Finding the Silver Bullet?

» **Comparing embedded librarianship to the one-shot information literacy instruction model.**

BY KARI D. WEAVER

In library instruction, few topics have received as much discussion as that of the embedded librarian. According to the literature, three critical areas that distinguish embedded librarianship from other types of librarianship are "ongoing working relationships, knowledge of and commitment to information user-group goals and objectives, and highly customized and value-added contributions to the group."[1]

These collaborations can take place in a range of environments, including academic, commercial, or research organizations. The idea of incorporating a librarian into the fabric of the classroom is one that holds significant promise for changing information literacy instruction. However, the research regarding embedded librarians fails to address whether the investment of time required to actively embed a librarian in a class improves student learning over the traditional one-shot model of library instruction.

GETTING STARTED
At the University of South Carolina (USC) Aiken, the English and Library Faculty have

worked together for years to deliver information literacy instruction to students, particularly in the introductory composition sequence. Assessments of student work from the composition sequence indicated that students continued to be deficient in information literacy skills, especially documenting information and selecting appropriate source materials for their writing. Spurred by these assessment results and in an effort to improve student information literacy outcomes, the Library's Coordinator of Instruction and an Associate Professor of English began to discuss how they might best leverage the librarian's expertise to improve student performance.

While considering this issue, the librarian presented a number of potential instructional models and intervention options from library literature. From these options, the faculty member selected an embedded approach based on her previous work with librarians at other institutions. She also believed that information literacy learning would be best facilitated by shorter, more frequent presentations from the librarian. But because embedded librarianship would require an investment of time and resources, the professor and the librarian wished to determine whether this strategy would lead to tangible student improvement.

With this goal in mind, the collaborators decided to embark on an experiment using the two sections of a composition class taught by the English faculty member in the same semester. One section of ENGL 102 would be taught as an embedded section, with multiple librarian touch points throughout the course of the semester. The second section would serve as a control group, receiving a single one-shot instruction session from an available librarian.

This strategy would allow the researchers to control as many variables as possible, ensuring that the class, the syllabus, and the majority of the instruction would be consistent between both the embedded and control sections. The only major difference between the classes would be the style of information literacy instruction. The hope was that this controlled exploration would help illuminate the benefits, or lack thereof, of embedded librarianship in comparison to one-shot instruction sessions.

BACKGROUND AND PLANNING

In academia, the range of activities that constitute "embedded librarianship" can vary
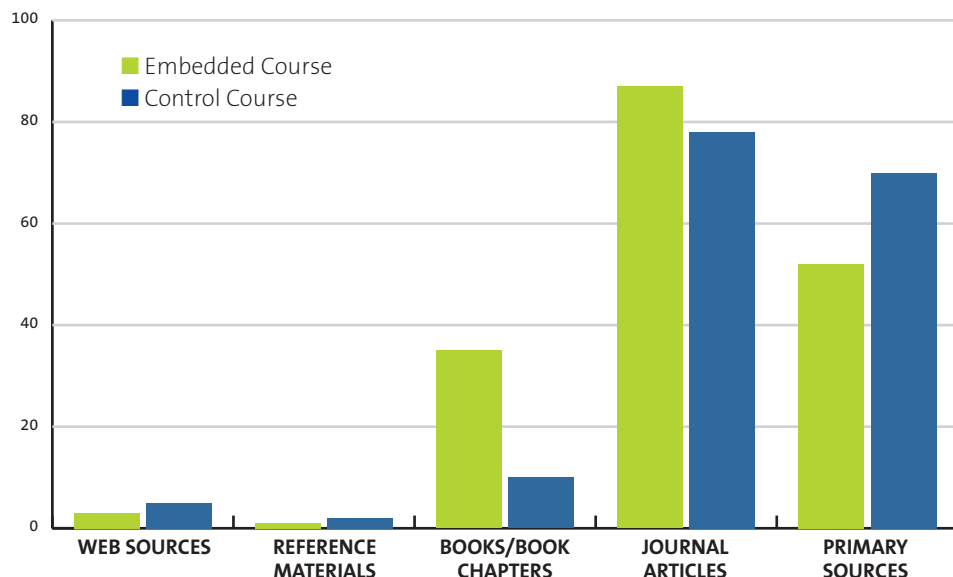
Comparison of Source Use by Type of Source Embedded Course vs. Control Course

based on circumstances. Some authors have discussed the embedded librarian primarily in the context of an online classroom where the librarian can provide immediate support to the users and provide reference material relevant to the course.[2] Others emphasize embedded librarianship in the context of specialized research, where a librarian may help find information, analyze data, archive results, or even help secure funding for one or more projects.[3]

Many authors also have explored embedded librarianship in the classroom, where the librarian plays an active role in developing and co-teaching the course with another instructor. Examples include case studies of developing and co-teaching a course focused on environmental art,[4] or the challenges with establishing an embedded librarian relationship with the business school at Saint Cloud State University in Minnesota.[5]

For the experiment at the USC Aiken, the researchers did not plan to co-teach the course as a whole, but selected six strategic class days throughout the semester for the librarian to work directly with students on a host of information literacy-related issues. In three of those six class meetings, the students, the professor, and the librarian worked together in the library, while the other three class meetings were held in the regular classroom. In addition, the librarian worked with students in individual conference sessions of thirty minutes to one hour while the students revised drafts for their final research paper.

THE ASSIGNMENTS

Students in both class sections were re-

quired to complete six graded assignments throughout the semester. Three of the six assignments were literary summaries and analyses, requiring drafting, peer response, and revision. One assignment required students to develop research questions from a story explored in class and answer those questions through research, using only print reference materials. This assignment culminated in students sharing a short presentation of their research questions and resulting research work with the rest of the class.

Finally, students were asked to complete an annotated bibliography along with an associated research paper, comparing a literary element of a book and a movie version of the same fairy tale. The annotated bibliography required seven sources, including two primary sources. The research paper required the use of at least three secondary sources.

Each section received instruction on finding and using materials in the library. The section with the embedded librarian received three instructional sessions in the library: one discussing reference materials and related indexes, one discussing finding books and literary criticism in print, and the last discussing database searching and how to critically read found materials. The control section received instruction in this same material in a single, dedicated class session with additional reinforcement by the professor throughout the semester.

RESULTS

To determine the results of the experiment, student performance was evaluated in a number of ways.

First, the professor compared the grades and rubric scores across the two sections. Students in the embedded class showed a number of improvements to information literacy skills over the students in the control class. In particular, through the presentation assignment using reference materials, it appeared that students in the embedded librarian section developed an intellectual framework between informed reading and research that was absent in the control class. As a result, the synthesis of sources on the later annotated bibliography and research paper assignments resulted in higher grades and rubric scores for the final drafts in the embedded class.

