

Library Science and Archives

Technology Impact on New Adult Behavior about Health Information, **LESLEY S. J. FARMER** (California State University Long Beach, Department of Advanced Studies in Education and Counseling, 1250 Bellflower Blvd., Long Beach, CA 90840; lesley.farmer@csulb.edu).

New adults, those millennials between 18 and 25 years old, need and want information about health issues. They are likely to be sexually active, and may be parents; they might also have contracted a sexually-related disease. While increasing numbers live with their parents, the majority have struck out on their own by age 25, and so are more likely to make decisions independently, or seek advice from outside the family. Even though new adults tend to prefer asking people for help, increasingly they access digital resources because of the Internet's availability, affordability, and anonymity. Health information interests vary by age, gender, social situation, and motivation. Several concerns also impact how new adults access and seek that information. This presentation discusses several issues related to new adult technology use for seeking health information, and offers recommendations to insure optimal community education and services to address health information needs of all new adults.

Video Incorporation in Scientific Publishing: New Roles for Libraries to Consider, **JULIA GELFAND*** and **LYDIA FLETCHER*** (University of California, Irvine, Ayala Science Library 228, Irvine, CA 92623-955; jgelfand@uci.edu).

The role of video has a powerful impact on demonstration, teaching, and learning.

Within three years, video traffic will be 67% of all consumer web traffic. Currently YouTube is the second most visited website in the world with over 6 billion hours watched each month, indicating a 50% growth over the previous year and reaches more young adults than any cable network. Science publishing is no exception incorporating the role of video in its peer reviewed content as video increasingly plays a role in illustration and demonstration powerfully depicting how things appear, work and function. Video suggests the fast maturation in creating scenarios and case studies, conducting interviews, covering conferences and new releases, enhancing text and other documented sources, and providing a new mode of information exchange in very visual ways. Scholarly scientific publishing has refined the role of video in recent products that promote additional ways to conduct instruction, learning, and best practices. This paper will show several recent examples of how video resources have contributed opportunities for libraries and users to build out their collections and resources. More journals now have video components, distance education depends on video for explanation, conference proceedings are being released with video links, laboratory set up is shared, primary sources are captured in video, and academic users fulfill assignments by creating videos using smartphones and other hand-held devices. Information products that will be introduced include SciVee (AAAS), *JoVE* (Journal of Visualized Experiments), *Engineering Case Studies* (Alexander Street Press), *Bates Visual Guide to Physical Examination*, and other examples that demonstrate how video is contributing to science publishing and library resources.

It Takes a Village: A Collaborative Model for Cultivating and Diversifying Librarianship, **PATRICIA SMITH-HUNT^{1*}**,

JESSICA DAVILA GREENE^{2*}, and **TIFFANY K. CHOW^{3*}** (¹Preservation Department, University of California Riverside, Orbach Science Library, P.O. Box 5900, Riverside, CA 92517-5900; ²Special Collections and University Archives, University of California Riverside, P.O. Box 5900, Riverside, CA 92517-5900; ³Alliant International University, 1000 South Fremont Avenue, Unit 5, Alhambra, CA 91803; Jessica.greene@ucr.edu).

The IE LEADS initiative is a collaborative mix of more than a dozen public, special, community college, county and academic institutions. Together we successfully recruited 38 MLIS students representative of the ethnically and culturally diverse communities unique to the Inland Empire. These students are enrolled at a variety of library schools around the country and to date 26 have graduated. In addition to receiving financial support, students engage with partner libraries through mentorships, internships and an assortment of professional development opportunities. This initiative is changing lives and educating a new generation of information specialists, but could we have accomplished this alone? Due in large part to the inherent diversity of our partner and affiliate institutions, IE LEADS Fellows are afforded a much richer and comprehensive experience than may have been possible had a single institution undertaken such a project alone. Having the opportunity to network, engage with, and intern with professionals from a broad array of library settings greatly enhanced our capacity to provide fellows with a well-rounded academic and 'hands-on' learning experience. Moreover, the inherent diversity and collective expertise of this partnership serves as a tremendous resource and allows us to be far more innovative.

How Hard Can I Snuggle My King Penguin Without Waking Him? And Other Fun, Engaging, and Hands-on Ways of Bringing Information Literacy Skills Into a First Year Science Class, **AMY BESNOY** (Copley Library, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; abesnoy@sandiego.edu).

This presentation is a case study and discussion of innovative, engaging activities brought into a series of freshman Biology classes to introduce information literacy skills. The presentation will outline, address, and consider the ACRL information literacy standards but, in the classroom, they take backseat to the actual learning so that students are engaged in the learning without knowledge or care of the actual standards.

Field of Dreams: Employing Special Collections in the Classroom, **MATTHEW COOK** (John Spoor Broome Library, California State University Channel Islands, One University Drive, Camarillo, CA 93001; matthew.cook@csuci.edu).

The "build it and they will come approach" is a largely accepted proposition in the library community, particularly in the area of Special Collections. There is, at times, little critical analysis given to collection development, digitization efforts, or Information Literacy Instruction in regard to how these hard to serve but research rich materials might be used in the classroom. Instead, there exists a benevolent know-it-all expert determining which collections warrant preservation, digitization, acquisition and, ultimately, attention. At CI, the user--teachers and students--is the focus of all Special Collection activities and we've devised innovative ways to both encourage students and faculty to engage these materials as well as foster their appreciation, awareness and use on campus.

