

2015 ILRT Officers

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IL at SCLA Annual! ILRT-Sponsored Programming

- ◆ **Five Librarians Face the Framework: Perspectives on the ACRL Framework for Information Literacy**
- ◆ **Building Connections: Using Analogies and Metaphors in Information Literacy Instruction**
- ◆ **Working Toward Activity-Based Instruction**
- ◆ **Making Database Instruction Interactive: Developing Guide on the Side Tutorials for Business Students**
- ◆ **Meeting the Needs of Freshmen and Transfer Students—Using Library Guides and Instruction as Platform**

View tentative presentation days and times [here](#).

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iTeach2 Workshop a Success!

by Sarah Hood

Head Research & Instruction Librarian, Columbia College

The Information Literacy Round Table (ILRT) held its second summer workshop – *iTeach2: Enhance and Engage!* – on Thursday, June 18 at USC’s beautiful Hollings Special Collections Library. There were 44 in attendance (a 33% increase from last year), with the strongest representation coming from academic libraries, but a small handful of public and school librarians were in attendance as well.

Karen Brown and Sharon Verba (USC Columbia) started out the morning with a plenary session detailing their experiences in mass-producing a credit-bearing, online information literacy course. Brown and Verba provided frank yet inspiring insight into the inherently organic process of designing, implementing, adjusting and assessing the course and its learning outcomes.

Late morning brought two concurrent sessions: one from the academic world (Alyson Drake’s and Terrye Conroy’s “Tailoring Your Own Textbook”) and one from the public world (Leverne McBeth’s “Take Your Technology Sessions To The Next Level”). Drake and Conroy provided an in-depth look at the robust features of *Lib-Guides*, a familiar staple in academic libraries, and McBeth delivered a lively and engaging presentation on the role of *LearningExpress Library* in creating lifelong learners. Both were extremely well-attended.

The highlight of the day was an afternoon presentation by keynote speakers Heidi Buchanan and Beth McDonough, authors of *The One-Shot Library Instruction Survival Guide* (ALA 2014). Attendees participated in interactive sessions and discussions as Buchanan and McDonough addressed many all-too-familiar scenarios for those who teach “one-shots.”

“Many thanks to everyone who was involved in or who attended iTeach2.”

The day concluded with seven lightning round presentations covering topics ranging from teaching students research planning techniques (Brent Appling) to the use of iPads in face-to-face instruction (Erin Washington) to getting the most of out of data with easy assessment tools (Adam Haigh).

Sadly, the day was marked by learning of the tragic loss of Cynthia Hurd the day before in the Emanuel Church Shooting. A moment of silence was held for Ms. Hurd.

Many thanks to everyone who was involved in or who attended iTeach2. The ILRT hopes to bring you another workshop next summer! ◆

Discus

by Rachel Zitzman

Reference Librarian, Midlands Technical College—Beltline Campus

For those of us who focus on information literacy or help our patrons and students with reference services, Discus is an invaluable resource. Though some librarians know and make use of Discus on a daily basis, many librarians do not entirely understand what it is or just how beneficial it is to South Carolina libraries.

So, what is Discus? And just what does it have to offer?

Discus stands for Digital Information for South Carolina Library Users. Provided by the South Carolina State Library and primarily funded by the state, Discus is meant to be an online library that is freely available to all residents of South Carolina. Discus focuses on providing resources for public, school, and academic libraries throughout the state. It currently provides access to more than 40 databases that contain journals, magazines, newspapers, reference materi-

als, maps, videos, pictures, and more. In fact, Discus provides access to many well-known databases, including *Academic Search Premier*, *Ferguson's Career Guidance Center*, *Opposing Viewpoints*, *CultureGrams*, *Explora*, and more. Discus also offers SmartSearch, a discovery service that will search many of the resources at once.

How do I access Discus and its databases?

That depends on where you are and the institution with which you are affiliated. Most libraries provide links to Discus resources on their own websites. You can also visit the website: www.scdiscus.org. If the system does not immediately recognize you as a South Carolina resident, it may ask for a password. You should be able to obtain that password from your public, school, or academic library.

Why should I look at the Discus website if its resources are already linked through my library?

If you are not already familiar with Discus, take a few minutes to browse the website. It is easy to navigate, aesthetically pleasing, and provides valuable information. Apart from linking to databases and SmartSearch, Discus also offers free online training. Some of the training is focused for specific types of libraries, some is for particular databases, and some is specifically about Discus. If you would like more information about Discus, there is a training session to be offered at the end of October to provide an overview of the service and its resources. You can register at: <http://statelibrary.sc.libcal.com/event/914076>. You can also find more information about Discus on the website in the "About" pages. ♦

About Memory

by Amy Edwards

Health Sciences Librarian, University of South Carolina

In *Making it Stick: The Science of Successful Learning*, authors Peter Brown, Henry Roediger, and Mark McDaniel (2014) synthesized the current literature on memory and learning. Their findings have potential implications for instruction librarians. The authors not only addressed what students can do to facilitate learning and memory, but they also discussed what instructors can do in the classroom to assist their students. The techniques described can extend beyond the classroom and support the lifelong need to learn and remember.