Students were also asked to complete submission notes with each assignment. This portion of the assignment asked students to reflect on their experiences with the annotated bibliography and research paper, including their experiences completing the research. While analyzing the responses of students in the embedded class compared to those from the control class, the following themes stood out:

• Research is still hard.
• Knowing a librarian is helpful. They are really knowledgeable.
• It is important to find credible sources.
• The more students practice research-based assignments, the easier the assignments become.
• Do not procrastinate!

Intriguingly, students in the control class expressed greater appreciation for the one-shot session in the library, while students in the embedded librarian section expressed greater appreciation for the research assistance provided by the librarian (see chart).

Finally, the professor and the librarian compared the source usage on the final research paper between the two sections. While there was little difference in the number of average sources used on the research papers, there were distinct differences in the types of sources students selected between the embedded course and the control course. In particular, the increased use of books and book chapters in the embedded section demonstrated the value of focusing on varied types of resources and separating the introduction of print and electronic materials.

Both sections used journal articles more than other source types. But books and book chapters often provide more accessible and readable material for first year college students—a point that was emphasized in the embedded class. Interestingly, students in the control course emphasized primary sources, indicating some level of discomfort with finding and using secondary sources.

According to student grades and the perception of the English faculty member, students from the section with the embedded librarian clearly finished the class with a significant improvement in their basic information literacy skills. From finding information to citation and synthesis, students in the embedded section performed at a higher level than students who had only received the one-shot instruction.

CONCLUSIONS

While students in both the embedded and control classes were quick to mention librarians as being knowledgeable, students in the embedded section came to understand speaking with the librarian to be an expectation of college-level research, not a novelty.

Authors Knapp, Rowland, and Charles identified common benefits of embedded librarianship as improved quality of student projects, streamlined classroom instruction, development of new types of projects, improved student performance in courses outside of the embedded course, and higher student retention rates.[6] While the USC Aiken researchers could not determine student performance or retention outside of the classroom, the other advantages outlined by the authors were outcomes in the partnership.

Perhaps, most importantly, this experiment also indicated that additional benefits accrue when a librarian is embedded in a course instead of simply having a librarian present information literacy content in a one-shot instruction session. For decision makers in libraries, these findings indicate that the time and human capital invested in embedded librarianship is worthwhile and will likely have a measurable, positive impact on student outcomes.

FUTURE DIRECTION

The research presented here represents the preliminary results of this experiment from one semester's data. The researchers are currently continuing the experiment during the fall semester at USC Aiken. They plan to track the performance of students from both sections of ENGL 102 over four semesters, with the intent of comparing student outcomes year over year. They are also in discussions with other faculty to conduct similar experiments in other general education classes where one faculty member teaches two sections of the same class in the same semester.

Further research may also be conducted exploring the correlation of student retention with embedded librarianship. Independent of the possibility of expanding the experimental scope, the researchers hope that, by continuing this experiment with the courses in the composition series, this work may inspire others to conduct similar experiments at their own institutions. Through greater data and greater partnership, librarians and professors may finally answer the age-old question of which is better: the embedded librarian model or the one-shot session. ■

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TEDx Talks @ Your Library

» **Hosting a TEDx event underscores the library's role as a place to connect and interact.**

BY KATHY STEIN-SMITH

Think of TEDx as hosting an awesome dinner party, with great food, inspirational videos, brilliant speakers and mind-blowing conversation. By organizing a TEDx event, you will have the opportunity to create a truly unique event that will unleash new ideas, inspire, and inform.[1]

Libraries have always been an academic and intellectual center of their campus community. They function in many ways as a "third place," where local constituencies that might otherwise have little or no contact with each other come together. Within the library, it is possible for members of the local community to read and study, both traditional library activities. But libraries also provide a place to connect and interact, which is a more recent addition to the library's role and mission.

A TEDx talk is an example of the "Library as Third Place" in action, with speakers sharing their ideas and responding to questions from the audience: "@ the library." The power of the Internet has ensured that these talks can be viewed and listened to by millions around the world, enabling this library conversation to transcend traditional boundaries.

From a different perspective, hosting a TEDx event puts the library itself on the world stage. Individuals from around the world have an opportunity to form an opinion—not only of the library, but also of its institution—based on the TEDx talks. The TEDx event becomes an opportunity for the library to bring value to the institution far beyond its traditional stakeholders.

WHAT IS TED?

TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment, and Design converged, and today covers almost all topics—from science to business to global issues—in more than 100 languages. Meanwhile, independently run TEDx events help share ideas in communities around the world.[2]

Among the most popular TED talks are those given by theoretical physicist, cosmologist, and author Stephen Hawking; cofounder of Apple Computer Steve Jobs; business and management author Daniel Pink; and life coach, motivational speaker, and author Tony Robbins.[3]

As defined by the TEDx program website, "TEDx was created in the spirit of TED's mission, 'ideas worth spreading.' It supports independent organizers who want to create a TED-like event in their own community." The TEDx program is designed to help communities, organizations, and individuals spark conversation and connection through local TED-like experiences.

TEDx events are planned and coordinated independently, under a free license granted by TED. Typically, they include a screening of TED talk videos used alone or in combination with live presenters.

TEDX AND LIBRARIES

A TEDx event can serve as a catalyst to broaden the definition of library and create new ways to bring people and resources together. Planning and implementing a TEDx provides a process that can support the move from "collection development to connection development." Although a TEDx is one of many ways to do this, it can serve as an important step in creating a more active learning library environment and a library with many more opportunities for your community to be involved. By organizing a TEDx event, you will have the opportunity to create a truly unique event that will unleash new ideas, inspire, and inform.[4]

Libraries planning to hold a TEDx event must first obtain a free TEDx license. Organizing a successful event takes hard work and passion. All aspects of the event—designing a program, inviting guests, choosing a venue, communicating expectations, for example—are important to the success of the library TEDx event.

In the case of the TEDx event at the Giovatto library, the main campus library on the Metropolitan Campus of Fairleigh Dickinson University (FDU) located approximately five miles from New York City, the TEDx mission resonated on several levels. It exemplified the role of the library as a "third place" on campus, where students, faculty, staff, and administrators can cross paths and meet to exchange ideas. It also projected the
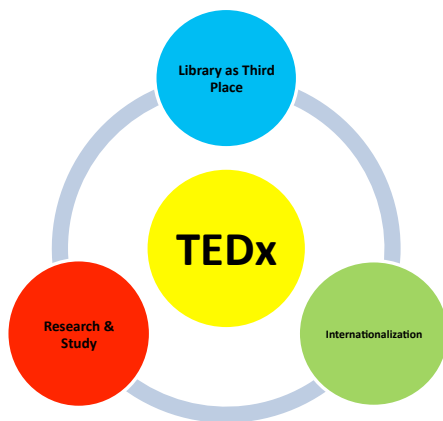
TEDx event @ Fairleigh Dickinson University, Frank Giovatto Library.

