Title of Session: Targeting Librarians! Reference Resources for Teens
Moderator: Lesley Farmer
Title of File: 20031119tl
Date: November 19, 2003

Room: Hot Tub Conference Room

LesleyF: If you can see the file, refteenhdout.doc, take a look at it while the others get here.
BJ: refteenhdout.doc is under featured items under the welcome message
LesleyF: Hi, folks! Want to introduce yourself? I coordinate the library media teacher program at Cal. St. University Long Beach.
NancySa: Hi. I'm Nancy, a PUMA student at the University of Houston.
KathyHoa: Hello! I am a pre-service teacher at the University of Houston.
KathyBu: I'm in the CSULB LMT program and I work as a prep teacher in an elementary school library.
BJ: if you've just entered the room, scroll down to Featured Items above this chat window and open the file refteenhdout.doc
LesleyF: thanks, BJ! That document is a way to folks to get focused...
LesleyF: I'm also hoping that some experienced reference librarians, particularly with online experience, pop in and contribute to the conversation.
BJ nods to Lesley.
LesleyF: For those of you already here, what do you hope to get out of this session?
BJ: What is your topic, Lesley?
KathyBu: I'd like to know more about how reference librarians think, strategize and keep up-to-date.
LesleyF: No prob -- our session today looks at reference service for youth, focusing on electronic reference service -- and even more focused: on online reference.
JaneGst2: Expanding my understanding of 24/7 services, reference protocol and just to catch up~
KathyBu: I also want to know more about what changes in Reference when we are dealing with teens.
LesleyF: A really good place to start is to look at the Reference and User Services Association's web sites/standards on reference.
LesleyF: I will show you that to begin the conversation, OK?
JaneGst2: Some suggestions for working with at-risk teens who have never used the reference process, electronic or printed~
KathyBu: Okay.
ChristelT joined the room.
BJ: Hi, Christel. Are you here for Targeting Librarians?
LesleyF: Hi, Christel
ChristelT: I want to participate more because I am interested in virtual learning communities and how they operate
LesleyF: So let's start with general reference service standards.
LesleyF: Here's the URL:

LesleyF:
http://www.ala.org/Content/NavigationMenu/RUSA/Professional_Tools4/Reference_Guidelines/Guidelines_for_Behavioral_Performance_of_Reference_and_Information_Services_Professionals.htm

LesleyF: You'll note how important respect and responsiveness is.

JaneGst2: Yes, I noticed that yesterday in talking with the librarian in my local community.

LesleyF: What did they say?

JaneGst2: Her respect was amazing and the power was out so it was dark with flash lights

LesleyF: I hope there were windows at some point.

JaneGst2: She was so attentive, and just so tuned in to my questions about how reference worked in her library...

LesleyF: which is how...?

JaneGst2: It was dark but she was determined to keep the show going and had flashlights for patrons!

JaneGst2: I made an appt. to come back when the lights were on,!!!!

LesleyF: That's what I call planning.

JaneGst2: There were patrons looking for books with flashlights and it was HER attitude that kept things going..she was sooooo positive

ChristelT: Respect and responsiveness is particularly important with teenagers....if they can't approach the school library staff....

JaneGst2: She asked questions and was so interested in them!

JaneGst2: In a somewhat rural area, teens need the library, more than in the city, so we are fortunate so have such a pro here...

ChristelT: What are the keys to approachability for teenagers?

JaneGst2: I was struck by her overall responsiveness and how genuine it was and how many were around her but she kept her attention with me, which I thought was pretty swift in the dark!

LesleyF: Interestingly, that occurred to me when I was a HS librarian. The teachers didn't know how to teach in the dark so they came to the library and resesarch on PRINT materials because the computers were off. They found lots of good sources they didn't know about...

KathyBu: Genuine positive regard for the person at any age is important. I remember my first totally all over pierced person asking a reference question. I just kept reminding myself to focus on the question.

KathyBu: Humor is also important.

JaneGst2: Absolutely!   That positive regard sets the stage for every aspect of learning

JaneGst2: I use humor at juvie and is effective as humor is absent for the most part in their lives

KathyBu: So is this Jane from the reference class?

