New Infographics on the Research Process

Matt Lee

Starting a research project can be hard. It can be especially difficult for new college students unfamiliar with the expectations of college-level research. *Project Information Literacy* has found that new college students have difficulty with the independent intellectual choices required by college research (such as defining a research question and identifying keywords) and navigating multiple types of sources, among other things.

Learning these skills is a complex, ongoing prospect. We've created several infographics that we hope can help students along the way. The series is called *College Research Guides* and tackles some of the topics that college students seem most to struggle with. The topics covered will be familiar to you because you probably teach some variation of them already, either formally or informally. We hope that they might serve as a simple, visual thing for you to point to as you're helping your researchers (whether new college students, aspiring college students, or lifelong learners) gain the skills, strategies, and knowledge essential to research success.

Find the entire infographic series, along with videos on the research process, on our ELM Learning Center *Research Process* page, or scroll down.

1. Writing a Research Question (Infographic)
A good research question is thought-provoking and requires investigation. Here's how to make one.
2. The Information Cycle (Infographic)

When an important or newsworthy event occurs, different types of information sources respond differently. Use the information cycle to know where to look for what you need.
3. Know What You’re Looking For (Infographic)

What you’re looking for determines where you should look.
4. Know How Much You Know (Infographic)

How much you already know about your topic determines where you might look.

Back to May 2014
Savvy Digital Natives? Says Who?

Jennifer Hootman

In a recent perusal of the Chronicle of Higher Education, I ran across the article, “Confronting the Myth of the ‘Digital Native.’” The title immediately grabbed my attention as the “Digital Native” has been and continues to be a part of professional conversations among librarians. Eszter Hargittai, a sociologist and Northwestern University professor in the Communication Studies Department, leads a research group called Web Use Project whose goal is “to learn about how people use the Web in their everyday lives and in particular, how differences in Internet use may contribute to social inequality.”

Through years of research focusing on the online skills of millennials, Hargittai asserts that the findings don’t describe a group of tech savvy and experienced young people but rather depicts “a stratified landscape in which some, mostly privileged, young people use their skills constructively, while others lack even basic Internet knowledge.” Furthermore, Hargittai argues that when we assume that millennials inherently understand all they need to know about technology and its applications, we limit their opportunities for learning and asking questions.

Out of their research findings, Hargittai and her colleague, Brayden King, associate professor of management and organization at Northwestern’s Kellogg School of Management, developed a 10-week course called “Managing Your Online Reputation.” In that course, which has now become so popular that it has garnered a waiting list, students learn searching skills using a variety of search engines (and uncover the differences in results); how to create profiles on platforms such as Google Plus, Tumblr, and Twitter; and researching and presenting case studies of individuals who have been successful in managing a positive and fruitful online reputation.

Spending some time reading and considering Hargittai’s research would likely develop and deepen our current discussions in the library profession. Visit Web Use Project and the list of publications to take a closer look.

Back to May 2014
American Libraries has recently published Marshall Breeding’s “Library Systems Report 2014.” Highlights from this year’s report include information about the rise in competition of products to enhance integrated library systems, new library services platforms, and discovery services. The CLIC libraries were mentioned in the report for their selection of ProQuest’s Intota:

“ProQuest continues its development of Intota, its planned library services platform offering. Cooperating Libraries in Consortium, a consortium of private colleges and universities in the Minneapolis–St. Paul area, selected Intota in 2014 through a competitive procurement process.”

Discovery platforms are also discussed. EBSCO Discovery Service is noted as the current industry leader with 5,612 library subscribers, followed by OCLC’s WorldCat Local with 1,717 library subscribers. Ex Libris and ProQuest finish out the round of leading discovery services. Integrated library systems, open source developments, school library automation, special library services, and information about events in the international community are detailed as well. A separate pdf of charts covering vendor product activity, sales, and installations is included.