Why We Care! -- Global Challenges and Realities

institutional brand to a worldwide audience through the selection of its theme and speakers, which underscored the global mission of the university.

The university organizers understood that a TEDx event would bring positive recognition to the campus and the institution while adding value to life in the local community. From a purely library perspective, the TEDx event also fit within the framework of the global conversation offered regularly at the library through the Library Language Tables, the Faculty Speakers Series, and the Food for Thought series, which feature librarians as speakers.

THE LIBRARY'S ROLE

During the summer of 2013, I received a request to reserve the Giovatto Library Auditorium & Theatre for a TEDx event scheduled for September 21st.. Having heard of TED and TEDx events, I was thrilled that our main campus library, which had celebrated its 50th anniversary in 2012, would host such an event. I was even more thrilled when I was invited to participate as one of the speakers.

The original title of the event was *Why We Care!,* reflecting the mission of continuing education of FDU's Petrocelli College of Continuing Studies. Later, the theme expanded to include the university's global mission:

Why We Care!—Global Challenges and Realities. The theme reflected the mission of education for global citizenship at FDU.

In addition to myself, the speakers and topics included a provost speaking on the American dream, a provost speaking on the nature and process of polling, a faculty member speaking on the rights of U.S. citizens in the post-9/11 era, an alumnus/adjunct faculty member speaking on the world in 2050, and a university trustee speaking on the impact of the loss of a loved one victim of an act of terrorism (see **Sidebar**).

Petrocelli College organizers completed the TEDx application requirements, as did the speakers. All were chosen to speak to the university's mission of education for global citizenship and to represent diverse university constituencies.

The event was promoted on campus via the university web page and in the local community.

Because of its venue, the TEDx event highlighted the role of the library as the intellectual center of the campus, bringing together faculty, staff, students, alumni, and

members of the community to participate in an experience that raised awareness of and engagement with contemporary global issues, in keeping with the university mission of education for global citizenship.

TEDX @ THE LIBRARY

As the Director of Public Services of the Frank Giovatto Library, my goal was to ensure that the library provided an optimal venue for the TEDx event, while highlighting all that the library had to offer, including the recently renovated library theatre and auditorium and a Boston by Steinway piano, which had just been purchased for student use.

To create an atmosphere worthy of the event—civilized and cultured, yet comfortable and homey—flowers and accent pieces were added to an acoustically correct but somewhat stark stage.

On the day before the event, furniture and accessories were delivered and arranged, and the speakers had an opportunity to rehearse their talks and become comfortable in the venue.

The event was scheduled for a Satur-

» **As defined by the TEDx program website, "TEDx was created in the spirit of TED's mission, 'ideas worth spreading.' It supports independent organizers who want to create a TED-like event in their own community." The TEDx program is designed to help communities, organizations, and individuals spark conversation and connection through local TED-like experiences.**

> **Although the sponsors of the event had visited the library with a professional videographer during the summer, the library's Media Department and Office of Academic Technology worked together to ensure a seamless experience for the presenters and audience and a TED-worthy video for a worldwide audience.**

day. The scheduled library staff supported the event in every way to ensure that the experience was a positive one for all. A light buffet breakfast was provided for students and others who arrived at the beginning of the somewhat lengthy program. A light buffet lunch was also provided for those who arrived later. The 150-seat auditorium was filled to capacity as students and members of the community came and went throughout the morning and into the early afternoon.

As temperatures in North Jersey in September can fluctuate dramatically from oppressive humidity to an autumnal chill, the library was in almost constant contact with Facilities to make sure that the venue was comfortable for both the speakers and the audience.

Although the sponsors of the event had visited the library with a professional videographer during the summer, the library's Media Department and Office of Academic Technology worked together to ensure a seamless experience for the presenters and audience and a TED-worthy video for a worldwide audience.

My professional role was to provide a venue that would reflect well on the library and on the university. But as a presenter, I suffered from the usual "butterflies" that precede a performance on stage. However, once the event began, introduced by the Dean of Petrocelli College, I was riveted by the words of the speakers who preceded me and the thoughtful and reflective quality of the questions after each talk.

Although sponsored by Petrocelli College and hosted at the Giovatto Library, the TEDx event drew support from many departments and constituencies across the university, including the Latino Promise program, whose students attended the event in large numbers; the Office of Global Learning,

whose Provost was a featured speaker; the School of Administrative Science, with a faculty member among the speakers; and the other North Jersey campus of FDU, with its Provost among the speakers.

REFLECTIONS

The TEDx talk is a wonderful example of collaboration across campus and between faculty and the library, underscoring the role that the library plays in the ongoing intellectual life of the campus. In terms of the university mission of education for global citizenship, the TEDX topic supported the internationalization of the campus and its international education.

This TEDx event brought value to the entire campus community, and the selection of the main campus library as the venue is emblematic of the partnership between the library and the academic enterprise. Most importantly, it also fit into a larger picture of the library as a core resource, bringing value to the student experience and to the general life of the campus. ∎

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[2] http://www.ted.com/about/our-organization.
[3] The 20 most-watched TED Talks to date. http://blog.ted.com/2012/08/21/the-20-most-watched-ted-talks-to-date/.
[4] http://www.ala.org/transforminglibraries/tedx-libraries.

Don't Judge a Book by its Cover

» **Human Libraries at the University of Rochester provide a new avenue for personal connections.**

BY MARI TSUCHIYA AND KATIE PAPAS

The University of Rochester embarked on a strategic planning initiative almost two years ago. In conjunction with that effort, the staff of the River Campus Libraries has been working to revitalize many components of its organization to support learning and scholarship, as well as to celebrate the culture of our community into the 21st century. Inspired by this mission, the River Campus Libraries organized three Human Libraries in 2013-2014, and a fourth event is currently in the planning stages.

In general, a Human Library is an educational event designed to foster personal connections and understanding among groups and individuals who may not normally interact. Initiated in Denmark as a means of combating prejudice and racial violence, the Human Library project (which is guided by the Human Library Organization) celebrates differences and promotes tolerance among people of various backgrounds and cultures. Participants in the Human Library have an opportunity to "borrow" and engage in 30-minute conversations with "human books" who volunteer to share their stories. During these conversations, both "readers" and "books" can ask questions and learn about one another's life experiences.

THE FIRST HUMAN LIBRARY EVENT

Hosting the Human Library has given the River Campus Libraries a new venue in which to connect with our community. In January 2013, the first Human Library was held at Rush Rhees Library, which is the main university library on campus. The event was also cosponsored by the Office for Faculty Development and Diversity. To prepare for this first event, the library staff focused on collecting human books specifically from the university community. We contacted students and faculty members who we thought might have interesting stories to tell.