JaneGst2: Hi Kathy! Yes, it's me !!

KathyBu: Way cool!

JaneGst2: So sorry I didn't get to see you at the conference..

JaneGst2: Way cool is right!

LesleyF: There were lots of LMTs from CSULB....Now let's see what the guidelines look like for electronic work.

KathyBu: It was valuable. Just glad you're back and talking with us.

LesleyF: (I'm getting phone calls in the middle of this...)

JaneGst2: Kathy, you will be such a wonderful Reference Librarian cuz you're SO interested and present for learners, peers, etc...I love your genuine love for humanity

LesleyF: So, ready to see the web page...

LesleyF:
http://www.ala.org/Content/NavigationMenu/RUSA/Professional_Tools4/Reference_Guidelines/Guidelines_for_the_Introduction_of_Electronic_Information_Resources_to_Users.htm

LesleyF: BTW, the human touch is the most important part of the whole transaction, be it face-to-face or online. Sincerity is key!

LesleyF: Hi, Claudia! Here to talk about online reference work with youth?

ClaudiaGst5: Thank you. I see Lesley!

LesleyF: SO, let's look at the teens' side...

LesleyF: One big reason that some teens don't use reference service is because they don't think that they need it.

LesleyF: Youth may see reference service as FACTS, SCHOOLWORK. Limited...

JaneGst2: The juvie kids BEG to do online reference...but there are many rules

KathyBu: Using the Thinkquests and Tramline Field Trips seem to excite kids.

LesleyF: Yes, those are cool! That's a proactive way to show what reference and information literacy can do.

LesleyF: But at a more basic level, kids don't LABEL their information needs as having anything to do with reference. Wanting a job -- or a car -- or a way to beat a rap -- or decide if they will become sexually active. These are potential reference questions/tasks that kids might not realize the library might help them with.

JaneGst2: Thanks, Kathy, they're new to me, will check them out later...

KathyBu: At CSLA, I got introduced to Nettreker which is a search engine with reviewed and approved websites. We are considering it at our site, especially since our firewall will block going to a porno site, but not block it's listing in search findings.

LesleyF: That's a good reason for subscribe to online magazine databases...

JaneGst2: So then we want to learn ways to entice the kids, to really SELL them on Reference

LesleyF: Yes, they need to see that their own interests and personal needs can intersect with reference service.

KathyBu: I agree, working with their interests gets them jazzed!

LesleyF: One nifty customized way is to develop local databases/lists: of volunteer opportunities, joblines, health agencies, etc.. These can be put on web sites too...

JaneGst2: The kid friendly websites that we've been looking at for the previous assignment are so cool, that kids could spend lots of time if permitted...I need to get these URL's out to the teachers as some have technology available in the lock up units.

ClaudiaGst5: This is a new realm for me in terms of reference. We're not working with anything like this at my site or in my District that I'm aware of. I'm here to learn.

LesleyF: Another thing that is useful is to provide online reference help, even if it's just using email. That way kids can email a question fairly anonymously at their own convenience and get the help they need without everyone else staring at them.

LesleyF: If you do this, I'd suggest getting a separate email account so it doesn't get mixed up with the school or personal email address.

JaneGst2: I'll save this idea for "after juvie".....no email allowed!

ClaudiaGst5: That's a problem in my District. There is an "edict" that students cannot use, check, etc., email at school. It's in our Technology Use Policy.

LesleyF: Another "take" on this would be a reference question box where students could write their reference/individual questions and get feedback on a more anonymous way -- and results could be posted (without the person's name) as a way to show how reference can work.

LesleyF: Sometimes the school will let in-house email occur (it stays in the building).

KathyBu: When I ask our GATE students 4-6, students mostly use the Internet to download music and games and chat. Most have barely a toe in the information flow.

ClaudiaGst5: A-a-a-h! I get the idea. I'll start to explore some options.

JaneGst2: That's a great idea and will work well in my setting...I have asked the kids to bring their requests to me either in writing or in person when privacy is desired

LesleyF: You can also "seed" the service by posting reference QA or facts such as a daily calendar noting interesting people's birthdays.

