the public and library staff.

Designing the Course

"Beyond the Web," the resulting course, was designed by the Winter Park Public Library Reference Department to target today's Internet-savvy library patron. Although the library has offered basic Internet and other computer-related classes for five years, this was the first time it would target computer-literate patrons who might be unaware of all that the library has to offer. The course was divided into three parts. The first class addressed learning to navigate the library home page, utilize the catalog, and chat electronically with a librarian. The second class focused on using the library's proprietary databases. The final class taught patrons to effectively evaluate Internet resources.

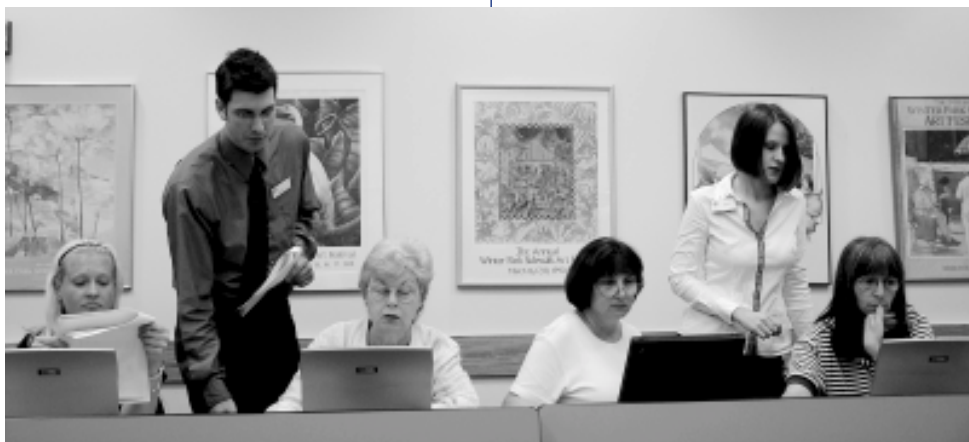
The first step of bringing "Beyond the Web" to patrons was to design lesson plans. The plans insured librarians would achieve class objectives in the allotted amount of time. In August 2002, Reference staff attended the Public Library Gates Technology Symposium. The workshop "Content: Curriculum Design and Lesson Plans" presented by Karen Wilber (Tampa Bay Library Consortium) sharpened the staff's lesson-plan-designing skills. The resulting lesson plans helped identify the important points to be covered in the upcoming course.

The second step of designing the course was putting together a handout that would

be used for all three classes. This handout focused on graphic images that helped simplify the course material. Procedures, such as chatting electronically, became less daunting with the help of visual aids. Screen captures, or screenshots, incorporated in the handout illustrate features covered in the classes. The resulting easy-to-follow guide also contained an Internet site evaluation form and an area for taking notes in class. This handout provided a visual reference that patrons could take home with them.

Using Library Services

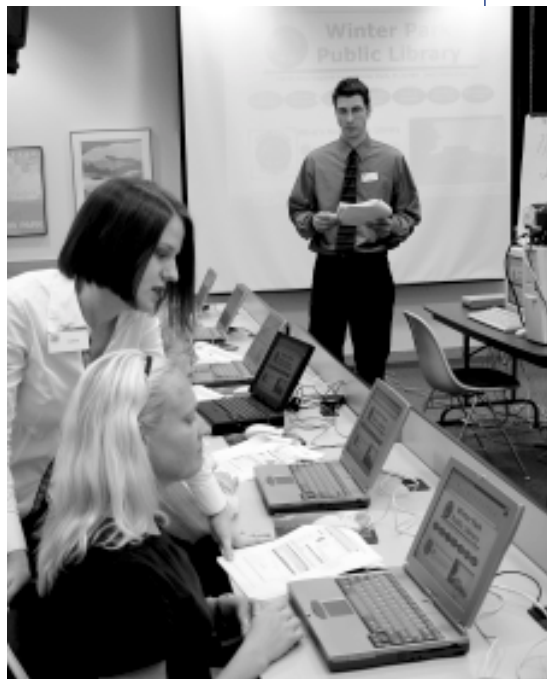
In the first class librarians demonstrated how to utilize the library's online chat and e-mail services, locate material using the online catalog, manage library records from home, and access electronic books (eBooks). Winter Park Public Library has offered a live chat service for over two years, but very few patrons were aware that electronic chat was available. By initiating a live chat session with the reference librarian on duty during the class, attendees were able to take part in their first e-reference interview. They were excited to learn about the ability to chat with a reference librarian. Next, instructors showed how to use the library catalog from home via the Internet. This included a demonstration of searching by title, author, subject and keyword. Participants also learned to place and delete holds, renew materials, and check for fines or blocks on their records. The class ended with a description of the use of eBooks through NetLibrary and an explanation of how this collection adds over 18,000 titles to the library's traditional collection.