For example, we reached out to the presidents of various student organizations such as the Student Association of Vegetarian and Vegan Youth and the Muslim Student Association. Additionally, we posted the event in the daily university e-mail newsletter known as *@Rochester*. We also published announcements in *@Rochester* to solicit volunteers as well as to promote the event.

As a result of this strategy, 18 individuals from across the university agreed to serve as human books. One book was called *Refugee from Togo,* and a refugee described her journey from an uneducated girl to a graduating senior at the university. Another human book was titled *Afghan Higher Education Innovator.* As a medical doctor and instructor at a medical school in Afghanistan, this "book" is currently working on a Master's degree in Educational Leadership so he can build better academic institutions for both men and women in his country.

About fifty readers checked out the human books, and the event was highly publicized by on-campus publications and local media.

FOLLOW-UP EVENTS

In September 2013, a second Human Library was organized as a part of the First Niagara Rochester Fringe Festival, which is a city-wide arts festival held in downtown Rochester. This Human Library took place on the satellite campus of the Eastman School of Music and was expanded to include human books from the greater Rochester commu-

Examples from the River Campus Libraries Human Library Catalog

- **Funny and Real Stories about Life in a Wheelchair:** Paralyzed for 28 years following a car accident, this book has seen the funny, the crazy, the weird, the highs, and the lows that occur in life as a wheeler.
- **Lost Boy of Sudan:** This book is currently working at the parking office on campus. He left his village in Sudan when he was nine years old and lived in a harsh refugee camp for 13 years before immigrating to the U.S. Now he tells his story of how he found a way to help children in South Sudan.
- **Covered, But Not Concealed—Hijab-wearing Muslim Student:** At first, it may be hard to see past the religious covering this book wears. Yet, it is this covering that holds her pages firmly together and gives her a sense of identity. This book is driven to serve, particularly through interfaith work and volunteerism in the refugee community.
- **Survivor:** Homeless Single Mother to a Doctoral Candidate: This book has come a long way from a homeless single mother to an Ed.D candidate. She tells the story of how a good infrastructure of community resources helped her to become who she is today.
- **Busboy to Network Guy– A Girl's Story:** As a restaurant busboy in high school, this book never imagined she would become the University of Rochester's first female communications technician, much less the first female "network guy."
- **Living in Fear during a Military Junta in Argentina:** This book is currently a medical school researcher who, as a high school student, lived through a military junta in Argentina.

nity. We recycled 10 human books from the first event and acquired eight new ones.

One new human book, *Lost Boy of Sudan,* relates the story of a parking attendant who works at the University of Rochester Medical School. As one of the original lost boys of Sudan, this book was forced out of his village at the age of nine and spent the next 12 years in a harsh refugee camp. Following his time at the camp, he immigrated to the United States when he was 22. After getting a college degree from the SUNY system, he realized that education is the root for changing the structure of his country. As a result, he started a non-profit organization to raise money for building schools in his home town.

With more than 70 "circulation" transactions, this second event received extensive positive publicity and feedback from participants throughout the community.

SPREADING THE WORD

Following the success of these first two events, we (as organizers) have been asked to provide workshops to a number of different audiences. The workshops educate others on the purpose and organization of the Human Library and have been provided to the staffs of local public libraries, library

organizations, and others within the University of Rochester community. Through these sessions, we have had the opportunity to provide instruction on how to organize and operate this event and to also spread the word about the Human Library mission.

As readers arrived at the Human Library, they are invited to browse the catalog of books posted near the circulation desk. While many readers, who have previously heard about the event, come with certain human books already in mind, the title and short description provided in the catalog give attendees additional information on each story.

For each of the events we have previously hosted, we have solicited the help of volunteers from the library staff. Their duties include operating the circulation desk, ushering readers to books, keeping track of time so that the 30-minute check-out limit is adhered to, and generally monitoring (in a undisruptive manner) the book/reader conversations to maintain order and safety.

Organizing the circulation desk has proved to be a challenge, in part because the events have been so well attended. With a large number of readers and a limited number of books, it can be difficult to accommodate all attendees at all times.

Additionally, there can be a breakdown in the communication between staff working at the circulation desk and the ushers. However, these issues are usually minor, and overall feedback has been extremely positive, for both the events themselves and their organization.

NEW YEAR, NEW BOOKS

In January 2014, we worked in collaboration with the Rochester Central Public Library to organize a third event at the public library in downtown Rochester. We recycled nine human books from our previous events, and five new books were collected by our collaborators at the public library.

One example was a lesbian Africana who survived Apartheid in South Africa. Because the event took place soon after the death of Nelson Mandela, the readers were intrigued by her story of being a white gay female who was subjected to discrimination during Apartheid.

Another "best seller" was a *Vietnam Veteran* who refused to fight after witnessing violence against civilians in a small village. As a consequence, he had to face a court martial. Today, this book is a non-violent activist, volunteering at the Gandhi Institute in Rochester.

As was the case with the other events we hosted, this event gathered more than 70 readers and received a tremendous amount of local media coverage. At times, our circulation desk was so busy we had to place multiple readers with books to accommodate the demands of the many readers. We started calling these impromptu groups "book clubs."

We are currently in the final stages of organizing a fourth Human Library to be held this October, as part of Meliora Weekend at the University of Rochester. Meliora Weekend includes parents and alumni and is typically filled with guest speakers, dinners, and other special events. Over the years, the main library building has been used only as functional space to host events for this celebratory weekend. This year, to promote our library's unique services, we are hosting a Human Library where we can showcase the diverse population of the university community.

New books at this event will include one of the first female technology technicians at the University of Rochester, a former Reserve Officer Training Core (ROTC) student who was injured during her military training and is now confined to a wheelchair, and a

Human Book Collection, January 2014

Muslim activist who advocates the peaceful teaching of the religion.

PREPARING THE "CATALOG"

After interviewing and collecting human books for all of our events, we created titles and catalog entries for each book. We asked each participant to write his or her own entry, and library staff then edits the content to portray each book in the most powerful way. The Human Library organization recommends using concise titles to both catch a reader's attention and give an immediate idea of the "story" of the book.

The accompanying Sidebar includes examples from our Human Books catalog. To get an idea of what to expect, readers can browse through the catalogs for past events at **http://www.library.rochester.edu/humanlibrary/fringe2013** and **http://www.library.rochester.edu/HumanLibraryCatalog2013**)

LEARNING FROM THE HUMAN LIBRARY EXPERIENCE

When we began organizing our first Human Library, we had many concerns about the outcome of the event. Initially, the concept is not easy to comprehend, and it can be difficult to define stereotypes and discrimination on a university campus or in a community at large. We also became concerned with the notion that highlighting individuals with controversial backgrounds might actually reinforce more stereotypes. However, many of those concerns subsided as soon as we started the interview process in our search for human books. In addition to learning about the issues of discrimination that our human books dealt with, we also discovered that this factor is often just one component in the lives of these individuals.