JaneGst2: The kids really want information but usually staff interferes and interrupts the process, sometimes the teacher does as well, a way of controlling kids and punishing, which is really so inappropriate, to say the least

LesleyF: Or you can share "Did you know?? " info.

JaneGst2: I love that idea!

JaneGst2: These ideas will work so well with our younger kids, especially...some are nine and ten and really respond to this approach

ClaudiaGst5: I love the idea of posting ref QA, "Did you know??" ...could be utilized as a contest or some sort of reward situation @ holidays multicultural events, etc.!!!

JaneGst2: I guess I really need help with how to get the adults in my setting interested in knowledge, information, education, etc...that's really REAL, and I can see that everything you've recommended so far would be well received by the kids, just not the adults...

JaneGst2: We will definitely do the "Did you know" as a contest as am always looking for things we can do reward with...THANK YOU!

ClaudiaGst5: You're welcome!!!　　　I'm getting excited, myself!

KathyBu: What are the adults' goals? Do they want students to learn or just behave?

JaneGst2: They just focus on behavior, for the most part, except for some of the teachers who really are invested in learning...but the probation staff runs the show..

KathyBu: What about trivia contests with suggestions of sites or sources to jog their interest?

JaneGst2: Some of the teachers have conflict about learning being fun in juvie...that the kids should really perceive juvie as a consequence to a deviant behavior, not as a joyful and inspiring journey

KathyBu: The as they become more experienced, the hints diminish.

JaneGst2: I like that idea, Kathy and will do it...is a great idea!!

KathyBu: Jane, you could have your own poster contest like Lesley had about @the Library. CSLA got some GREAT posters!

JaneGst2: Will implement these ideas, and am sure they'll CLICK!

JaneGst2: What I'll suggest to teachers re the websites re our recent assignment, is to let the kids have computer time as reward for assignment completion, good behavior, etc, so kids can utilize these awesome sites...our print materials re the classrooms are scant and these sites could bring so much to our program..

ClaudiaGst5: Great idea!

ClaudiaGst5: Sounds like a win-win.

JaneGst2: YES!

KathyBu: So, Lesley, I have always found it to be a really intense and sometimes scary experience when I have been asked something at a reference desk. I've got the personal touch and responsiveness down, but how do I download all the content into my brain? Just keep using it?

JaneGst2: I would ask the exact question??????

KathyBu: It feels like standing in one's pajamas with one's brain hanging out, especially since I don't always process in a quick way, especially as I sort through possible resources.

LesleyF: Sorry for the delay. Let's see...

JaneGst2: I'm really nervous about reference and wonder if time will ease some of those worries, ie. just doing it, learning how to master the process and then finally feel comfortable

LesleyF: The best experience is experience ... practice, etc.

LesleyF: When I started out, I tried to really examine a section of the reference collection so I'd know it better.

LesleyF: I also tried to get to know the curriculum and predictable assignments so I'd be prepared.

LesleyF: If there were existing bibliographies or pathfinders, I'd study those -- and I'd make them.

LesleyF: A sneaky trick is to start with a few good references, and then branch out.

JaneGst2: I need to think about creating reference goals for our pop, because the average stay is 7-10 days and then other kids stay for 30..some short range goals that could whet their appetite for Reference

LesleyF: Start with almanacs, atlases, good encyclopedias, telephone directory, special dictionaries, biography reference, a few good metasites, etc.

LesleyF: Wow, reference at point of need, it sounds like for you, Jane.

JaneGst2: The metasites are so enticing...I'm going to offer computer time for the last 15 minutes of library time for kids who are following protocol...give tickets for the next time if we don't have enough computers..

LesleyF: Pathfinders would be good. I also created a reference workbook that kids could use anywhere, anytime. Want to see it?

LesleyF: That's a good idea, Jane. Metasite for the day....

KathyBu: Those are excellent strategies. Thank you! Yes, please show us!

JaneGst2: YES!!!!

ClaudiaGst5: Thanks for the tips! Glad to know I'm not the only one feeling in the dark. I'd like to see the workbook, as well!

LesleyF: Start with http://www.redwood.org

LesleyF: From there

LesleyF: click on library -- and then at the library, click on Research Handbook.