There are three primary ways that we accomplish this task:

Librarians co-teach an archive based, inter-disciplinary class with a Political Scientist; a Librarian offers an upper-division 498 independent study class that is focused and based on students using archival collections housed in the Library, and; we pay students to use the collections.

The proposed presentation would share in greater details the methodologies, successes, and issues with these three Special Collections programs.

Information Literacy at the Freshman Level: Observations and Experiences from Three First-Semester Engineering Courses, **FRANK JACOBITZ^{1*}** and **AMY BESNOY^{2*}** (¹Mechanical Engineering Department, Shiley-Marcos School of Engineering, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; ²Copley Library, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; jacobitz@sandiego.edu).

Information literacy is an essential skill set which promotes critical thinking habits in undergraduate students. Over the past three years, information literacy skills were developed in undergraduate engineering students by embedding a librarian into the classroom. This approach was chosen to teach fundamental information literacy skills while learning the subject material in an iterative process. Information literacy principles were included within basic research assignments in the first semester and continued within the context of an in-depth study during the second semester of the freshman year. The students researched a topic, e.g., creativity, critical thinking, or problem solving in engineering, prepared and delivered a lecture to peers, as well as assessed student knowledge and understanding of that topic. The students then performed an in-depth analysis of the results in their sophomore year as part of an independent study course, presented their findings at conferences, and submitted a journal publication. This presentation will discuss the course structure and assigned materials, but also focus on the progression of students' information literacy skills over a two-year process.

Critical Thinking and Information Literacy in Teaching Research: Embedded Librarian Model, **CAROLE HUSTON^{1*}**, **HUGH BURKHART^{2*}**, and **PAULA KRIST³** (¹College of Arts and Sciences, Dean's Office F-114, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; ²Copley Library, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; ³Office of Institutional Research and Planning, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; huston@sandiego.edu).

One great challenge in undergraduate education is teaching students how to effectively engage the research process. By using a case-study approach, a research team investigated the ways in which the "embedded librarian" model might be used to increase effectiveness in acquiring critical thinking and information literacy skills in upper and lower division courses from several different disciplines that required research methods' applications. In lower division courses, students were given short-term assignments that helped to develop the relationship between critical thinking and information literacy. At upper division levels, critical thinking and information literacy were interwoven into several course lectures shared by the instructors and librarians, preparatory assignments (e.g., annotated references and project drafts), and the students' final research projects. These were assessed following the end of the semester. Additionally, the research team observed librarians and faculty working together in class and interviewed each for

perceptions of the effectiveness of the team approach. This presentation will discuss the process and results of this investigation.

Using Open Educational Resources to Develop Adaptable Online Library Instruction Modules for a Learning Management System, **CHRISTINA MUNE**, **CRYSTAL GOLDMAN***, **SILKE HIGGINS**, **LAUREL EBY**, **EMILY K. CHAN**, and **LINDA CROTTY** (King Library, San Jose State University, One Washington Square, San Jose, CA 95192-0028; crystal.goldman@sjsu.edu).

Academic institutions increasingly use learning management systems (LMS) to teach courses and programs in hybrid or online-only formats. Thus, librarians must be prepared to deliver information literacy instruction in these emerging digital environments. To ease this transition to embedded librarianship, during the 2013-2014 academic year, a task force of librarians at San José State University (SJSU) developed a suite of AAC&U Information Literacy Value Rubric-aligned online modules that could be adapted to any academic discipline.

In the first phase of the project, the task force designed basic-level modules geared toward lower division students. The task force utilized open educational resources (OER) almost exclusively to build the various components of these self-contained, customizable modules, which were embedded within the campus LMS. In the second phase of design, advanced elements were incorporated into the modules, and the open source tutorial platform Guide on the Side was employed to additional tutorials, which were then released as OERs available to anyone who wished to use them. This case study showcases the task force's process and initial outcomes, which can serve as a model for librarians interested in developing and implementing similar online information literacy projects.

Analyzing Results from an Online Learning Assessment to Improve Information Literacy Teaching and Learning, **TRISH STUMPF GARCIA*** and **MICHELE POTTER** (Science Library, University of California, Riverside, P.O. Box 5900, Riverside California, 92517-5900; michele.potter@ucr.edu).

In order to avoid significant grading burden and to save a considerable amount of paper, the Science Library moved the assessment for one of their 2 major information literacy classes online in 2012 (as a Blackboard quiz). One of the unexpected and useful outcomes of this change is the ability to get statistical performance data for each question of the assessment. This was not feasible before, since we have as many as 900 students per quarter go through this session. Since many of the questions require the students to walk through the process of finding resources, we are able to assess where the students might be stumbling in the process. We have decided to make targeted changes to the teaching methodology between Winter and Spring quarter 2014, based on patterns that have emerged in the last two quarters, to see if there is a change in the student performance on these questions.

Panel Discussion: Faculty and Librarian Perspectives on Embedded Librarianship, Assessment, Information Literacy, and the New ACRL Framework, **AMY BESNOY^{1*}**, **CRYSTAL GOLDMAN^{2*}**, **CAROLE HUSTON^{3*}**, **FRANK G. JACOBITZ^{4*}**, **MICHELE POTTER^{5*}** (¹Copley Library, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110; ²Dr. Martin Luther King, Jr. Library, San Jose State University, One Washington Square, San

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This panel discussion focuses on both teaching faculty and librarian perspectives for embedding librarians and information literacy principles into the classroom, how best to assess student learning of information literacy and critical thinking, and how library instruction programs and partnerships with teaching faculty will shift based on the new Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*, which is set to replace the *Information Literacy Competency Standards for Higher Education* adopted by ACRL in 2000.