One of the key elements of the Human Library is the theory that by bringing individuals together in face-to-face conversations, the notion of judging an entire group will be dispelled. Perhaps one of the best examples of this concept, as it unfolds in the Human Library experience, is embodied in our book who is transgender. As we interviewed this person and turned back the pages, one by one, of her story, we realized how much there was to learn. We were unaware, for instance, that there really are few laws protecting people who are transgender. Learning about her journey through her own voice was eye-opening, thrilling, and at times, disheartening. But through her journey, we learned about the unique experience of a member of our community...someone we likely would never have known were it not for this initiative.

The Human Library Organization strongly advises that the main goal of organizing these events is to fight against the concepts of prejudice and stereotype. In the case of the transgender book, the event was even more beneficial since this particular story also showed how to support those who might find themselves struggling in the same lifelong journey.

In the end, we looked to the feedback we received from readers to determine the overall success of the event. Here is a sample of some of the comments we received:

- At school I had never been taught anything about Argentina. It was refreshing to learn about. (Re: *Living in Fear during Military Junta in Argentina*).
- I didn't know quite what to expect. But I found it to be a fascinating educational and rewarding experience.
- It was a very personal, honest, good insight for me. I learned that the strength and diversity of the human experience is in sharing.
- This was an eye-opening experience for my 11 year old daughters, who take so much for granted.

With careful organization and planning, the Human Library has the potential to be one of the most rewarding and influential events a community can experience. With learning being the primary focus and ultimate goal, the Human Library is the perfect venue to bring people together, share experiences, and influence each other in the most positive and fundamental ways. ∎

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Democrat & Chronicle: **http://www.democratandchronicle.com/story/news/local/2014/01/25/human-library-shares-lifes-stories/4898897/**

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Five Surprises about College Student Information Literacy

» **Today's college students fall back on what they have, or have not, learned in the past to devise efficient ways to conduct research.***

BY KATE LAWRENCE AND DEIRDRE COSTELLO

Recently, the User Research group at EBSCO Information Services conducted an ethnographic study on college students to understand this audience's digital habits and preferences. As part of the qualitative study, we spoke to 22 students—primarily college students but also high school and graduate students—from economically and geographically diverse backgrounds across the United States. We used an ethnographic

research method called Contextual Inquiry, which provides a deep look at the life and environment of the target participants, allowing for insights that extend beyond reactions to a set of interfaces or applications.

The research team was surprised by many of the findings. Not only have research habits and behaviors changed significantly, even in the last decade, but today's students have eschewed commonly held rules and traditions to develop their own workarounds and shortcuts. Today's millennial college student is rejecting the tradi-

tional model of education, where studying is done in a library and work is started the day it is assigned, because they value innovative thinking, autonomy, and creativity.

Here are the biggest surprises we encountered when studying the information-seeking habits of today's college students:

SURPRISE #1: GRADE 9 RESEARCH BOOT CAMP IS THE ONE THAT STICKS.
We went into the study expecting to hear that the research training that's often part of required college freshman writing cours-

> **Even the simple act of the school librarian walking around the classroom and looking over the shoulders of students to give tips (or to scold students for using Wikipedia!) had a positive influence, since students indicated that they were unlikely to get up from their seat to go ask the librarian for assistance.**

es is where students receive the knowledge that starts them down their path to becoming researchers. While those freshman year skills are essential, it's the freshman year of *high school*, not the freshman year of college, that is the critical learning period. In this qualitative sample, we discovered a positive correlation between students who had research skills "boot camp" in Grade 9 and a level of confidence when beginning research in college.

The research skills training delivered during the freshman year of high school appears to be most effective when it's a collaborative effort between one or more teachers and the school librarian. This collaboration comes in many different forms: teachers accompanying students to the library for a class period, or a librarian coming into the classroom or meeting students in a computer lab for a period to model research strategies.

Even the simple act of the school librarian walking around the classroom and looking over the shoulders of students to give tips (or to scold students for using Wikipedia!) had a positive influence, since students indicated that they were unlikely to get up from their seat to go ask the librarian for assistance. Teachers and librarians co-teaching research skills in the context of an assignment helped students absorb the value of those skills in a powerful and memorable way, and students who learned those skills in the context of a cross-curriculum assignment seemed to appreciate their value even more.

While we expected to find that assignment-based, cross-curricular training was the most effective, we also found that there is value in research for research's sake as well. Teaching "skills through drills" as opposed to starting with a specific research project was a highly effective way to impart these skills.

Skill exercises not tied to a grade or a specific assignment mean that students can explore the various premium content types "trial and error" style, without facing

negative academic consequences. Several students told researchers about learning research skills in the form of scavenger hunts ("Find an article from journal x from year 2005...."). Those types of skill development exercises were exactly that: exercises that allowed students to practice and create "academic muscle memory" so when they needed those skills for graded assignments later, knowledge had already been gained and the student had a sense of confidence about the research process.

SURPRISE #2: LAZY DOESN'T MEAN SLOTHFUL.

For the current college student, the definition of lazy has evolved to mean a state of efficiency, not slothfulness. The majority of students in the sample referred to themselves as "lazy," but not in a disparaging way: "I'll take a B in that class instead of an A; I'm just being lazy." Or, "I feel like being lazy and using the eBook instead of walking to the library to get the physical book."

Today's definition of lazy is more like inspired efficiency. Students are lazy + efficient, which led us to coin a new term: *lazy + efficient = l'efficient*. L'efficient students work to maximize their time, as in the four-hour workweek popularized by author Timothy Ferriss. Students allot a certain amount of time to assignments, and the task expands to fit the time they have allowed. "It is about compartmentalization, not procrastination," said one college sophomore.

Understanding how much time to devote to a task helps to relieve the guilt and anxiety about not starting the paper on the day it is assigned—after all, today's students aren't ignoring their work, they're being "l'efficient" and giving it the attention they have decided it deserves, no more and no less.

SURPRISE #3: WIKIPEDIA—THE OPEN SECRET.

Wikipedia has been a student favorite for years. As a top result in the majority of

Google search results, Wikipedia forms the second half of a deeply-ingrained habit cycle for users, one that is repeated often because it works.

Students cite three elements of Wikipedia as especially helpful to them. First is the paragraph summary of the topic at the top of the page, in layman's language. Students appreciate the ability to gain a quick context about a topic in language that is understandable and accessible. Second, the table of contents gives students a sense of related topics and terms and an easy way to navigate within the Wikipedia page. Third, the sources at the bottom of the Wikipedia page are used as a shortcut to other premium sources, and they value them as a time-saving technique.

