Dedication

To the community leaders in Albany
who took the time to mentor students
for my course on social and community informatics.
And to family,
for ongoing interest and support.
—Tom Mackey

To the UNL instructors at the University at Albany
for their camaraderie, innovation, and commitment.
And to John,
husband and teacher extraordinaire.
—Trudi Jacobson
Contents

List of Figures and Appendices ix
Foreword xi

Esther Grassian
Preface xv
Information Literacy Instruction and Standards xvi
Book Organization xviii
Using Technology at Your Institution xxi
Acknowledgments xxiii

Part I: The Collaborative Web

Section Introduction 1

1. Developing Blog and Wiki Communities to Link Student Research, Community Service, and Collaborative Discourse 5

Thomas P. Mackey and Jean McLaughlin

Introduction 5
Literature Review 6
The Honors College 11
Disciplinary Perspectives 12
Library Support for Discipline-specific Courses 14
Partnerships in Pedagogy 14
Technology Tools: Blogger, Bloglines, and Peanut Butter Wikis (PBwiki.com) 17
Collaborative Course Assignments 18
Assessment Strategies 23
Conclusion 25
<table>
<thead>
<tr>
<th>Chapter 2: A Conversation about Collaboration: Using Web-based Video Streaming to Integrate Information Literacy into a Research Assignment for a Large Blended Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavia Renon, Timothy A. Pychyl, and Christopher P. Motz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>The Librarian’s Perspective</td>
</tr>
<tr>
<td>The Faculty Member’s Perspective</td>
</tr>
<tr>
<td>Our Second Instructor Reflects on the Student’s Perspective</td>
</tr>
<tr>
<td>Bringing Our Concerns Together: The Genesis of Our Relationship</td>
</tr>
<tr>
<td>Planning for Success Through Collaboration and Integration</td>
</tr>
<tr>
<td>The Research Assignment: “Beyond Accidental Pedagogy”</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Reflections on Our Challenges</td>
</tr>
<tr>
<td>Our Next Steps Together</td>
</tr>
<tr>
<td>Summary and Conclusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3: The World War II Poster Project: Building a Digital Library through Information Literacy Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abby Clobridge and David Del Testa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>The Project Team</td>
</tr>
<tr>
<td>Institutional Context</td>
</tr>
<tr>
<td>The Pedagogy of the Poster Project</td>
</tr>
<tr>
<td>The World War II Poster Project</td>
</tr>
<tr>
<td>HIST100: A Faculty-Staff Collaboration</td>
</tr>
<tr>
<td>Lessons Learned</td>
</tr>
</tbody>
</table>

| Part II: Course Management Systems |
| Section Introduction |

<table>
<thead>
<tr>
<th>Chapter 4: Beyond the Blended Librarian: Creating Full Partnerships with Faculty to Embed Information Literacy in Online Learning Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura E. Briggs and James M. Skidmore</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and the University Education</td>
</tr>
<tr>
<td>Literature Review</td>
</tr>
<tr>
<td>The University of Waterloo</td>
</tr>
<tr>
<td>German 272: German Thought and Culture</td>
</tr>
<tr>
<td>Integrated Collaboration</td>
</tr>
<tr>
<td>Learning and the Online Course Environment</td>
</tr>
<tr>
<td>Assessing Results and Attitudes</td>
</tr>
<tr>
<td>Some Conclusions</td>
</tr>
</tbody>
</table>
5. WISPR: A Constructivist Approach to Information Literacy Education in Blended Learning Environments

K. Alix Hayden, Cindy Graham, Shauna Rutherford, Jean Chow, and Claudette Cloutier

Introduction 111
Background 111
WISPR Development 116
Case Studies 122
WISPR and Future Direction 134

6. Library Research Video Mix: The Use of Collaborative Multimedia via WebCT in a Senior Experience Course for Business

Ann Manning Fiegen, Keith Butler, and Regina Eisenbach

Introduction 139
Related Literature 141
An Environment Conducive for Technology and Community 142
AACSB, Information Literacy, and the College 143
Discussion of Case Study and Faculty-Librarian Collaboration 143
Information Research Competencies and the Video Mix 149
Assessment of Technological Innovation and Pedagogical Approach to Student Learning 152
Conclusion 156
Enhancements to the Current Model 156

Part III: Online Assessment

Section Introduction 161

7. Assessment in Small Bytes: Creating an Online Instrument to Measure Information Literacy Skills

Nora Hillyer, Marvel Maring, and Dorianne Richards

Foundational Layer: Literature Review 167
Institutional Layer: University Opportunities and Expectations 168
Disciplinary Layers: Blending Voices 170
Planning, Developing, and Delivering the Test Instrument 172
Modifications: Technology and Pedagogy 174
Study Size, Initial Effects, and Results 177
What We Learned from Phase I 180
Phase II: Future Possibilities 182
8. A Constructivist Approach to Instructional Technology and Assessment in ESL Course Design