Metropolitan State University Library’s Labyrinth Garden

Carla Pfahl and Beth Staats

At ARLD Day, we attended the session, “Meeting at the Intersection: A Library Labyrinth.” From Metropolitan State University, Faculty Librarians Jennifer DeJonghe and Michelle Filkins were joined by Nursing Professor Emeritus Ellen Schultz to discuss the process of establishing the David Barton Community Labyrinth and Reflective Garden and what has happened since it opened in June 2013. The labyrinth and garden were named after David Barton, Dean of the Metropolitan State University Library from 2002 until his death in 2012. The labyrinth was designed by a local artist from Stillwater, MN, Lisa Moriarty, with funds from a University fundraising campaign, donations, and a library endowment.

The process to create the labyrinth and space came together in a relatively short amount of time, and the librarians and Schultz noted that having a labyrinth has become an invaluable tool for students, faculty, staff, and the community. The project aligns with the mission of Metropolitan State University by its commitment to community partnerships. The labyrinth has been very well received and is used frequently and has
facilitated community engagement and partnerships. There have been many positive responses from individuals saying that walking the labyrinth and having the space has helped with stress, allowed for a place to meditate, and even helped with working through issues.

There are many ways to describe a labyrinth. It can be a pattern, an archetypal symbol, a unicoursal path, a walking meditation, and a spiritual tool. It is a patterned geometrical figure with an exterior boundary. It is a symbol of wholeness, sacredness, and can help us discover the depth of our soul. Some may think it is a maze but it is not. There are two types of labyrinth patterns, the Chartres or Medieval pattern and the Classical pattern. There are a few local contemporary patterns including the labyrinth at Como Park. Metro State's labyrinth has parts of both patterns in it.

The origins of the labyrinth are still a mystery. There are a lot of theories including that it came from the stars or nature. Labyrinths emerged in cultures all over the world. Some ways to use a labyrinth include healing aspects like integrating mind, body, and spirit; creating a centering within oneself; and relieving the effects of a stressor. There is a small but growing body of research on the labyrinth; The Labyrinth Society offers a survey on how you feel before and after walking a labyrinth. They are also sometimes used for conflict resolution. A labyrinth at a university can be applied to several teaching fields including Human Services, Psychology, History, Creative Writing, Nursing, Art, and Information Studies. The pattern of the labyrinth and intention of the walker can direct the walk. There is no right way to walk a labyrinth. If you're interested in walking a labyrinth use the Labyrinth Locator to discover one near you.
Let’s Get Digital: U of MN Digital Course Packs

*Matt Lee*

Danika Stegeman and Shane Nackerud, both of the University of Minnesota – Twin Cities Libraries, presented an ARLD Day session on a pilot project at the U of MN that supports the use of digital course packs. You probably remember non-digital course packs from your own educational experience – those shrink-wrapped piles of photocopies with a surprising number of digits on the price tag. The U of MN’s project aims to reduce those prices for students, streamline the creation process for faculty, and integrate library materials into the classroom.

The pilot project reflects a partnership between organizations across the U of MN campus, including the Libraries, the College of Education and Human Development, the Copyright Permissions Center, the Bookstore, and the Office of Information Technology. Faculty members begin by selecting the course readings and other materials for their class. These may include journal articles, book chapters, web sites, videos, and more. Staff from the Libraries set up permalinks to that content which is available in library resources, wherever possible. For anything not available in library databases, the faculty member decides whether they can claim fair use under copyright law. If they can’t, rights are secured via the Copyright Center.

Students access all of the content in their digital course pack via an online system built using the open source product [Reserves Direct](#), which is embeddable within Moodle. Students have immediate online access to everything their professor has selected. If copyrighted material has been used, and if student purchase is required, the Bookstore handles the transaction.

Digital course packs offer cost savings for students – even just in saving the $0.03 per page cost for printed materials. They also offer faculty the opportunity to claim fair use of copyrighted material (and libraries to educate faculty about fair use). They make course content accessible online to match students’ evolving mobile needs. They make good use of purchased library material. All good reasons why the U of MN Libraries say “Let’s Get Digital.”