Universally, students in the EBSCO sample reported that their teachers and professors warned them about using Wikipedia. One college student said that using Wikipedia is like a game: "We are definitely told not to use Wikipedia by teachers. It's like a game —wink, wink— 'oh okay, we won't use it.' But the teachers know we will use it, and we know we will use it too!"

Wikipedia is the shallow end of the pool—students might be capable of jumping right into the deep end of research, but starting with a broad overview of a topic feels less overwhelming. It's not an act of rebellion; it's a habit that yields confidence to proceed to the next level of research.

SURPRISE #4: WHEN I NEED HELP, I ASK...MY FRIEND.

When students encounter a roadblock in the process of conducting research, they are most likely to turn to a friend, roommate, or peer instead of a librarian for help. This is when the 9th grade "boot camp" skills came into play. Those students in the study sample who received sufficient skills training in high school appeared to be the "helpers," while those students who didn't receive sufficient training in high school, or whose training didn't resonate with them, are the students in need of help.

» **While students appear to be reluctant to ask a librarian for help, they do not lack an awareness of the presence of librarians and their availability. The reluctance is on the part of the student, perhaps stemming from the anxiety about narrowing their search or knowing the best resources to select.**

In some cases, the request for research help from peers and friends can be a distress call. One student told us her freshman year roommate broke down crying the night before a paper was due because "she had absolutely no idea how or where to begin." Our participant had benefited from strong research skills training in high school and was able to step in, calm her roommate, and teach her how to write an outline to start the research and writing process.

Students are also willing to turn to a trusted mentor or professor for help, but typically only if they have started the paper shortly after it was assigned and not waited to start it until a few days before it is due. The students' connection to the professor is also a factor; students who feel that a professor knows them, or has a stake in their success, are more likely to turn to that person when they hit an obstacle, even if that person is no longer their teacher. Graduate advisors are also considered helpers, just not as significantly or frequently as classmates, friends, and peers.

While students appear to be reluctant to ask a librarian for help, they do not lack an awareness of the presence of librarians and their availability. The reluctance is on the part of the student, perhaps stemming from the anxiety about narrowing their search or knowing the best resources to select.

One student talked about a requirement in one of her freshman classes that she have an individual session with a librarian prior to starting her research. The student was pleased how much more efficiently she was able to find sources and conduct her research with the assistance of the librarian, and that student-librarian collaboration became a preferred practice for her future projects.

SURPRISE #5: THE CALCULATIONS THAT GO INTO EVALUATING RESULTS.
Students trust Google to deliver the answers and content they want on the first page of results. Instead of browsing through multiple pages of results, students will instead focus their energy on the first page of results of Google in very specific ways.

The initial once-over of the page is done to skim the results for their search terms, bolded, in the title of the result item. For example, if a student is searching Google for "Ferguson riots" and the first two results (after Wikipedia) are an article from *The Economist* titled "The Ferguson Riots: Overkill," and "Why the Police Shooting in Ferguson, MO, Had Little To Do With Ferguson," from the *Washington Post,* students in the EBSCO sample were more likely to select the article from The Economist, since the exact search terms, "Ferguson Riots," were bolded and in the title.

Seeing their search terms bolded and in the title of an article fulfills an internal, unspoken requirement that students determine they must meet before investing more of their time to read the first line of the abstract. After each small increment of time, several students explained that they are calculating the return on investment (ROI) in their heads, constantly evaluating whether additional investment of their time is merited based on the results achieved thus far: "If the search terms are bolded and in the title, then I'll proceed to the abstract." Or, "If the abstract is in understandable language and gives context for the search topic, then I'll read the entire abstract."

When a resource is determined to be worthy of their time, there is another set of strategies students employ when reading. Some use Ctrl+F (the keyboard shortcut for "find") to find their keywords in the article,

while others skim headings and subheadings, looking for what might be most relevant to them. But most students in our sample described their reading habits as "skimming" or "scanning," two techniques learned as part of high school SAT prep courses.

THE UNSURPRISING CONCLUSION
While today's students are using new technologies, strategies, and skills to conduct research, the underlying truth hasn't changed: students are comfortable using technology, but they are by no means expert searchers. While they are capable of sophisticated thought and advanced time-saving strategies, today's students—the researchers of the future—still need significant support and training to perform the research required of them in college and beyond.

Guiding students to achieve information literacy is one of the primary goals of higher education. The process of helping college students to become competent at discriminating among scholarly resources, and being able to distinguish a premium source that will inspire critical thinking is a core objective of educators and librarians. Students' habits are changing as quickly as technology evolves, and EBSCO's User Research team is committed to discovering new insights that not only help us build better products but will help educators understand and support today's—and tomorrow's—college student.

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Younger Americans and Public Libraries

» **How those under 30 engage with libraries and think about libraries' role in their lives and communities.***

BY KATHRYN ZICKUHR AND LEE RAINIE

Younger Americans—those ages 16-29—especially fascinate researchers and organizations because of their advanced technology habits, their racial and ethnic diversity, their looser relationships to institutions such as political parties and organized religion; and the ways in which their social attitudes differ from their elders.

This report pulls together several years of research into the role of libraries in the lives of Americans and their communities with a special focus on the Millennials, a key stakeholder group affecting the future of communities, libraries, book publishers, and media makers of all kinds, as well as the tone of the broader culture.

PERTINENT RESULTS

The following insights from the research are especially noteworthy.

There are actually three different "generations" of young Americans with distinct book reading habits, library usage patterns, and attitudes about libraries. One "generation" is comprised of high schoolers (ages 16-17); another is college-aged (18-24), although many do not attend college; and a third generation is 25-29.

Millennials' lives are full of technology, but they are more likely than their elders to say that important information is not available on the Internet. Some 98 percent of those under 30 use the Internet, and 90 percent of these Internet users say they use social networking sites. More than three quarters (77 percent) of young Americans have a smart phone, and many also have a tablet (38 percent) or e-reader (24 percent). Despite their embrace of technology, 62 percent of Americans under age 30 agree that there is "a lot of useful, important information that is not available on the Internet," compared with 53 percent of older Americans who

Entertainment and media activities

Among Americans ages 16+, the % who do the following activities every day or almost every day

	a	b	c	d	e
	16-17	**18-24**	**25-29**	**All 16-29**	**All 30+**
Listen to music, talk radio, or a podcast, on any device	94	93	92	93[e]	78
Socialize with friends or family in person, by phone, or online	88	91[c]	84	88[e]	75
Watch TV or movies, on any device	72	71	72	71	80[d]
Read the news or a newspaper, in print or on any device	44	54[a]	61[ab]	55	64[d]
Read a book, in any format	46	43	43	43	40

Source: Pew Research Center's Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.

