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And They Were There-Reports of Meetings

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And They Were There

Reports of Meetings

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ATG encourages reports on meetings. Please contact Sever Bordeianu if you are interested in reporting on a meeting or in suggesting a meeting for review by ATG! — KS

Society of American Archivists 1995 Annual Meeting

Report by **Ann Massmann**,
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Librarians and archivists share much common ground professionally, yet can often be separated by great distances when it comes to understanding what makes the other group "tick." This meeting report is presented to librarians as a means of shedding light on current issues in the archival community through the activities and focuses of the national meeting. The **Society of American Archivists** (SAA) met in the "City of Archives," Washington, DC for their 59th Annual Meeting, August 28-September 3, 1995, at the Washington Hilton and Towers Hotel. This highly-successful meeting continued the trend of the last several years, by focusing on the core archival themes of electronic access, management, and preservation. Numerous sessions, pre-conference workshops, and business meetings reflected these themes. International archives were a special focus of this SAA meeting, because of the location in Washington and because the SAA meeting was followed by the International Council on Archives. Many international delegates came early for the SAA meeting, as Saturday, September 2 was designated International Archives Day with the theme "Archival Oneness in the Midst of Archival Diversity." **Jean-Pierre Wallot**, National Archivist of Canada and President of the International Council on Archives, and **Maygene Daniels**, SAA's President, opened Saturday's plenary session on this theme. Numerous sessions led by members of the international archival community were presented, and the day concluded with another plenary session led by **George MacKenzie** of the Scottish Record Office and **Susan Fox**, the Executive Director of the SAA. The increasing interest in and concern over new technologies — both as access tools for archives and as another format to be pre-

served by archives — were reflected in both pre-conference workshops and in program sessions. Workshop topics included: "Managing Electronic Records," "Digitization of Photos," "Automating Processing Practices and Finding Guides," and "Cyberspace for Archivists." Of the 85 program sessions, 20 covered some aspect of electronic records, with topics such as: "Preserving and Accessioning Electronic Records," "Making Information Available on the Internet: Design Issues," "Microfilm and Digital Imaging: The Hybrid Solution," "Electronic Records Strategy Task Force Report," "National Information Infrastructure: Implications and Issues for Archivists," and "Legal and Ethical Issues of Electronic Communications." International Archives Day included a session titled "Bit by Bit: Perspectives on Managing Electronic Records" which featured speakers from Finland, Germany, and the U.S. Other sessions, workshops, and group meetings, reflected the broad range of issues facing archivists. Management of archives, preservation of various formats, and case studies of special projects or repositories made up the bulk of the topics in addition to electronic records. The nature of the Sections and Roundtables of the SAA reflect some of this diversity of interests. Among the Society's many groups: Acquisitions & Appraisal; Reference, Access & Outreach; Archivists & Archives of Color; Art & Architecture Thesaurus; (separate) RILIN, NOTIS, & OCLC Users; Electronic Records; and Preservation. This year's exhibition hall ("The SAA International Archives and Information Technology Exposition") reflected this diversity as well. Another highlight of the meeting was the many tours of Washington-area archives and libraries. The recently-completed "Archives II" facility of the National Archives, located in College Park, Maryland, attracted many archivists for behind-the-scenes tours. Completed in 1993, Archives II is the largest archival facility in the world at 1.7 million square feet. Tours included the facility's research complex, public areas, conservation labs, processing rooms, and stacks. At the **Library of Congress**, archivists toured



the Main Reading Room and the recently-renovated Great Hall in the historic Jefferson building, as well as behind-the-scenes tours of selected divisions, including Manuscripts, Prints & Photographs, Conservation, Rare Books & Special Collections, and the Motion Picture, Broadcasting & Recorded Sound Division. For those with more time, the **Office of Copyright** had an exhibition on the history of copyright. The **Smithsonian Institution's** newest museum was the site of yet another impressive tour. The **U.S. Holocaust Research Institute Archives and Museum** tour brought archivists through the library and archives, which collect and preserve a vast range of published and unpublished materials documenting the Holocaust and its aftermath, and Jewish communities around the world. This was followed by a self-guided tour of the four floors containing the vast permanent exhibition on the Holocaust, which makes use of a great many archival documents, photographs, and oral histories to tell a very moving story. Other major repository tours included the **University of Maryland**, College Park's various special collections, and the **American Institute of Physics' Center for the History of Physics and Niels Bohr Library**. An additional 25 archival repositories in the area held open houses and tours during the conference. Audio-cassette copies of a number of this year's SAA sessions are available from the Society of American Archivists' office: 600 S. Federal, Suite 504, Chicago, Illinois 60605; phone (312) 922-0140. Next year's meeting will be in San