*Back to [May 2014](#)*
Please Participate in a Ten-Minute Technology Survey

In an effort to ensure that we understand technology issues in the K-12 environment, we've put together a brief survey on tablets and other technology topics. Please take 10-15 minutes to let us know about technology in your K-12 school. Thank you very much.
ELM and iPads

This survey is for Minnesota K-12 school library and technology staff. It is intended to provide Minitex Reference Outreach & Instruction with information about iPad implementation in Minnesota schools and ELM access issues. It will take approximately 10-15 minutes to complete. Thanks in advance for your participation.

* Required

Contact Information

Name

Work Email

Work Phone

Institution

City

Zip Code

Technology Background Questions

Has your school implemented a 1:1 iPad/tablet program? *

Yes

Back to May 2014
New EBSCO Metadata Policy for Discovery Systems

Edited from EBSCO and Ex Libris press releases

Editor’s note: EBSCO recently announced a new policy that allows much of its database content to be indexed in competitors’ discovery systems, a practice it has not employed for years. EBSCO’s initial press release is included below and certainly signals a positive step, but questions remain about the extent of this step. A portion of a press release from Ex Libris, maker of the Primo discovery tool, is included to represent those questions. And an update announcement from EBSCO provides a notion of timeline.

**EBSCO Announces New Open Policy on Metadata Sharing & Technology Integration**

April 18, 2014

At EBSCO, we are committed to providing rich content and increasing the usage and value of library collections. Today we are announcing a new policy to share an unprecedented level of content to third-party discovery systems. Our policy is intended to facilitate greater collaboration among library resource vendors, and ensure an improved overall library discovery experience for end users.

Our policy specifies the EBSCO content that will be made available to third-party discovery systems in the context of a partnership. Our policy aims to ensure that libraries have both the content and applicable OPAC resource integration – regardless of the discovery service that the library chooses.

To ensure an open approach to communication among library partners and vendor partners, we have made our policy available on our web site: [www.ebscohost.com/metadata-sharing-policy](http://www.ebscohost.com/metadata-sharing-policy).

We look forward to greater working partnerships with discovery and ILS vendors to provide the best experience for our mutual customers.

**Ex Libris Response to the EBSCO Policy for Metadata Sharing & Collaboration (edited)**

April 21, 2014

Ex Libris has reviewed with great interest the EBSCO Policy for Metadata Sharing & Collaboration, which
was released on April 18, 2014. We are very pleased that EBSCO starts addressing the growing concern of the library community regarding the discoverability of the EBSCO content that the libraries license. EBSCO's policy also responds to current industry initiatives, such as the recently published draft LIBLICENSE Model License (clause 5b), which requires that the licensor makes available the licensed materials through the licensee's discovery service of choice, and the draft NISO Open Discovery Initiative (ODI) report, soon to be published in its final form. The ODI report recommends that “content providers should make available to discovery service providers metadata and underlying full-text/original content for complete offerings, for the purposes of indexing to meet licensed customers' and authenticated end users' needs.”

While we welcome the new EBSCO approach to sharing and collaboration and look forward to a real change, we are concerned by the fact that EBSCO only selectively complies with the above industry standards and that only some of the EBSCO collections will become discoverable as a result of the new open policy—EBSCO is not applying this policy to many of their collections, and in particular their subject indexes. We do hope that the current policy terms mark the beginning of a longer term policy under which EBSCO will make all relevant content available for discovery by all EBSCO licensees. We also encourage EBSCO to publicly and openly discuss related topics, such as compliance with industry recommendations and the barriers that EBSCO set up to open all their collections.

**EBSCO Metadata Sharing Policy Update** (edited)

April 30, 2014

We also wanted to address a common question that we received about the expected timing of implementation. From EBSCO's perspective, we would like to establish working arrangements with other article-level discovery vendors as soon as possible. We are in active discussions with two of the three potential partners and are hopeful that it will soon be all three, so we may establish this content and technology sharing with your vendor in the very near future. We will provide an update as soon as we have partner news to share, but it would be inappropriate for us to provide more details about any particular potential partnership at this time.