Reference librarians Matt Loving and Dana Mervar assist participants in the Winter Park Public Library's "Beyond the Web" course. Photo by Diana Zimmerman.

"As librarians take on the role of teacher, they now have the opportunity to promote the library's place in cyberspace."

Reference Librarian Dana Mervar assists a student while Matt Loving pauses in his presentation. Photo by Diana Zimmerman.



Accessing Databases

In the second class, patrons learned about the library's proprietary database collection. Since so much of the library's budget goes into these resources and because of the wealth of information available, staff felt this class would be particularly important. Librarians selected key databases available from the home and office. Patrons learned how to find these databases from the library's Web site and how to access them from home using their library card number. Librarians demonstrated searching for full-text magazine articles using Infotrac and EBSCOhost. They used The New York Times (Current & Historical) to illustrate newspaper research. To find miscellaneous news information, maps and charts, patrons learned to use the Facts on File World News Digest database. Finally, librarians used Gale's literary databases to show how to find biographical and bibliographical information.

Searching the Internet

The final class emphasized using the Internet wisely. The goal of this class was to

encourage patrons to use the library's Web site as their first step in locating information online. Instructors also wanted to explain the added value of using Web sites selected and indexed by librarians. The library's subject directory of Internet links is a collection of such sites. Librarians chose some of their favorite sites so patrons would get an idea of how useful a subject directory could be. They also explained the differences between a general subject directory (e.g. Yahoo!) and a general search engine (e.g. Google) and briefly described how to navigate these two Internet tools. Patrons learned to formulate better search strategies and to evaluate their results based on criteria such as extension, author, organization, and purpose.

Evaluating the Course

The comments staff received in post-course evaluations were positive. The aspects of the course that patrons appreciated most were the hands-on practice, the ability to ask instructors questions throughout the class, and the handout. Based on comments from patrons, it was obvious that they had learned new skills and discovered new information sources. One patron noted, "Learning about eBooks was really helpful. I was able to help my daughter with her homework using them. It also helped to know about the good Internet sites. We used some of the language sites to answer questions we had about Spanish." Another patron commented, "I was impressed with EBSCOhost and the fact that I can get photographs to use for projects at home."

Improving Staff Skills

The course also proved to be an excellent training tool for staff. After attending the course, a member of the library's Technical Services department commented, "I had been using the databases but had only learned them in bits and pieces from other people in the office. It helped me out to have Reference [librarians] explain it. Having the handouts to keep helped a lot." Overall, staff members

"Created and organized by information professionals, library Web pages extend a wealth of services and information to remote users."

reported that the course helped them to improve their use of electronic resources, allowing them to perform better online searches and broadening their understanding of the library's technology offerings. One of the Circulation staff members admitted, "I wasn't sure how to access the library's catalog from home and now I can. I also didn't know the best Internet sites were there [on the library's Web site], and I didn't realize they were broken down by subject." The evaluations and comments received made it clear that the course had fulfilled many of its original objectives.

The problem of how to communicate the value of the library's Web site to patrons is something that all libraries must confront. Librarians spend thousands of dollars and hundreds of hours developing and maintaining their electronic resources. These information sources stay open twenty-four hours a day, seven days a week, well beyond the operating hours of the bricks and mortar library. It is frustrating to think that library patrons and staff may under use these resources. As librarians take on the role of teacher, they now have the opportunity to promote the library's place in cyberspace. "Beyond the Web" is Winter Park Public Library's solution to this problem. Other libraries may want to consider additional ways to promote their Web sites based on their specific community and patron needs.

The "Beyond the Web" handout is available at <http://www.wpppl.org/web/resources/beyondtheweb.pdf>

Joyce Ward is head of Reference and Dana Mervar, Matthew Loving, and Steve Kronen are reference librarians at the Winter Park Public Library.

Partnerships With Faculty Enhance Information Literacy

By Mark Dibble and Ilene Frank

As librarians, we look for new and innovative ways to increase students' research skills and knowledge. The optimal approach to teaching students how to conduct research occurs when librarians team up with faculty to focus directly on specific research needs of the students. Faculty-librarian collaboration allows each in turn to better understand the type of research students are going to do and how best to conduct that research. Virtually no discussion of how to do research is complete, however, without some talk of new technology that is changing the way research is done.