*Penny Bealle and Kathleen Cash-McConnell*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>193</td>
</tr>
<tr>
<td>Related Literature</td>
<td>194</td>
</tr>
<tr>
<td>ESL and IL at Suffolk County Community College</td>
<td>199</td>
</tr>
<tr>
<td>Aligning ESL016 Objectives with Student Learning Needs</td>
<td>200</td>
</tr>
<tr>
<td>Information Literacy: An Incremental Process</td>
<td>202</td>
</tr>
<tr>
<td>Technological Competency: An Incremental Process</td>
<td>206</td>
</tr>
<tr>
<td>Benchmarks of Student Progress</td>
<td>209</td>
</tr>
<tr>
<td>Conclusion</td>
<td>213</td>
</tr>
<tr>
<td>Current Challenges and Future Directions</td>
<td>213</td>
</tr>
</tbody>
</table>

About the Editors and Contributors                                      | 219  |

Index                                                                  | 225  |
List of Figures and Appendices

FIGURES

Figure 2.1  Introduction to the Study of Personality—Research Assignment 40
Figure 3.1  Exploring the Past: HIST100 World War II Poster Project 52
Figure 3.2  Sections of the Paper 58
Figure 3.3  Students’ Responses—How Useful Was This Session? 62
Figure 4.1  GER272 Research Feedback Reflection Exercise 98
Figure 4.2  GER272 Sample Abstract 99
Figure 4.3  Comparison of the Database Quiz Truncation Question with the Final Exam Truncation Question 101
Figure 4.4  Comparison of the Database Quiz Descriptor Questions with the Final Exam Descriptor Question 102
Figure 5.1  WISPR 116
Figure 5.2  Standardized Phase Layout 117
Figure 5.3  Technologies Integrated into WISPR 119
Figure 5.4  Example of Self-assessment Action Maze 122
Figure 5.5  WISPR and the Scientific Research Process 126
Figure 5.6  WISPR and Nursing Clinical Ways of Knowing 131
Figure 6.1  Learn More—Case Example for Researching Griffin’s Customer Dimension 142
Figure 6.2  CoBA Project Information (Senior Experience) 147
Figure 7.1  Details of the Pre- and Postquestionnaires 178
Figure 7.2 Pre and Post Average Question Scores 179
Figure 7.3 Random 29 Scores and Times 180
Figure 7.4 Survey Results—Favorable Impression of Library 184
Figure 8.1 KK’s Table: Oklahoma City Educational Attainment in Population 25 Years and Over, 1990–2000 (Fall 2006) 202
Figure 8.2 PK’s Table: Cost of Housing in Orlando, Florida (Fall 2006) 202
Figure 8.3 EF06: ESL College Listening/Speaking II Student Self-scoring Rubric for Oral Presentations: Delivery Criteria 207
Figure 8.4 ER’s Slide: Boston’s Traffic Congestion—Vehicles per Household (Spring 2004) 208
Figure 8.5 CR’s Slide: Las Vegas’s Environmental Challenges (Fall 2004) 209
Figure 8.6a EF06: ESL College Listening/Speaking II Student Self-scoring Survey of the Learning Process 210
Figure 8.6b Responses to Student Self-scoring Survey of the Learning Process (Spring 2007) 211
Figure 8.7 EF06: ESL College Listening/Speaking II Evaluate Information from a WWW Source 212

APPENDICES

Appendix 3.1 HIST100 Learning Objectives Mapped to MSCHE—Phases in the Process of Teaching Information Literacy 68
Appendix 3.2 HIST100 Learning Outcomes as Mapped to the ACRL Information Literacy Standards 69
Appendix 3.3 Schedule of Class Sessions 73
Appendix 3.4 Historical Layer Cake: Analyzing a Poster 75
Appendix 3.5 Metadata Schema for the World War II Poster Project 76
Appendix 3.6 Pretest Questions Used with Personal Response Systems 79
Appendix 6.1 Student Precourse Survey 159
Appendix 7.1 Pre- and Postquestionnaire 187
Appendix 7.2 Preview Assessment Student Survey 191
Foreword

Librarians and technology—as *Using Technology to Teach Information Literacy* illustrates so well—are inextricably linked. We buy or license online research tools and materials along with printed books and periodicals, microform, videos, CDs, manuscripts, and much more, and we reach out to meet our users where they are, utilizing an ever-growing array of technologies. We list and categorize all of our research tools and materials in online catalogs, which themselves are freely available remotely to anyone with an Internet connection. We help our users discover that there is an “invisible Web” that includes both research tools and items they may not be able to find, nor fully access for free through the “visible Web.” Then we help them learn how to evaluate and select appropriate research tools for their information needs, how to use them effectively, how to select and access useful items they identify through these tools, and how to use information responsibly.

