

COIL Meeting

Friday, March 25, 2016

Book discussion *Rethinking Reference for Academic Libraries: Innovative Developments and Future Trends* eds.

Carrie Forbes and Jennifer Bowers

1:00 – 2:00 p.m.

Attendees: Sarah Whittle, Megan Donald, Chris Rosser, Jennifer Tatum, Kristen Burkholder, Cinthya Ippoliti

I. Introductions

II. Book discussion questions

Brief summary of chapter

Is this a case study? What worked or didn't work well?

What are some examples you found interesting? Is your library applying these methods? If so, elaborate.

Are other libraries around Oklahoma applying these methods?

Personal takeaway



Dialogic Mapping

COIL meeting, March 2016

Synopsis

Problem: “Typical reference transactions jump quickly to the search for resources without helping students find the context they need for their research” (p. 147).

Point(s):

- ↻ intentional dialogue positions students as equal partners with librarians;
- ↻ visualization fosters better conceptualization;
- ↻ questions help drive thinking so that students clarify ideas;
- ↻ conversation with information experts yields insight for searching and locating significant resources.



Observations

- ☞ “It is paradoxical that in an age of ubiquitous information, research is harder than ever” (p. 137).
- ☞ “Collaborative dialogue allows individuals to engage in reciprocal meaning-making through a directed discussion of a topic that can result in the construction of knowledge” (p. 139).
- ☞ “[Questions] extend the discussion beyond sources and location of information to include research and methods” (p. 141).
- ☞ “Dialogue where students are equal partners in the conversation provides a constructivist approach to learning, allowing for the free-flow of questions and ideas” (p. 147).





Working the space between...

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Questions

- ☞ What would it look like if our reference encounters adopted this concept?
- ☞ Is “sounding board” an appropriate metaphor?
- ☞ What are encounters we’ve had that resonate with this discussion?
- ☞ How might visual (dialogic) mapping be employed as a tool for assessment?



Takeaway

Point(s):

- intentional dialogue positions students as equal partners with librarians;
- visualization fosters better conceptualization;
- questions help drive thinking so that students clarify ideas;
- conversation with information experts yields insight for searching and locating significant resources.

“Slow research” makes for a clearer focus and a more equitable exchange between librarians and students” (p. 148).