Note: Rows marked with a superscript letter ([a]) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Exhibit 1: Technology use and gadget ownership

Technology use and gadget ownership

Among all Americans ages 16 +

	a	b	c	d	e
	16-17	**18-24**	**25-29**	**All 16-29**	**All 30+**
Cell phone (including smartphone)	91	98	96	96[e]	89
Smartphone	68	81	76	77[e]	49
Tablet	46	33	42	38[e]	34
E-reader	24	22	27	24	24
Internet use	97	99	96	98[e]	82
Social networking site use (among internet users)	91	92	88	90[e]	69
Twitter use (among internet users)	50	34	30	35[e]	14

Source: Pew Research Center's Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.

Note: Rows marked with a superscript letter ([a]) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Exhibit 2: Younger Americans' views about the Internet

believe that. At the same time, 79 percent of Millennials believe that people without Internet access are at a real disadvantage (**see Exhibits 1 and 2**).

Millennials are quite similar to their elders when it comes to the amount of book read- ing they do, but young adults are more likely to have read a book in the past 12 months. When asked, 43 percent of those in the Millennial group report reading a book—in any format—on a daily basis, a rate similar to older adults. Overall, 88 percent of Ameri-

Students' education level

Among students, the % who are a...

		High school student	College student (undergraduate)	Graduate student	Student at a community college	Student at a technical, trade, or vocational school
a	16-17	88[b]	7	*	2	2
b	18-24	6	61[a]	8[a]	18[a]	6[a]
c	25-29	n/a (n<100)	n/a (n<100)	n/a (n<100)	n/a (n<100)	n/a (n<100)
d	All 16-29	28[e]	41[e]	9	15	5
e	All 30+	*	31	25[d]	20	9[d]

Source: Pew Research Center's Internet Project Omnibus Survey, January 2-5, 2014. N= 1005 American adults ages 18 and older. Interviews were conducted on landlines and cell phones, in English and Spanish.

Note: Rows marked with a superscript letter ([a]) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Exhibit 3: How often do you read a book, including print, audiobooks, and e-books?

Younger Americans' views about the internet

Among Americans ages 16+, the % who "agree" or "strongly agree" (combined)

	a 16-17	b 18-24	c 25-29	d All 16-29	e All 30+
The internet makes it much easier to find information today than it was in the past.	98	98	97	98[e]	93
There is a lot of useful, important information that is NOT available on the internet	66[c]	64	58	62[e]	53
It's easy to separate the good information from the bad information online	58	56	57	57	55
People without internet access are at a real disadvantage because of all of the information they might be missing	79	79	79	79[e]	76

Source: Pew Research Center's Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.

Note: Rows marked with a superscript letter ([a]) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Exhibit 4: Recent public library use

cans under 30 have read a book in the past year, compared with 79 percent of those age 30 and older. Young adults have caught up to those in their thirties and forties in e-reading, with 37 percent of adults ages 18-29 reporting that they have read an e-book in the past year (**see Exhibit 3**).

As a group, Millenials are as likely as older adults to have used a library in the past 12 months, and are more likely to have used a library website. Among those ages 16-29, 50 percent reported having used a library or bookmobile in the course of the past year in a September 2013 survey. Some 47 percent of those 30 and older had done so. Some 36 percent of younger Americans used a library website in that time frame, compared with 28 percent of those 30 and older (**see Exhibit 4**).

Despite their relatively high use of libraries, younger Americans are among the least likely to say that libraries are important. Only 19 percent of those under 30 say their library's closing would have a major impact on them and their family, compared with 32 percent of older adults. And 51 percent of younger Americans say closing a library would have a major impact on their community, compared with 67 percent of those 30 and older.

As with the general population, most younger Americans know where their local library is, but many say they are unfamiliar with all the services it may offer. Of those surveyed, 36 percent of Millennials say they know little or nothing about the local

library's services, compared with 29 percent of those 30 and older. At the same time, a majority of younger Americans feel that they can easily navigate their local library. The vast majority would describe libraries as warm, welcoming places, though younger patrons are less likely to rate libraries' physical conditions highly (**see Exhibit 5**).

WHAT THEY THINK

While previous reports from Pew Research have focused on younger Americans' e-reading habits[1] and library usage,[2] this report explores their attitudes toward public libraries in great detail, as well as the extent to which they value libraries' roles in their communities. To better understand the context of younger Americans' engagement with libraries,[3] this report also explores their broader attitudes about technology and the role of libraries in the digital age (**see Exhibit 6**).

It is important to note that age is not the only factor in Americans' engagement with public libraries, nor the most important. Our library engagement typology[4] found that Americans' relationships with public libraries are part of their broader information and social landscapes, since people who have extensive economic, social, technological, and cultural resources are also more likely to use and value libraries as part of those networks.

Deeper connections with public libraries are also often associated with key life moments such as having a child, seeking a job, being a student, and going through a situation in which research and data can help inform a decision. As a result, the picture of younger Americans' engagement with public libraries is complex and sometimes contradictory, as we examine their habits and attitudes at different life stages.
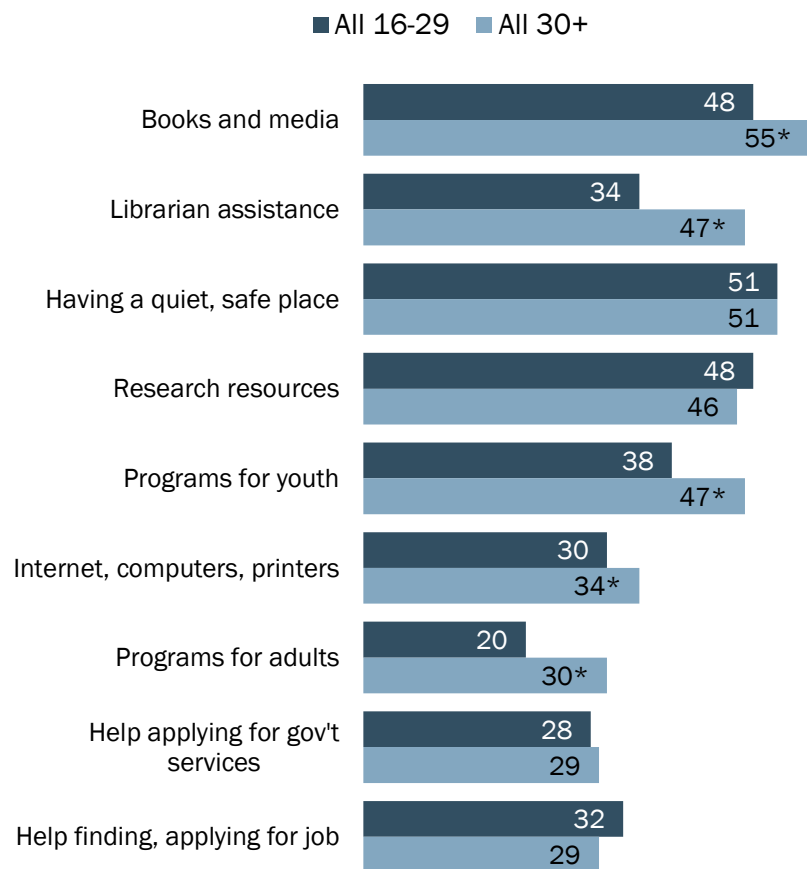
NOT ALL THINK ALIKE

Even among those under 30, age groups differ in habits and attitudes. Though there are often many differences between Americans under 30 and older adults, younger age groups often have many differences tied to their age and stage of adulthood.