Although we provide free access to library catalogs, and pay for licenses and access to many other valuable research tools, librarians have little control or influence over the look, the feel, the operation, and the political decision making regarding these resources (Wilder, 2005; Grassian, 2005). Instead, librarians struggle to keep abreast of a vast array of interfaces, often changed at will by vendors and frequently with help that does not meet the needs of many users. As a result, in order to help their users who struggle with selecting among and utilizing these research resources, librarians teach effective use in myriad ways, including through synchronous group instruction, online tutorials and point-of-use help guides, and through reference increasingly embedded or available where the users are, in Facebook, in virtual worlds like Second Life, and through text messaging. Added to this are new technologies—visual search engines, blogs, wikis, and other social networking tools. These rapidly evolving and proliferating forms of technology empower individuals and lead to a common perception that all information is free and available to all, instantaneously. Participatory social
networking tools provide powerful and empowering opportunities for individuals to make their voices heard and also to band together, to share, to create, and to tag and mine data collectively and collaboratively (Weinberger, 2007). The open source movement, too, rightly or wrongly, has contributed to the notion of the goodness and correctness of mass opinion and mass collaboration (Tapscott and Williams, 2006).

As we see in *Using Technology to Teach Information Literacy*, many librarians enjoy learning new technologies like these and utilizing them to help their learners become more powerful information researchers. These teams of librarians, faculty, and technologists are enthusiastic risk-takers and yet judicious about technology use, recognizing its potential for engaging learners and furthering pedagogical aims. For instance, Mackey and McLaughlin assign a holistic service learning/information literacy project, grounding students in the real world and the need to be information literate for a lifetime. Clobridge and Del Testa require students to create virtual World War II posters and a digital library and provide support for doing so. Briggs and Skidmore require three-student teams to take “virtual field trips” and report on them using a variety of media.

Threaded throughout this edited collection are lessons we can take away and apply to our own educational situations and circumstances. These include:

- **Pretest, if at all possible, before developing expected learning outcomes, rather than making assumptions about what students do and do not know, especially regarding technology (Clobridge and Del Testa).**
- **Be aware of the fact that pretesting also raises consciousness among students who take the test as to what they do and do not already know. As a result they pay more attention to instruction (Clobridge and Del Testa).**
- **Use the technology and tools that are familiar to learners in order to help them become more powerful information researchers. Many of our learners already apply metadata—they just call it “tagging.” We can point to tag “clustering” as an illustration of the need for both controlled vocabulary and tags. A typical Flickr tag cluster—nature, birds, animal, wildlife, animals, blue, speanimal—offers a useful example.**
- **Librarians and their collaborators/partners need lots of time to learn, to prepare for, and to teach using new technologies.**
- **As long as they are supported, guided, and helped to fill in the gaps, students will benefit from learning that research takes time and that they do not know as much as they thought they did about information researching (Briggs and Skidmore).**
- **Finding your way in the physical library is still important and needed, as illustrated by student requests for library tours and how to find books in the library. Walking tours can do both (Hillyer, Maring, and Richards).**
Some technologies can be used effectively on a small scale, but may be too expensive and time-consuming to implement on a large scale—for example, videotaping all students in a single course throughout the semester.

Finally, although this valuable book focuses on technology and teaching, we must remember and emphasize to others that librarians are much more than technology experts. We are information researching and research tool experts who use technology and collaborate with others in order to help our users learn to learn and to question—on their own. Using Technology to Teach Information Literacy provides ample and excellent examples of collaborative efforts among librarians, faculty, and technologists. Librarians bring much to these team efforts, including their knowledge of a wide range of information resources in many formats along with practiced skills in helping people learn to think critically about information tools and materials. Faculty bring their subject expertise, and technologists provide invaluable help by working with faculty and librarians to make technology meet pedagogical needs. These collaborations seem so natural, yet they take an incredible amount of work, including diplomatic negotiation and team effort.

We need to support and applaud these risk-takers for their daring, their enthusiasm, and their outreach efforts. They are watching and listening to their users, and they are working together to help their students and each other. Each chapter in Mackey’s and Jacobson’s collection documents effective and engaging collaborative uses of technology in support of pedagogy. Using Technology to Teach Information Literacy educates and inspires, and I commend the editors and the authors highly for their excellent contribution to the literature of information literacy instruction.

Esther Grassian
Information Literacy Librarian
UCLA College Library

REFERENCES