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Diego, California, August 27-September 1, 1996, and the meeting's unofficial theme will be **Ethnic and Racial Diversity**.

1995 LOEX
Library Instruction Conference

Report by **Linda St. Clair**
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For instruction librarians grappling with multiplying demands, increasing pressures, and the greater complexity of information sources, the 23rd National LOEX Library Instruction Conference in Denton, Texas, offered time to reflect and collaborate. The theme, "New Ways of 'Learning the Library' — and Beyond," provided participants with opportunities to focus on effective instructional strategies and innovations

on the cutting edge of library instruction. The speakers were dynamic, the presenters informative, and the atmosphere charged by the brainstorming and collaboration.

An unplanned benefit of attending LOEX was hearing **Cerise Oberman**, the recipient of the 1994 ACRL Miriam Dudley Bibliographic Instruction Librarian Award and author of five books, speak at **Texas Women's University**. Although it was not part of the conference, local sponsors provided a shuttle to TWU to hear Oberman speak on "Library Instruction: Concepts and Pedagogy in an Electronic Age." Oberman polled the audience



as to whether they had noticed a growing dependency on the computer for information. Nods of agreement rippled through the audience. Oberman suggested that the focus of library instruction had shifted from teaching the process of library research and critical thinking to teaching the process of using computers. She suggested that our immediate agenda

should be to redirect the focus of instruction back to the core concepts while addressing the anxieties of remote users and teaching methods to manage information overload. Instruction librarians should be the "voice

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of balance" in analyzing information needs, recommending the use of traditional and electronic resources, recognizing and managing the impact of computers on the research process, and practicing innovative strategies. In closing, Oberman described the characteristics of effective instruction in a networked environment: promoting library instruction to faculty and students, basing instruction on well-defined concepts, and providing professional development opportunities that produce dynamic teachers who effectively teach basic concepts.

Maryellen Weimer, well-known in higher education circles for her research and publications on improving instruction, was the conference keynote speaker. Weimer began by highlighting educational issues. Many instructors are teaching without training and, therefore, lack instructional awareness. Instructors are often preoccupied with techniques and convey confusion about what they teach and why they are teaching it. Today's students also have different instructional needs and lead very different lives than students in the past. In this current environment, instructors need to reassess standards of teaching, utilize new approaches to teaching for the "see and do" learners of today, and rethink how much content it is necessary to teach.

Claire Weinstein, Professor of Educational Psychology at the University of Texas at Austin, also addressed conference participants on "Strategic Learning: The Merging of Skill, Will, and Self-Regulation." After using an exercise to illustrate that we are all active information processors, Weinstein defined the terms that make up strategic learning. Skill is made up of knowledge of self (identifying what resources one needs), knowledge of task (what one needs to do to accomplish the task), and prior knowledge (what one already knows). To assist students with acquiring skill, librarians can use strategies that build memory into the process of learning. We can incorporate the use of elaboration strategies such as analogies, summarizing, paraphrasing, creating organizational schemes, critiquing, or teaching to another. We can utilize cooperative learning techniques. By teaching underlying principles and providing opportunities to practice, we can develop the ability in students to transfer skill and knowledge to another situation. Will or motivation is a function of "owning" (that is, setting, analyzing, and using) one's goals. Self-regulation in learners develops on two levels. The macro level includes learning skills such as time management, systematic testing, reflection, and creating a systematic approach to learning.

On the micro level, learners learn techniques for monitoring comprehension. As instruction librarians, we can help students by teaching them to make mindful choices about learning strategies instead of leaving them to rely on learning preferences which may be less effective. Skill, will, and self-regulation make up strategic learning, and instructors can promote its development by utilizing effective instructional strategies.

