Thanks to Norma Godavari, who suggested the name “LiliUM” for this newsletter. It’s an anagram for Information Literacy and Instruction at the University of Manitoba Libraries, but it also refers to a flower that we all know. The Prairie Lily is a good symbol/metaphor for library instruction and information literacy development. The lily is described as being difficult to establish, with its initial growth taking place underground, but once established it’s adaptable. It does best in a group setting and requires cross pollination in order to survive and spread. [http://tinyurl.com/5uhczr](http://tinyurl.com/5uhczr)

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**HOT OFF THE PRESS**

Institute for Information Literacy
IMMERSION ‘09
Eckerd College Conference Center and Lodge
Eckerd, Florida
July 26-31, 2009

The ACRL Institute for Information Literacy announces the invitation to apply for its Immersion '09 Program. Applications are now being accepted for Immersion ‘09 Teacher and Program Tracks.

December 8, 2008 is the deadline to apply.
1. New Publications:

The ECAR Study of Undergraduate Students and Information Technology, 2008  “Almost all students used the college or university website (93.4%)”
Key findings: http://net.educause.edu/ir/library/pdf/ekf/EKF0808.pdf
Full report:
http://connect.educause.edu/Library/ECAR/TheECARStudyofUndergradua/47485

Latest issue of Evidence Based Library and Information Practice
http://ejournals.library.ualberta.ca/index.php/EBLIP

Latest issue of the LOEX Quarterly
http://www.emich.edu/public/loex/quarterly.php
After you click on any of the articles you wish to read, it will take you - after about 5-10 seconds - to the article's page in the digital repository, EagleSpace. To view the article, simply click on "View/Open".

Log-in and password:
my.emich username: loex_member
Password: loex1849

That specific article will then open in a new window. Once you are done with that article, you can close that window, and then just hit the "Back" button in your browser while at the article's EagleSpace page to go back to the web list of articles.

Gaming and learning: Winning information literacy collaboration
C&RL News, October 2008
Vol. 69, No. 9
by Marsha Spiegelman and Richard Glass
In this collaboration Marsha Spiegelman, instruction librarian, and Richard Glass, math/computer science classroom professor, sought to get IL back on track by integrating games and Web 2.0 tools into IL instruction. http://tinyurl.com/5t7ws8

Facebook: Get Educated on the Hottest Social Media Platform
By Ron Jones, Search Engine Watch, Oct 23, 2008
“Even as a purely social activity, Facebook has the potential to teach students about appropriate citizenship in the online world. Similar to other social media applications, Facebook highlights the importance of creating content over simply consuming it. By encouraging the student to build creative profiles, Facebook allows them to express themselves, communicate, and highlight their talents and experience”
2. Call for papers:

WILU 2009 – 2nd CALL FOR PAPERS
38th Annual Workshop on Instruction in Library Use
38e Atelier annuel sur la formation documentaire
Université Concordia University
Montréal, Québec, Canada

http://library.concordia.ca/wilu2009

Submission deadline: Monday, December 8, 2008
Date limite pour soumettre une proposition : le lundi 8 décembre 2008

3. Tips n’ Tricks:

How to add a popup window to a Powerpoint slide

Wikipedia as a Teaching Tool:
Jean Caspers of Linfield College in Oregon offers this strategy for smaller undergrad classes:

Before the class (a few days to a week) I work out with the professor to pair up students to evaluate web sites related to the course content. I provide a list of web sites, ranging from obviously unsuitable to scholarly and probably on target, all related to the course content (as specific as possible to work they are doing that week or for assignments; work it out with the prof). The list goes onto a web site (just the list of URL’s, numbered).

The assignment comes to them (ideally from the professor, who forwards it from me) via email. It is backed up with a Web page version.

Examples, including the assignment, criteria, worksheet and links:
https://catfiles.linfield.edu/People/Faculty/jcaspers/classes08/masterpiece_eval.htm
http://www.linfield.edu/library/classpage.php?id=191#TWO
Then the entire class session is given over to their 5 minute presentations, which are evaluated by prof and myself. No lecture.

As you can see from the second assignment linked above, some faculty like to include a component of individual work, with each student writing up a narrative evaluation of the web site (or another one of their choice) for individual credit.

How to Brainstorm Keywords
Mark Shore of Miami University Hamilton in Hamilton Ohio, asked for input/ideas on exercises for brainstorming research topic keywords. Here are some of the responses he got on ACRL’s information literacy listserv.
• **Handout** from the University of Texas at Austin:  
  [www.lib.utexas.edu/services/instruction/resources/handouts/brain_keywords.rtf](http://www.lib.utexas.edu/services/instruction/resources/handouts/brain_keywords.rtf)

• **Guess the Google** online game. The game shows a montage of images on a topic and then you have to guess the correct keyword in a set period of time. Subjective, but interesting: [http://grant.robinson.name/projects/guess-the-google/](http://grant.robinson.name/projects/guess-the-google/)

• I used a **concept map** to help students think of topics, and we looked at synonyms and other words that might be used and the results that we got. I showed students specifically how synonyms can affect their searches, using the examples of how many articles can be found using the different terms: Anishinaabe, Chippewa, and Ojibw* [encompassing Ojibwa(s), Ojibway(s), and Ojibwe(s)].

• You can suggest that your students look at an event from **various viewpoints**: What a youngster would call a “car crash” may hit the news as an “automobile accident” and then show up in statistics later as a “vehicular fatality” but be referred to on the radio as a “traffic sigalert.”
  In a database with subject headings, they need to think like a crime scene investigator and look for “CLUES” in the fields assigned from a controlled vocabulary by indexers. In a search engine looking mainly at TITLES, students need to think like a journalist—what words would catch readers’ attention?

• I have them write the topic and 2 broader, 2 narrower categories for the topic. Example: topic is solar energy.  
  2 broader: alternative fuels, ecology, environment, green  
  2 narrower: solar panels, solar panel manufacturing  
  I try to avoid repeating the same word in the other categories, if possible.  
  I have them put them into a **mindmap** diagram on the back of a piece of paper with circles around these terms and think of 2 more related terms.  
  I have students tell me what they have written and critique their search terms and make suggestions for alternative search terms. The students and professor give me very positive feedback on this portion of the exercise- try to have as many students as possible give you their results to critique. It seems time-consuming, but very important- and this is a great area for experienced reference librarian input.

A nice summary of information on **concept maps/mindmaps** can be found at the Online Learning Centre, Saskatoon:  
4. Thoughts from the field:

A blog can be a collaborative tool for teaching development, as *Teaching & Learning@Mac Libraries* shows. This blog is “where McMaster University library liaisons can share news, information, tips, and curriculum materials, etc. regarding library and research-related teaching and learning.”

Check it out at: [http://teaching.blog.lib.mcmaster.ca/](http://teaching.blog.lib.mcmaster.ca/)

5. In the News:

The Library Related Conferences site has been updated: [http://homepage.usask.ca/~mad204/CONF.HTM](http://homepage.usask.ca/~mad204/CONF.HTM)

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Questions, comments, contributions? Please send them to:

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