LesleyF: OK?

JaneGst2: Should we go there now, or after the chat?

LesleyF: Hmmm, maybe after the chat....

JaneGst2: Will do, thanks Lesley!!

LesleyF: The idea is that the info process is available for students at any time.

ClaudiaGst5: Thank you!

KathyBu: Yes, I found it!

LesleyF: So the question that you started with was: How does one get to be agile at doing reference work.

KathyBu: I wish to be a gazelle or better yet have reference wings!

LesleyF: Key words. Knowing the objective/product. Finding out where the person looked already. Trying to give them just a couple of good resources rather than a ton of books....

JaneGst2: Kathy, you're so articulate, in such a unique way!!!!

LesleyF: It's really a dance of negotiating meaning...

ClaudiaGst5: Wow! What imagery!

LesleyF: Breaking down the reference query into steps also helps.

KathyBu: Is it the best to help them get started and encouraged to check back or to go all the way through with them?

LesleyF: Another thing I do is work backwards. I give them the basics, the end game, and if they get it, great! If they get bogged down, then I break it down until they're successful.

JaneGst2: Lesley , yesterday I was a patron re a 24/7 site, and the librarian did everything according to the guidelines but it felt "empty" not like he was really there, yet he was polite, efficient, etc. What could we do to really let our patrons know we're THERE?

LesleyF: It's sort of like being a sales clerk.

KathyBu: Lesley, could you give a brief example of what you just described: basics, endgame.

ClaudiaGst5: Ditto.

JaneGst2: Another ditto

LesleyF: Absolutely

LesleyF: Say a student needs to do a debate on stem-cell research ethics.

LesleyF: You'd start by saying that it's current info, so one good place to look for info is in magazines.

LesleyF: do they know how to find them? If not, then you might start with Ebsco, elibrary, or SIRS (online magazine index). You'd show them the screen with them, have them click on the file, and show them the basic search screen.

LesleyF: See if they automatically start typing in the keywords. If not, get them started and explain the process -- if they are comfy with web searching, that will show.

LesleyF: Let them know if they'll get the full text (the whole article) or just the citation (bibliographic info). See if they can go from there.

LesleyF: If that's a problem, then show how a list of results can lead to the info (text or citation). If the latter, which occurs less frequently these days, then you'd need to show them how to see if the library owns the magazine.

LesleyF: With the latter scenario, print magazines, you may also need to show kids how those magazines are arranged....

JaneGst2: I could see the potential for doing some of these reference lessons IN the computer lab so all the kids could have a ref. question and then use the metasites with the process you're describing

JaneGst2: So then when they are in the library, the individual reference time could be more productive

ClaudiaGst5: I like that idea!

LesleyF: Yes, it would be interesting to give the same "prompt" and see how different students approach it uniquely... even if they're given the metasite to explore within.... It's important to process with the class in that case, to find out how they approached the task and what they learned.

JaneGst2: Mr. Y is a probation staff person who has a "Question of the Week" for his unit, and kids race to the computer to answer his question as the winners get pepsi and chips! Am going to do some partner processing with him

LesleyF: Some of these same processes occur in online reference service just as they would in face-to-face sessions. The difference is in the need for being VERY explicit and clear -- and explaining each step along the way.

LesleyF: Very smart approach, Jane!

LesleyF: I also think that reference service is a bit like reader's advisory -- trying to find the right source at the right time for the right reason... The more books you read, the more reference sources you use, the easier it is to make a good match.

ClaudiaGst5: Jane, that's EXACTLY the kind of activity I had in mind to try in the library! Thanks for sharing

JaneGst2: This chat has been enormously enlightening for my setting...I've appreciated the many suggestions and the interest you've all taken in my unique teaching space

KathyBu: Thank you for giving such a complete example. Bopp in our text talks about reference being conducted in quiet offices and ready reference at the public desks. Where do you see Reference going in the next trends, Lesley?

LesleyF: I'd say Bopp is right -- for public and academic libraries.

LesleyF: Is there a quiet spot in school libraries???

KathyBu: Laughing!!