Deborah Fink and **Abigail Loomis** facilitated a workshop on "Meta-Learning: A Transformational Process for Learning and Teaching." This session provided an opportunity for instruction librarians to gain greater understanding of their personal learning system and expand their preferences both for learning and teaching. Meta-Learning is defined as "a mindful process in which we learn how we learn in order to become conscious of, expand, and model our own unique learning style." In individual and group activities, participants were asked to observe how they personally learn (what thoughts, questions, process are used), reflect upon and assess the process, and establish a personal system of learning. After a discussion of **David Lazear's** *Seven Ways of Knowing: Teaching for Multiple Intelligence: A Handbook of Techniques for Expanding Intelligence*, participants were asked to expand their repertoire for teaching to a variety of learning styles.

Presenters, in fifteen sessions, offered information and handouts on effective strategies and instructional sessions in practice. **Ralph Alberico** and **Elizabeth Dupuis** discussed the potential of the World Wide Web (WWW) to serve as an instructional medium for creating electronic documents that provide descriptions of resources, tips on research, and actual connections. These documents are readily accessible to students, easily maintained by instructors, and less costly than printed handouts. **Mary Jane Petrowski** and **Deborah Huerta** described their experiences using the WWW to strengthen alliances with faculty. After providing participants with an "environmental scan" of current instructional applications such as public relations, exhibits, publication programs, course material, newsletters, and electronic publications, they described an innovative program in which partnerships were developed with chemistry, political science, and German language faculty to create Web Pages. **Marvin Wiggig** presented the plan developed at **Brigham Young University** to enrich electronic instruction rooms.

Collaborative learning was also in the spotlight at LOEX. **Jill Gremmels** presented six tested techniques that librarians can incorporate into one-shot BI sessions. **May Jafari** and **Tony Stamato** described

their successes in incorporating active learning in an electronic classroom. **Corinne Laverty** discussed the use of a "cooperative jigsaw" to develop student "experts" who then taught other students. **Lisa Miller** described the implementation of a cooperative learning users' group to serve as a support network for instruction librarians.

Sessions covering innovative instructional techniques were a vital part of the conference. **Rosanne Cordell** depicted the use of multi-media for a one credit University Life Seminar Course for at-risk students. **Betty Dance** described an instructional program designed to reach 700 students at the beginning of a semester. **Marilyn Hautala**, **Steven Burks**, and **Michelle McCaffrey** described using inquiry-based learning to transform a traditional credit course. **Sandra Martin** discussed a campus-wide model developed to instruct remote users in the use of citation and full text resources. **Jane Zahner** presented a strategy called the Focus Framework method used in team teaching library skills and sociology content research skills. **Sarah Brick Archer** discussed various methods of enhancing instruction by using techniques taken from the performing arts.

Some sessions focused upon evaluation. **Diane M. Duesterhoeft** and **Nancy Cunningham** used surveys to evaluate and develop the context of their instruction program. **Julie Still** developed a series of methods to assess the usefulness of library instruction including tracking specific items on library assignments, pre-testing visiting high school students, and conducting personal interviews.

Poster sessions are always an important part of LOEX. **Sharon Almquist** illustrated the design and installation of a multi-media informational kiosk. **Barbara Bren** and **Vicky Topp** reviewed the results of a study comparing the effectiveness of hands-on instruction vs. lecture/demonstration. **Sariya Talip Clay** and **Ann Eagan** provided data on the use of "Research Assistant." **Leigh Kilman** discussed assessment methods for instruction programs. **Stacey Nickell** showed a video emphasizing the critical thinking and search strategy skills needed in an electronic environment. **Ann Scholz** described Purdue's electronic classroom. **Gabriela Sonntag-Grigera** and **Donna Ohr** demonstrated an interactive game (hypertext program) intended to teach students about the scholarly publication cycle. As traditional with all LOEX conferences, time was provided for meeting new colleagues and exchanging ideas. Next year's LOEX will return to Ypsilanti during the month of May. More detailed information about the 1995 conference will be available in the annual proceedings soon to be published. 🐼