This article looks at how librarians at the University of South Florida (USF) collaborated with faculty to use new technology to help students increase their information literacy skills and become better researchers.

Identifying the Need

A year ago, two reference librarians at the USF Tampa Library were approached by a Mass Communications professor looking for ways the library could work with her to increase the information literacy skills of the students enrolled in an upper-level course in Public Relations. This course deals with "the role of the public relations practitioner in business, government, and social institutions, and the nature of specialized areas of the practice." For one major assignment, students are required to take a contemporary issue or topic and analyze how it is portrayed in magazines such as *Time* with attention to the role of public relations personnel in disseminating information about the topic.

In previous semesters, the professor was dismayed to discover that her students were having problems with the mechanics of using library resources and with some of the key aspects of research. Students were having trouble building complex searches. They did not understand the concept of "table of contents" services for journals and magazines.

"By working with the professor, the librarians were able to address directly the needs of the students faced with research challenges."

They were unaware that at least the initial browsing of some magazines could be done online. They did not understand how to access the libraries' material from off-campus. The students were spending so much time being puzzled that they had little energy left to devote to their assignment.

A few weeks before the start of the fall 2002 semester, the professor approached the librarians for a tailor-made solution to her problem. The librarians and the professor worked together and came up with a solution that went beyond the usual one-session bibliographic-instruction orientation.

First, the professor and the librarians identified some skills that the students needed to be successful with the assignment. In order to do their research students needed to:

- Be adept at using WebLUIIS/USF (the online catalog) to locate physical copies of journals and books in the USF Libraries.
- Know how to identify appropriate databases on the USF Libraries Web page.
- Know how to employ Boolean search strategies, keyword searching, subject searching, truncation, Table of Contents features, etc. for both WebLUIIS/USF and the databases.
- Learn how to brainstorm for keywords for topics, including thinking of synonyms, related terms, etc.

Brainstorming Ideas

With this list in hand, the librarians met with the professor to brainstorm various ways to handle the problem. The first, and perhaps

most important, question was deciding upon the appropriate delivery method. Among the suggestions was the traditional face-to-face "use of the library" lecture offered during one of the class sessions. While this would have been easy to implement, the professor was adamant about not taking any class time for this purpose and urged librarians to come up with another solution.

Still thinking along the lines of a face-to-face instruction session, librarians suggested some options for lectures outside of class time. In order to insure attendance at these sessions and to avoid the possibility of forged certificates, librarians could provide embossed "certificates of attendance."

The librarians also discussed the idea of developing an online tutorial. A USF Reference librarian had already successfully developed a tutorial for students in a Psychology Research Methods course using Blackboard, the Web-based course management software widely used at USF. Students are automatically enrolled in the course shell when they register for a class. Faculty are encouraged to use appropriate technology to supplement their face-to-face classes and the use of Blackboard has increased significantly over the past couple of years. The Communications professor was already planning to use Blackboard for her class, so students would be aware of the course shell and would likely be comfortable in this online environment. While the development of a full-blown online tutorial would have been labor-intensive and difficult to do in a short time, it was a possibility.

The professor and librarians also discussed the idea of developing a test of student skills administered via Blackboard. Constructing true/false or multiple-choice quizzes with a set of randomly assigned questions is easy in Blackboard, even if developing the actual test questions can be difficult. The quiz component in Blackboard automatically scores the tests, giving students instant access to their scores. With these capabilities in mind, librarians noted that such a test could be used as an "opt out" for students who were well versed in library skills or those who were unable to attend the face-to-face sessions.

A sample of the quiz in Blackboard.

Question 23 **Multiple Choice** (2 points)

Question: The Boolean operation "AND" is used to

- combine synonyms
- make your search smaller
- exclude search terms
- truncate

Question 24 **Multiple Choice** (2 points)

Question: The Boolean operator "NOT" is used to

- combine synonyms
- make your search smaller
- exclude search terms
- truncate

They also liked the idea that the test results could be incorporated into the faculty member's grading structure. She wouldn't have to do any additional work other than to include the test as a percentage of students' final grades for her course.

As the librarians and the professor discussed the options, they liked the idea of a test that would alert the students to the importance of library research skills for their upcoming assignment. However, they needed to offer corrective measures for those students who did not do well on the test.