A few points to consider...

1. Retrieval reigns

The authors emphasized quizzing over rereading (p.17). Quizzes prompt the retrieval of information learned. In practicing the retrieval of information, there is greater potential for lasting learning (p. 41). There are many different approaches to quizzing. Exercises range from flashcards to traditional quizzes and short writing exercises. One example of a writing activity is called "free recall" (p. 231). In this exercise, which was developed by Professor Wenderoth at the University of Washington, the students spend ten minutes at the end of class

writing all the content they can remember being covered. No peeking at notes until the ten minutes are up. In another activity called "write to learn" (p. 89), students reflect and record key concepts of material. This exercise appears similar to the "one-minute paper" or "muddiest point" in which students record what was learned and what questions remain.

"In practicing the retrieval of information, there is great potential for lasting learning."

(See *Classroom Assessment Techniques: A Handbook for College Teachers* by Angelo and Cross for additional information on one-minute papers.)

2. More on quizzes

Before you give your next quiz, talk about why quizzes are important. Let your students know that quizzes can help them retrieve information. Talk about how self-quizzing can promote information retrieval more effectively than cramming. Encourage students to space out their quizzes to maximize the effects (p. 48). Quizzes can identify gaps in understanding (p. 44). Once gaps are identified, regroup. For classes without assignments, consider demonstrating database searching with the topic of memory and learning, then explore the research with your students.

About Memory Cont...

3. For Instructors Only

What do you remember from the last conference you attended? To help you remember new information, the authors provided two suggestions (p. 239). First, use the handouts provided to create your own quiz questions. Second, set up your email to send yourself monthly questions on the material that you don't want to forget.

The next time you teach a workshop (or attend one), consider using these and other ways to make the learning last longer. ♦

References

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.
- Brown, P.C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Belknap Press of Harvard University Press.

Talking to Students about Open Access Publications

by Stacy Winchester

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As librarians, we know that the need for students to be information literate doesn't end at graduation; they will have to be able to find, evaluate, and ethically use information for the rest of their lives. It'll help them form political views, understand science, and make countless practical decisions. Furthermore, many graduates will need access to authoritative information sources for their jobs, although their workplaces may not provide access to the research databases we take for granted in the academic setting. It is important to start conversations with students about open access publications.

The term open access refers to scholarly writing that is freely available online. There are two models for open access: Green and Gold. There's also a hybrid model, offered by many traditional journal publishers.

Green Model: Authors of articles or owners of data make their work available (as copyright allows) in a digital archive, such as a university's institutional repository, or a discipline-specific repository, such as arXiv (arxiv.org), a popular physics, mathematics, and computer science repository.

Gold Model: Scholarly writing is disseminated in an open access publica-

tion by an open access publisher. An example of this model that you might be familiar with is PLOS ONE, the Public Library of Science's popular open access journal. Authors generally pay a fee to cover processing and administrative costs. Reputable OA journals have a peer-review process which is comparable to that of traditional journals.

Hybrid Model: Traditional publishers charge authors a fee to make their article, published in a subscription journal, open access. Sometimes, there is an embargo period.

Students may be pleased to learn that scholarly writing can be found freely online. However, as those familiar with open access know, there are some important problems to look out for. Predatory publishers immediately come to mind.

Predatory Publishers

Not all open access publishers are reputable. Since authors (or their departments/universities/libraries) typically pay a fee to publish in gold open access journals, dishonest publishers have stepped in to take advantage of the situation. In his 2013 *Science* article

"Who's Afraid of Peer Review," John Bohannon exposed a number of OA publishers with unethical or nonexistent peer-review practices and deceptive publication fee policies. Bohannon submitted a spoof article, laden with significant flaws, which was subsequently accepted for publication in many open access journals. An actual peer review of the article should have led to its rejection. Although many criticisms of Bohannon's experiment exist, it remains an eye-opening view into the world of disreputable OA publishers.

Jeffrey Beall, a librarian at the University of Colorado Denver, curates a list of questionable open access publishers known as Beall's List. This list of predatory publishers can be found at <http://scholarlyoa.com/publishers/>.

The Future of Publishing

As the open access movement gains momentum, we should not ignore its significance. Our students will likely be users of these publications, now and after graduation. For a list of peer-reviewed, open access journals, visit the Directory of Open Access Journals (DOAJ) at <https://doaj.org>. ♦

