Georgia State University
Digital Archive @ GSU

University Library Faculty Publications | University Library

9-2012

ACRL in Anaheim ACRL programs at the ALA Annual Conference – Learning styles: Fiction, nonfiction, or mystery?

Amanda J. Swygart-Hobaugh M.L.S., Ph.D.
Georgia State University, aswygarthobaugh@gsu.edu

Follow this and additional works at: http://digitalarchive.gsu.edu/univ_lib_facpub

Part of the Educational Methods Commons, Higher Education and Teaching Commons, and the Library and Information Science Commons

Recommended Citation
Swygart-Hobaugh, A. J. (2012, September). ACRL in Anaheim ACRL programs at the ALA Annual Conference – Learning styles: Fiction, nonfiction, or mystery? College & Research Libraries News, 73(8), 490-491. Available at: http://crln.acrl.org/content/73/8/485.full.pdf+html Also available at: http://works.bepress.com/amanda_swygart-hobaugh/22/

This Conference Proceeding is brought to you for free and open access by the University Library at Digital Archive @ GSU. It has been accepted for inclusion in University Library Faculty Publications by an authorized administrator of Digital Archive @ GSU. For more information, please contact digitalarchive@gsu.edu.

while building sustained partnerships with groups throughout campus.

Collaboration was also a theme in Mary Broussard's (Lycoming College) discussion on Lycoming's Harry Potter Nights. She provided creative ideas about hosting themed events on a limited budget, from showcasing the artistic and culinary talents of library staff to recruiting in-costume professors as volunteers. Pauline Shostack (Onondaga Community College) then described History Mystery, a multimedia trivia game celebrating her institution's 50th anniversary. In addition to increasing awareness of the college's history and key library resources, it was also inventively designed so that online students and alumni could participate.

Throughout the program, the audience was continually engaged through open idea exchanges and, to much enthusiasm, amusing demonstrations of the presenters' examples. Detailed slides and handouts are available at http://ala12.scheduler.ala.org/node/160.—*Tarida Anantachai, Syracuse University, tanantac@syr.edu*

Diving in and learning to swim as new distance education librarian

Four librarians who all fell into positions serving distance learners presented the panel "Diving In and Learning to Swim as a New Distance Education Librarian." The panelists, representing a variety of institutions and roles, began by each describing the climate of online/distance education at their institution and their place in supporting it. This introduction clearly demonstrated the wide scope of scenarios currently present in higher education.

The panel gave essential information for those new to or interested in serving distance populations. Each panelist presented three tips in a total of four categories. Rachel Cannady (Mississippi State University) opened by describing how she created a relay team at her institution through building relationships, listening, and advocating for distance populations. Britt Fagerheim (Utah State University) followed with encouragement to be brave and dive in by taking risks, improvising, and collaborating. Heidi Steiner (Norwich University) emphasized the importance of plunging into the deep to ensure distance populations are part of overall library goals and plans through planning, marketing, and collecting. Beth Filar-Williams (University of North Carolina-Greensboro) closed out the panel with tips on how to swim with the current by using technology for instruction, outreach, and keeping up; dropping myriad technologies, tactics, and names along the way.

During transitions, the audience was queried about its key takeaways using Poll Everywhere. Audience members revealed they are challenged by advocating, full of ideas for being brave, and most apt to market existing services. They also took away key points such as "raise consciousness." The Q&A included discussions of embedded librarian scalability, first steps in starting a new position, and how to support distance populations with a small staff.

Panel slides and supplementary information are available at http://guides.library.msstate.edu/divingin.—*Heidi Steiner, Norwich University, hsteiner@norwich.edu*

Learning styles: Fiction, nonfiction, or mystery?

Moderator Anne-Marie Deitering (Oregon State University Libraries) opened the Instruction Section's (IS) program by asking attendees, "How many use learning styles in your teaching?" A majority raised their hands. The panelists then investigated learning styles, its critiques, and its relevance to information literacy instruction.

In her overview of learning styles, Char Booth (Claremont Colleges Library) used an onion analogy to describe the different layers of the instructional approach.[1] She remarked that, like an onion, some who "cut in" to learning styles "cry," some are "stoked," and others "reduce or caramelize" it to fit their teaching practice. Peppering her overview with critiques, Booth persevered through tears while dicing learning styles—

and perhaps extracted some tasty ingredients to caramelize her future teaching practice.

Lori Mestre (Undergraduate Library, University of Illinois Urbana-Champaign) offered further critiques, examining the reliability/validity of learning styles measurements and whether students truly learn better in their preferred learning styles. However, Mestre seemed fairly "stoked" about learning styles theory—mentioning that she incorporates it into her teaching practice based on evidence supporting its utility.[2] Jean Runyon (Anne Arundel Community College) was similarly stoked about the applicability of learning styles to online instruction, calling Mestre's research "amazing"—or, as the Brits would say, she thought Mestre really "knew her onions" regarding learning styles.

After further discussion in response to questions from moderator Deitering and attendees, the ultimate consensus was this: Engaging students in active learning using multiple modalities, designing instruction guided by content-tailored outcomes, and continuously reflecting on our teaching is the best recipe for student learning—no matter how you slice it.

Notes

1. Booth's full presentation is available at www.slideshare.net/charbooth

2. Lori S. Mestre, "Matching Up Learning Styles with Learning Objects: What's Effective?" *Journal of Library Administration* 50 (2010): 808-29.—*Amanda Swygart-Hobaugh, Georgia State University, aswygarthobaugh@gsu.edu*

Fair use, intellectual property, and new media

ACRL's Literatures in English Section (LES), Arts Section (Arts), Scholarly Communication Committee, and Copyright Committee sponsored a panel featuring Jack Lerner (University of Southern California), Kevin Smith (Duke University), and Dean Cheley (Donaldson & Callif). The panelists discussed the current legal cases affecting fair use rights in libraries, including *Cambridge University Press v. Becker* (Georgia State University Case), *Authors Guild v. Google* (Google Book Search Case), *Authors Guild v. Hathi Trust,* and *AIME v. UCLA*.

Lerner spoke about orphan works and the need to free them from their current legal limbo. Smith, discussing the Georgia State case, stated that it is only a district court case, which is not binding on all libraries, and is not a definitive resolution to the issue of fair use in libraries. Cheley, citing practices used in film making, gave some practical advice to librarians about making fair use decisions. He said librarians should ask themselves three questions: 1) Are you using material to illustrate a specific point? 2) Are you using only enough material to make that point? 3) Is it clear to the audience the point you are making?

According to the panel, fair use is an important tool for research and education in the digital age. Though there are still questions, there are also concrete steps librarians and others can take in asserting fair use rights. One resource that all the panelists cited as a helpful guide is the ARL *Code of Best Practices in Fair Use for Academic and Research Libraries* (www.arl.org/pp/ppcopyright/codefairuse/index.shtml).—*Shawn Martin, University of Pennsylvania, shawnmar@pobox.upenn.edu*

Publishing without fear

First, the bad news: Writing is hard. But wait. The good news is: We're all in it together. An expert panel of authors and editors came together to equip aspiring and experienced writers to better tackle the challenges of authorship. "Riding the Publishing Rollercoaster: Practical Strategies from Research to Writing," a program sponsored by ACRL's Publications Coordinating Committee, overflowed with essential tips and insights for academic librarians. Kathryn Deiss (ACRL), Katherine O'Clair (California Polytechnic State University), Wendi Arant Kaspar (Texas A&M University), R. David Lankes (Syracuse University), and Char Booth (Claremont Colleges Library) reminisced, informed, and entertained a standing-room-only crowd.