Arriving at A Solution

After dialogue with the professor, a solution incorporating a combination of ideas was proposed. All students in the class would take an information literacy quiz testing their research skills using Blackboard. Those students who did not score 80% or above on the test would have to attend a face-to-face library instruction session focusing on the research skills needed for the class. The students would take the quiz through the class's course shell on Blackboard during the first week of class. In the second week of class, the librarians would offer the face-to-face instruction session outside of class time.

Designing the Quiz

Librarians spent several days writing questions designed to address many of the research issues involved in this specific class. In the process they looked at some online library tutorial quizzes for ideas.¹ Also, they continued their dialogue with the professor to make sure they understood the nature of the research that the students would be expected to do for the class. They discussed with the professor which aspects of the research had given students trouble in the past. This provided an understanding of the material they needed to cover. The questions on the quiz were designed to cover many of the specific types of research that students would be doing for

Question 1 **Multiple Choice** (2 Points) Modify Remove

Question: The difference between a WebLUI subject search and a WebLUI keyword search is

Answer:

- nothing
- keyword searches the whole record, subject only searched the subject field
- keyword searches the subject field, subject searched the whole record
- subject search gives more results than a keyword search

Question 2 **Multiple Choice** (2 Points) Modify Remove

Question: Which is NOT true about Library of Congress call numbers?

Answer:

- they always begin with letters
- they are assigned to library materials
- they indicate if the item is checked out or not
- they are organized by subject

Previewing the quiz in Blackboard's Assessment Manager.

the class. Testing covered such ideas as choosing appropriate databases, selecting search terms, using Boolean operators, recognizing peer-reviewed articles, and evaluating results.

After consultation with the professor, the librarians decided that the quiz would consist of fifty multiple-choice and true/false questions. Using these types of questions provided a couple of benefits. They could be graded by Blackboard without the librarians or the professor having to do any additional grading and the students would get immediate feedback and would know whether or not they had to attend the face-to-face sessions.

Both the librarians and the professor spent time reviewing the wording of the questions and the answers. The professor "took" the quiz and brought several questions about structure and wording to the librarians. This

allowed the librarians and the professor to work together, each using their own expertise. The professor had more experience in designing quizzes and writing questions than the librarians; the librarians had more experience using and teaching library skills. After a final version of the quiz was decided upon, the librarians loaded the quiz into the Assessment Manager section of Blackboard.

Results of the Quiz

Students in the Public Relations course took the quiz during the first week of class. The professor had reason to be alarmed at her students' knowledge and abilities in using the library's resources. In an e-mail she noted, "The Information Literacy quiz is fulfilling its purpose! I looked at the scores of the 19 (of 37 students registered) who have completed the quiz thus far (deadline is 5 p.m. Friday, 8/30) and found that only 7 have achieved scores of 80% or higher!! Yikes!"² Ultimately, forty percent of the class passed the test with scores ranging from a high of 96 to a low of 61. Twenty-one of the class's thirty-five students did not score 80% or above and were required to attend one of two face-to-face instruction sessions.

Librarians and the professor reviewed the quiz results to see which areas gave the students difficulties and worked in tandem to address areas that caused confusion. Areas of difficulty included using Boolean operators and building complex search strategies. The librarians put more focus on these areas during the face-to-face sessions than they

"Now with tools such as Blackboard librarians are able to take the library to particular classes and to incorporate instruction and library materials directly into course materials."

might have normally placed in a general session.

Benefits of the Quiz

Besides just testing the research skills of the students, the quiz also served as a “trigger” for the students to understand what research entails and what type of research skills they would need for the class. Because the quiz was administered before the students started their research, students would not go into their research project “blind,” but would have an idea as to what skills that they would need and what steps they would have to take to conduct the necessary research. With both the quiz and the face-to-face class addressing the research needs of the specific class the students were better prepared than students in earlier semesters.

The quiz was one of the USF Library’s first efforts to assess the information literacy skills of upper-level students. With the quiz designed for an upper-level class, librarians gained some insight into what students know and do not know about library skills by the time they get to that level.