ClaudiaGst5: I have enjoyed this session SO much! I hate to sound like a "newbie," but this process is SO AWESOME! Thanks to all for the ideas and chatting!

KathyBu: Actually sometimes.

LesleyF: Actually, though, kids can schedule in-depth time with the LMT to walk through a sophisticated reference process. I did that with each I-Search student.

KathyBu: I ask them to fill out a form so I can get back to them later that day.

JaneGst2: Claudia and all, I feel the same! Has been a rich learning session for me...

ClaudiaGst5: Smiles.

LesleyF: About the future: more online reference pathfinders/strategy trees. More coordinated subject-matter experts among LMTS so they can each maintain a specific reference "set." More online tutorials and diagnostic help. But I'm an optimist.

LesleyF: So I'm hearing that we covered some valuable ground and that you're more clued into the process?

ClaudiaGst5: YES!! See you Sat.

JaneGst2: Definitely, yes, more clued in...thanks to all

KathyBu: I'm glad you are an optimist. Jane, Claudia, do you have Tapped in Offices? Could we talk there if we get overtime here?

LesleyF: Normally, I do an agenda for next month. What do you think would be valuable?

ClaudiaGst5: No, I don't have an office. This was my first trip.

KathyBu: Sharing Reference metasites and sites we love.

LesleyF: I've been doing some interesting research on web sites for teenage girls -- very interesting (and discouraging) results.

JaneGst2: I'd be VERY interested in that topic

LesleyF: Marsha Davies shared some great ones at the conference. Either she or I could do that....

KathyBu: Sounds fascinating - Lesley gender equity always a concern

ClaudiaGst5: That would be helpful. I'm so sorry I missed Marsha's session.

JaneGst2: I'm pretty interested in teen girls and bullying, and will be working to create some library reference exercises for the kids in that direction

KathyBu: Also your info from your workshop- very useful -good to discuss here at some point.

JeremiahH: Sorry I am late, I just wanted to say that I really think its important to keep up to speed on current reference tools.

LesleyF: I'll try to send the class Marsha's list. For December, though, let's go with the web sites for teen grrrrls -- and how the library can help.

LesleyF: I agree with you, Jeremiah! Always learning....

ClaudiaGst5: Great.

LesleyF: 3rd Wed. each month at 4:30pm.

JaneGst2: Also, teen girls in gangs, another special interest of mine, and how to get those teens interested in learning and leaving the gang life...the idea that knowledge is power instead of gang power

ClaudiaGst5: Oh, that's good to know!

JeremiahH: Great, thanks a lot have a good evening

LesleyF: good points, Jane!

BJ: Jane, you might want to join the alt/correctional ed discussion group

BJ . o O (we did a discussion on gangs)

JaneGst2: I missed your schedule...are you here, Lesley every 3rd Wed. at 4:30 re your library courses?

ClaudiaGst5: Goodbye, everyone! Smiles, waves.

LesleyF: Glad you folks could come. What did you, Jane and Claudia, think of this format?

JaneGst2: BJ, could you send me the transcript of that one?

KathyBu: Thanks, Lesley. You're a jewel! Jane, Claudia, see if you can get to my office. maybe we can talk there. BJ how do we do that?

LesleyF: Actually, I do these sessions as a service to the whole library community.

BJ: Jane, go to www.tappedin.org/transcripts

ClaudiaGst5: I LOVED IT!! So...convenient!

BJ: there's also one on the Silence Speaks

LesleyF: I like being in bunny slippers, when I can...

JaneGst2: I found it to be sooo helpful, motivational, feeling part of a great learning community...

ClaudiaGst5: Ha-ha-ha. Me too!!!

LesleyF: Yes, that's the strength of this kind of interaction.

JaneGst2: And I like slippers too!!

JaneGst2: Kathy, thanks for the support!!!

LesleyF: So let the others know what they missed!

JaneGst2: For SURE

KathyBu: Jane, so good to hear from you.

LesleyF: We can do this for alums too....

ClaudiaGst5: Will Do!

ClaudiaGst5: Goodbye, again!!

KathyBu: Okay! Thanks, BJ! Take care both you and Lesley.

LesleyF: Off to other projects; thanks for participating, folks. I'll add the points...