Our surveys have found that older teens (ages 16-17) are more likely to read (particularly print books),[5] more likely to read for work or school, and more likely to use the library for books and research[6] than older age groups (**see Exhibit 7**). They are the only age group more likely to borrow most of the books they read instead of purchas-

How important are these public library services to you and your family?

% among Americans ages 16+ who have ever used a public library or had a household member use a public library, the percentage who say these services are "very important" to them and their family

■ All 16-29   ■ All 30+

Service	All 16-29	All 30+
Books and media	48	55*
Librarian assistance	34	47*
Having a quiet, safe place	51	51
Research resources	48	46
Programs for youth	38	47*
Internet, computers, printers	30	34*
Programs for adults	20	30*
Help applying for gov't services	28	29
Help finding, applying for job	32	29

* indicates statistically significant difference between age groups.

Source: Pew Research Center's Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.

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Exhibit 5: How important are these public library services to you and your family?

ing them, and are also more likely to get reading recommendations at the library.[7] Yet despite their closer relationships with public libraries, 16-17 year-olds are less likely to say they highly value public libraries, both as a personal and community resource.

The members of the next oldest age group, college-aged adults (ages 18-24) are less likely to use public libraries than any other age groups, and are significantly less likely to have visited a library recently than in our previous survey: some 56 percent of 18-24 year-olds said they had visited a library in the past year in November 2012, while just 46 percent said this in September 2013. They are more likely to purchase most of the books they read than borrow them, and are more likely to read the news regularly than 16-17 year-olds. In addition, like the next oldest age group, 25-29 year-olds, most of those in the college-aged cohort have lived in their current neighborhood five years or less.

Finally, many of the library habits and views of adults in their late twenties (ages 25-29) are often more similar to members of older age groups than their younger counterparts. They are less likely than college-aged adults to have read a book in the past year, but are more likely to keep up with the news. In addition, many in this group (42 percent) are parents with particularly high rates[8] of library usage. Additionally, library users in this group are less likely than younger patrons to say their library use has decreased, and they are much more likely to say that various library services are very important to them and their family.

TECHNOLOGY IN LIBRARIES

Looking specifically at technology use at libraries, we found that as a group, patrons under age 30 are more likely than older patrons to use a library's computers and Internet connections, but less likely to say these resources are very important to them and their families—particularly the youngest patrons, ages 16-17. Even though they are not as likely to say libraries are important, young adults give libraries credit for embracing technology.

While younger age groups are often more ambivalent about the role and importance of libraries today than older adults, they do not necessarily believe that libraries have fallen behind in the technological sphere. Though respondents ages 16-29 were more likely than those ages 30 and older to agree that "public libraries have not done a good job keeping up with newer technologies" (43 percent versus 31 percent), a majority of younger Americans (52 percent) disagreed with that statement overall. ■

*Excerpted from Pew Research Center, September 10, 2014, "Younger Americans and Public Libraries" available at: http://www.pewinternet.org/2014/09/10/younger-americans-and-public-libraries/. Used with permission.

ABOUT THESE SURVEYS: This report covers the core findings from three major national surveys of Americans ages 16 and older. Many of the findings come from a survey of 6,224 Americans ages 16 and older in the fall of 2013. The survey was conducted in English and Spanish and on landlines and cell phones.

A full statement of the survey method and details can be found at http://www.pewinternet.org/2014/03/13/methods-27/. The details and methods of the

How important are these public library services to you and your family?

% among Americans ages 16+ who have ever used a public library or have a household member who uses a public library, the % who say each of these services are "very important"

	a 16-17	b 18-24	c 25-29	d All 16-29	e All 30+
Books and media	37	45	57[ab]	48	55[d]
Librarian assistance	29	31	41[ab]	34	47[d]
Having a quiet, safe place	42	51[a]	54[a]	51	51
Research resources	41	46	53[a]	48	46
Programs for youth	25	34[a]	49[ab]	38	47[d]
Internet, computers, printers	18	28[a]	39[ab]	30	34[d]
Programs for adults	13	16	27[ab]	20	30[d]
Help applying for gov't services	22	25	35[ab]	28	29
Help finding, applying for jobs	34	29	34	32	29

Source: Pew Research Center's Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.

Note: Rows marked with a superscript letter ([a]) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Exhibit 6: Younger Americans' views on public libraries' roles in their communities

How often do you read a book, including print, audiobooks, and e-books?

Among Americans ages 16+

	a 16-17	b 18-24	c 25-29	d All 16-29	e All 30+
Every day or almost every day	46	43	43	43	40
At least once a week	23	22	27	24[e]	18
At least once a month	15	16	14	15	15
Less often	11	14	13	13	18[d]
Never (VOL)	6	4	4	4	8[d]

Source: Pew Research Center's Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.

Note: Rows marked with a superscript letter ([a]) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Exhibit 7: Most readers say they purchase most of the books they read

two other surveys can be found at http://libraries.pewinternet.org/2013/01/22/methodology-8/.

DISCLAIMER: This report is based on research funded in part by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the author and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.
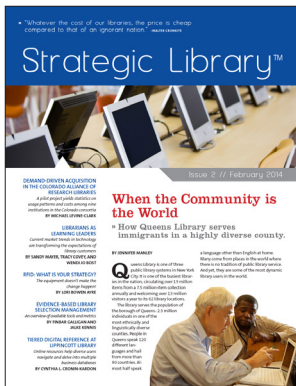
**Note: Rows marked with a superscript letter (a) or another letter indicate a statistically significant difference between that column and the column designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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FOOTNOTES:
[1] http://libraries.pewinternet.org/2012/10/23/younger-americans-reading-and-library-habits/
[2] http://libraries.pewinternet.org/2013/06/25/younger-americans-library-services/
[3] http://libraries.pewinternet.org/2013/12/11/libraries-in-communities/
[4] http://pewinternet.org/2014/03/13/library-engagement-topology/
[5] http://libraries.pewinternet.org/2013/06/25/part-1-a-portrait-of-younger-americans-reading-habits-and-technology-use/
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