Subsequent Use and Modifications

Although the quiz was designed for one specific class, many of the ideas and skills that were tested were of a general nature. This provided a large number of viable questions to have for future use. In the first semester the quiz was used before any face-to-face library instruction was given. In the next semester librarians modified the quiz for a different professor teaching the same course. In this case, the professor was happy to spend class time on a face-to-face lecture. Librarians worked with the professor to pare down the fifty-question quiz to one with twenty questions that could be used as an assessment tool at the end of an instruction session. Administering the test on Blackboard was not a problem, since the classroom for library instruction has a computer station for each student. The students logged in, took the test and received immediate feedback as to which questions they got right and what they did not understand. Following this session a librarian came to an additional class

session to give pointers as to where students should look to start researching specific questions. Even though these solutions differed somewhat, both professors were pleased at the way the quiz was used in their class. Additional research will need to be done to determine if one method is more successful in teaching the students research skills.

Problems

Nothing ever goes completely as planned, and there were a few glitches. Generally the problems involved the use of Blackboard. One problem involved giving librarians the appropriate permission to add the quiz to the professors’ courses. The librarians were first added in the role of “Teaching Assistants,” which did not allow them to create the quiz in the shell. The professor needed to modify the “role” to allow them appropriate access to the course.

The most regrettable problem involved the setting of the availability of the quiz in the course shell. Blackboard allows quizzes to be available to the students for a set amount of time. The first time the quiz was used the students had to take the quiz in the first week of class, so the quiz was supposed to be available for the students to take during that time period. The problem arose when the professor switched the status of the quiz to “unavailable” after the first week’s testing period. Unbeknownst to the professor and the librarians, switching a quiz to “unavailable” in Blackboard erases the results from Blackboard. Unfortunately, all of the results of the quiz were lost. Fortunately, though, the students already knew who had to attend the face-to-face instruction sessions, and the librarians had already looked at some of the results to get an idea of the areas on which to focus. The real problem is that a bit of data, which would have been useful for future projects, was lost. Coordinating the use of new technology among several individuals, the professor and the librarians, is often tricky as everyone is using the same “space.”

Conclusion

Working with faculty to design an instruction program is a great boon to both the librarians and the students. By working with the professor, the librarians were able to address directly the needs of the students faced with research challenges. Using Blackboard, which has become a standard tool on the University of South Florida’s campuses, made setting up and administering the quiz relatively painless in spite of some glitches. The information literacy quiz tested the students’ knowledge of how to conduct research. Because the students had already been tested, the face-to-face instruction was then able to focus on specific research needs.

The online information literacy quiz marks a new step in the library’s instruction program. The library is constantly looking for more ways to assess student knowledge, both before students come to the library and after they attend an instruction program. Besides looking at assessment, the library is also looking at more ways to combine technology and in-person instruction. The instruction program has long used technology as an instruction aid for library classes, but now with tools such as Blackboard librarians are able to take the library to particular classes and to incorporate instruction and library materials directly into course material. The technology coupled with the strong interest of the faculty member made the combination of an online quiz and face-to-face use-of-the-library session successful. With continued faculty input, USF librarians hope to move toward developing a full-blown online tutorial as well.

Mark Dibble and Ilene Frank are reference librarians at the University of South Florida, Tampa Campus Library.

1 The University of North Carolina at Chapel Hill Quiz, <http://www.lib.unc.edu/instruct/tutorial/quiz/index.php> and the Information Literacy Tutorial at Minneapolis Community and Technical College, <http://www.mctc.mnscu.edu/Library/tutorials/infolit/tablesversion/home.htm> were especially helpful.

2 Barbara Peterson, e-mail message to authors, August 29, 2002.

Using Technology to Promote Information Literacy in Florida's Community Colleges

By Edward Erazo

As technology continues to transform teaching and learning in all types of educational institutions, academic libraries are turning to innovative technology to teach information literacy skills. Librarians in Florida's community colleges have embraced technological innovations and adapted not only what they teach, but how they teach it. This is especially true in light of the emerging importance of distance learning programs at many institutions. A survey of the state's community colleges' Web pages reveals the variety and extent of these new technologies and demonstrates how resourceful and clever librarians are becoming in exploiting these technologies.

This virtual survey of the use of technology in teaching information literacy examined the Web pages of all twenty-eight community college libraries in Florida. Additionally, librarians at selected community colleges were interviewed about the technological innovations being used with information literacy initiatives at their institutions. Many shared resources such as syllabi, links, and handouts are found on the College Center for Library Automation's (CCLA) Web page, under "Information Literacy" at <http://www.ccla.lib.fl.us/resources/infolit/infolit.asp>.

Innovative Packaging

Web Sites

One widespread practice is the creation and adaptation of information literacy Web pages, offering everything from basic definitions of the term "information literacy" to lists of information literacy competencies to full descriptions of library classes available for students and faculty. Most Web pages also have virtual reference desks that provide subject links and a selection of databases. Through its virtual reference desk, Santa Fe Community College even offers links to MP3 files so that patrons can hear samples of music by various composers (<http://cisit.santafe.cc.fl.us/~library/>).