Back to **May 2014**
It’s Complicated….Indeed!

Jennifer Hootman

With no shortage of research on youth and technology, and specifically social media and teens, dana boyd, herself not a stranger to the library community, wrote It’s Complicated: The Social Lives of Networked Teens which became available this year. After seeing this highlighted on a local listserv, and with a title like that, I was instantly intrigued. boyd, Principal Researcher at Microsoft Research, Research Assistant Professor at New York University, and Fellow at Harvard University’s Berkman Center for Internet and Society, has earned her stripes in this field with dozens of publications sharing her research over the last 10-15 years. boyd has a way of providing what feels like an “insider” perspective. In the case of It’s Complicated, her research takes a nuanced look into teen use of social media. For a 22-minute video summary of some of this research, check out her keynote for the Family Online Safety Institute’s 2013 annual conference in which she makes a distinction between teens participating in public spaces and “being public,” questions traditional approaches to Internet safety, and problematizes parental (and familial) surveillance of teen social media activity. Good food for thought for any librarian.

Back to May 2014
7 Myths about Libraries

Beth Staats

I was perusing my “library” news feed this morning when an article from the Huffington Post caught my eye. “7 Big Myths about Libraries”, written by two co-founders of the Library as Incubator Project was at the top of my list. Based in Madison, WI, the Library as Incubator Project is made up of a team of women who write about libraries and art. Let’s take a look at the myths they discuss.

1) Libraries are quiet spaces... Libraries can be and offer quiet spaces but that is not always the case. This recalls the stereotypical librarian walking around shushing everyone in the library. In my 40+ years of visiting libraries, I only remember that occurring on elementary and middle school field trips to the library.

2) Book clubs are snooze fests...I have never attended a book club at a library, but the in-home book clubs I've attended have been far from a place I could fall asleep.

3) Library craft activities are old-fashioned, boring, or for kids only... Many libraries offer 3D printers - I can hardly imagine that is old-fashioned or only for kids.

4) Libraries are only about books... I would hope that even someone who hasn't been in a library in years would know that they are no longer about books only. They are about information and whatever format that information takes is o.k. with libraries.

5) Libraries are boring... If you think libraries are boring then you must be boring. Libraries are about and for the community. Whatever the community is interested in, the library is interested in.

6) Libraries are for little kids... Libraries have much to offer children, but they have even more to offer teens and adults.

To take a look at the full article, go to http://www.huffingtonpost.com/erinn-batykefer/library-myths_b_5234414.html.

Back to May 2014
One-Second Poll: Responses to All of Our Polls to Date

Every month we ask you to weigh in on a quick question. After participating, you can see a summary of others’ responses up to that point, but we thought it might be fun to share responses to all of our polls to date.

The insight into our collective librarian consciousness is… well, it’s quite something.

October 2013: PEDs in Libraries

Unequivocally, the best performance-enhancing drink (PED) for the library environment is:

November 2013: Halloween Costume

The Halloween costume that best exemplifies the library profession is:
December 2013: Internet vs. internet

Technically the Internet we all go to is a specific thing and therefore a proper noun, but the internet is also often referenced as a generic medium of communication, making it a common noun. So… which is right?

January 2014: MOOCs

Libraries locally and nationally have done very interesting work to support MOOCs. MOOCs in 2014 will be:

February 2014: Facebook or Twitter?

http://referencenotes.minitex.umn.edu/category/may-2014/
Which of these is better for library promotion?

March 2014: Biggest Thing in 2014

Using *only one word,* what will have the biggest impact on your library in 2014?
April 2014: Wearable Tech

What type of wearable technology would you be most likely to wear every day if given the opportunity?
Thanks for participating in these polls! We'll be back with another one-second poll next month, assuming we can think of a good question. (“Good” obviously being something of a relative term here.)

Back to May 2014