PowerPoint Presentations

Technological innovation is most evident in the packaging of instructional modules. PowerPoint presentations presenting research strategies and instruction in using databases are often mounted on the library Web site so that students and faculty can review them. PowerPoint presentations may also include narration, and this feature, combined with an automatic slide show, provides a complete module. The University/College Library at Broward Community College has examples of these on its Web page. Manatee Community College's Web site also includes a series of PowerPoint presentations (<http://www.mccfl.edu/Admin/Library/distance.htm>).

Online Tutorials

Web-based training tutorials are now also appearing on library Web pages. Indian River Community College (IRCC) presents the library research process in five steps, "Using the IRCC Libraries: A Tutorial." Brevard Community College has an eight-module online tutorial, BILT, an acronym for "Brevard Information Literacy Tutorial." Valencia Community College's series of four tutorials includes a QuickCheck feature, which allows students to test their learning by means of online quizzes (<http://faculty.valencia.cc.fl.us/infolit/>). Answers can be checked immediately and hints are provided for those who need them. Online quiz preparation software is available from Quia (<https://secure.quia.com/subscription/>). An annual subscription to this software is inexpensive and allows librarians to create a variety of interactive learning activities for students that are fun and challenging. For an excellent list of tutorials compiled by Florida community colleges, see CCLA's Tutorial/Citation Guides Web page (<http://www.ccla.lib.fl.us/Resources/InfoLit/Guides.asp?g=Tutorials>).

Virtual Reference

Another highly innovative and potentially widespread tool for instruction is virtual reference. With features such as pushing Web pages to the patron and shared co-browsing of a Web page, librarians have ample opportunity to use virtual reference software

to teach patrons how to locate and use information resources. Online instructional sessions delivered to classrooms are also possible using virtual reference software. E-mail transcripts of the virtual reference sessions are available immediately after a session has ended, so students can go back and review the tips and links provided.

A few community colleges in Florida have experimented with or already started using chat software in the last year or two with mixed success due to low activity, staffing issues, and insufficient marketing. By the end of October 2003, though, all twenty-eight community colleges will be participating in the statewide, collaborative Ask a Librarian virtual reference project. A joint project of the College Center for Library Automation (CCLA) in Tallahassee and the Tampa Bay Library Consortium (TBLC), Ask A Librarian will offer virtual reference services using chat software or e-mail from 10 a.m. to 10 p.m. seven days a week. By 2004 eighty library systems, including community colleges, four-year institutions, public libraries, and the State Library of Florida will share staffing for the service during designated times.

Library Science Courses

Library and information science courses are now routinely offered on many community college campuses in Florida. "Introduction to Internet Research" (LIS 2004) is the most popular of the online courses and has been adapted for both Web CT and Blackboard course management software. A template of the course is fully online at <http://faculty.valencia.cc.fl.us/jdelisle/lis2004/index.htm>. This course is offered for credit as well as noncredit in a self-paced online mini-course. A statewide committee meets yearly to revise and update the course. Another course, "Electronic Access to Information" (LIS 1002), is offered at Santa Fe Community College and Palm Beach Community College. "Internet for College Research" (LIS 1003) is offered at Edison Community College. Hillsborough Community College's Library Technical Assistant Program (<http://www.hccfl.edu/library/pdfs/lt.a.pdf>) at the Dale Mabry Campus lists eight three-credit courses. Their thirty-

credit program also includes a practicum, the LIS 1002 course and CGS 1107, "Introduction to Computers." This natural pairing of LIS and CGS courses may soon generate combined computer general studies and information literacy courses at community colleges.

Online Evaluation

One last packaging innovation is the online library instruction evaluation form, which students and faculty can complete and submit immediately at the end of an instructional session. The forms are kept electronically and are accessible to the library instructors and supervisors. They provide immediate feedback from users on the effectiveness of the instructor and the value of the material presented.

Innovative Marketing

Electronic Publications

Along with using technology to create instructional modules, librarians are using it to market instructional services at community colleges in Florida. The Web pages alone do a good job of this, but flyers and handouts in electronic format are being created for electronic distribution via campus e-mail.

Online calendars for library instruction have the advantage of letting students, faculty, and librarians see what is scheduled a month or two at a glance, but can also be updated from any PC with an Internet connection. Two examples of these are Gulf Coast Community College (<http://www.mccfl.edu/Admin/Library/distance.htm>) and Broward Community College (<http://libserv.broward.edu:500/instruction>).

Online forms are also popular on the Web pages. Lake-Sumter Community College offers an online library instruction request form and lists its databases on the form as a way of determining and/or suggesting possible resources for the instructional session. Broward Community College has online registration for Fast-Track Library Workshops at the University/College Library (<http://ucl.broward.edu/li/>). This information is then searchable by library staff by date, instructor, class, and student.

Virtual Tours

Online or virtual tours also promote information resources and services. One example is Broward Community College's online tour of the University/College Library (<http://ucl.broward.edu/bi/ucltour.htm>).

Streaming Video

By far the most ambitious innovative use of technology for marketing resources and services is the use of streaming video on a library Web page. A ten-minute video orientation at Seminole Community College (<http://www2.scc-fl.edu/lrc/>) covers much of the information that would be addressed in an in-person orientation in a library or learning resource center. It is presented with music, narration, and various scenes of the actual library facility. The video was shot with a video camera, then loaded as a computer file and played on free, downloadable software (RealOne Player at <http://www.real.com/realone>). With the addition of sound files created on the video camera and a sound card on the PC, it is in essence a movie. The video stream, while not always of the highest quality, is good enough for most library uses and will undoubtedly improve in quality and price as the technology develops. This is indeed welcome news for library instruction because the potential applications are tremendous.

New Web page software allows not only screen captures, but includes interactivity with a cursor that moves around and the ability to type in search fields for demonstration purposes. CamStudio (<http://www.rendersoftware.com/products/camstudio/>) is one such product available as freeware. RoboDemo (<http://www.ehelp.com/products/robodemo/>), available for download for a fee, is Web page software that records any on-screen activity and creates Flash simulations with interactivity, audio, text animations, and special effects.

Predicting the Future

The evidence from this Web page survey and tour indicates that there are a huge variety of innovative technologies now being used

Read On!

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TILT – Texas information literacy tutorial. <http://tilt.lib.utsystem.edu/>

Neil Linger assists students in a class at Broward Community College's library.



with information literacy programs in Florida's community colleges. Librarians have been adept in creating opportunities for teaching and learning, packaging instructional modules, and marketing instructional services at their institutions. By adapting innovative technology to provide what students and faculty want and need in the 21st century, librarians will be able to keep current in a quickly changing educational and informational environment.

As more students take and demand online classes, they will increasingly define their library visits in virtual terms. It follows that librarians will continue to develop more resources to meet these needs in new platforms, including avenues for teaching information literacy. The indications are that librarians will create self-paced tutorials and modules allowing student access to 24/7 learning. The alternative is the one-on-one or group instruction, which imposes limitations of time and place on librarians and students. Self-paced Web-based instruction can substitute for an in-person library

instructional session, or if done prior to an in-person session, it can provide more time for hands-on practice by students during the session.

It was a mere ten years ago that librarians were looking at the first Web browsers with their searching limitations and imprecision. Today libraries and information literacy programs have come a long way, indeed. Seven years ago, in an article in the Sept/Oct 1996 issue of *Florida Libraries*, Doris Herring and Mary Hunt posed the question, "How well prepared are Florida community college libraries to promote and teach information literacy skills?" Based on this virtual survey of Web pages at the twenty-eight community colleges, anyone asking this question today would conclude that

they are extremely well prepared. Librarians in Florida's community colleges have the tools and the expertise to exploit emerging technologies and adapt their use to realize their mission of teaching and learning in libraries in the 21st century.

Edward Erazo is the Library Instruction Coordinator at the University/College Library at Broward Community College in Davie, Florida and an adjunct instructor for the School of Library and Information Science at the University of South Florida. He is also an elected ALA Councilor at Large.

The author would like to thank the following colleagues at other community colleges for sharing their comments and observations in the preparation of this article: Christal Wood at Brevard Community College, Michael Schau at Seminole Community College, Doug Cornwell at Palm Beach Community College and Judi DeLisle at Valencia Community College.

FLA & YOU

The Florida Library Association presented its awards to the following individuals, libraries and Friends groups during the 80th FLA Annual Conference.

2003 Trustees & Friends Library Awards
Kathy Dvornick, Vice President of the Friends of the Library of Flagler County
Betty Geentiens, President of the Hernando County Friends of the Library

2003 Outstanding Citizens Library Award
Sue Rexford, Chairman of the Ways & Means Committee of the Friends of the Central Ridge Library in Citrus County

2003 Corporate Award
Orlando Magic for their promotion and support of the Orange County Library System's Read to Achieve Storyline
http://www.ocls.info/kidsconnect/library_story_line.asp

http://www.nba.com/magic/community/011107_Story_Line-28129-66.html

2002 Exhibit Award
Multitype Library Cooperatives

2003 Friends & Trustees Newsletter Award
Selby Library Friends Newsletter
<http://suncat.co.sarasota.fl.us/selby/friends.html>

2003 Friends Membership Drive Award
Friends of the Clearwater Library for an almost 300% increase in their membership

2003 Friends & Trustees Special Events Award
The Friends of the Library of Flagler County for their Flagler Reads Together program

2003 Friends & Trustees Special Projects Award
Friends of the North Miami Public Library

for their "Once Upon a Time" mural
Friends of the Fruitville Library in Sarasota for their Reading Garden
http://suncat.co.sarasota.fl.us/fruitville/reading_garden.htm

2003 Betty Davis Miller Youth Services Award
Franklin County Public Library for its TIGERS (Teens In Gear Enjoy, Realize, Succeed) Program

2003 Betty Davis Miller Youth Services Honorable Mention
Seminole County Public Library for Teen Read, Writing and Video Contest and Favorite Book Contest

For a complete description of these and other available awards and award winners for the past three years, please visit the FLA Web site at <http://www.flalib.org/awards>.

One Bay, One Book

By Joyce Sparrow

Tampa Bay area librarians have chosen Tom Wolfe's *The Right Stuff* as the selection for the second year of the One Bay, One Book Florida community-reading event, a collaborative project involving reading groups, libraries, and business and community partners. Two months of activities and book discussions will culminate in the *St. Petersburg Times* Festival of Reading scheduled for Sunday, November 2, 2003 at Eckerd College. Last year's book pick, *Killing Mr. Watson*, culminated

with author Peter Matthiesson as a featured speaker at the Festival of Reading

For months, a steering committee of Tampa Bay public librarians read and reread Florida fiction and nonfiction to select an appropriate title for a community-reading project. Key factors in picking a selection included availability of the book in multiple formats, options for programming tie-ins, appeal for a variety of audiences, accessibility of the author for participation in the festival, and appropriate language. Each librarian stressed different concerns, including choosing the work of a living author who was willing to speak at the festival, identifying program tie-ins that made use of local museums and historical centers, and finding a book that was appropriate for both older students and adult readers. A few librarians were adamant about selecting a title that did not include strong language. This issue was debated, discussed and dismissed.

A book discussion guide is just about complete. Programs are scheduled to begin in September. Funding from a local library cooperative, the Florida Humanities Council,

and several corporate sponsors supports the project.

For more information about the festival go to: <http://www.festivalofreading.com/> and <http://www.onebayonebook.org>.

Send details about other Florida community reading projects to Joyce Sparrow at jsparrow@jwbpinellas.org.

Joyce Sparrow is librarian at the Juvenile Welfare Board of Pinellas County.



*The original Mercury test pilots are featured in *The Right Stuff*. Photo courtesy of Florida Photographic Archives.*



Creatures from the Sea

Colorful books about sea creatures are always popular items with library users both young and old. Two new books provide information for students and lifelong learners.

Voyageur Press has just published a spectacular book, *Sea Turtles of the World*. (Perrine, D., (2003). 144 pgs. ISBN: 0896585557, \$29.95). Along with stunning photographs, the book focuses on the natural history of the turtles from the Jurassic period to current conservation efforts taking place worldwide, including here in Florida. This international coverage with a concentration on Florida provides a snapshot of all that is known about sea turtles. The book includes an extensive index and glossary, recommended readings and Web site addresses.



World Life Library has published a new book, *Manatees Natural History & Conservation* (Powell, J. (2002)., 72 pgs., ISBN: 0896585832, \$16.95) that carefully explains the characteristics of dugongs and manatees. The author disputes theories that a manatee's inability to hear low-level frequencies may be a factor in injuries caused by slow-moving boats. The book also includes a fictional account of a year in the life of a manatee in northwest Florida. Much of the additional text is dedicated to conservation efforts. The book also traces the author's childhood fascination with manatees in the spring-fed headwaters of Crystal River. Colorful photographs accompany the text, which includes an index and suggestions for further reading.

Florida Library Association

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