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Covers theories of information behavior, models of information literacy, and provision of reference services in various mediums □ Emphasizes reference and instructional services and examines the impact of the Common Core State Standards on reference services in schools □ Explains how to conduct the reference interview

Make separate library services for distance learners a thing of the past Internet Reference Support for Distance Learners takes a comprehensive look at efforts by librarians and information specialists to provide distance learners with effective services that match those already available on campus. With the

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development of the World Wide Web and the evolution of Web-based services, reference librarians are adding a human element to the virtual library, blurring the difference between distance learners and traditional users. This unique book examines how they deal with a wide range of related topics, including standards and guidelines, copyright issues, streaming media, and chat and digital references, and presents a historical overview of how reference and instructional services have been delivered to distance users—before and after the creation of the Internet. Internet Reference Support for Distance Learners reveals that librarians do not make a sharp distinction between reference and instruction within the context

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of distance learning, and that there is no clear boundary between “true” distance learners and more traditional students who might use services designed for nontraditional users. Online capabilities have allowed reference librarians to approximate services advocated by published guidelines and standards, including the ACRL Distance Learning Section’s Guidelines for Distance Learning Library Services, to provide a framework for librarians to plan services for off-campus students. Internet Reference Support for Distance Learners provides practical information on: how librarians can “keep IT simple” when designing methods to access reference support why library Web sites are vital sources of communication between the

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be directly applied to classroom use and on-the-job training, the text brings together many experienced librarian-instructors to detail their professional experiences.

This book is a user-friendly guide for K-12 librarians, teachers, and school library media specialists that covers all major areas in reference, from the reference interview to encyclopedias and dictionaries.

Students come to the school library every day with questions ranging from "How many people live in China?" to "I need to find out how the Sun began for my science paper." Helping students find the answers

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to their questions is one of the most important responsibilities school librarians have. In *Introduction to Reference and Information Services in Today's School Library*, one of America's premier school library educators covers the A-Z of both reference and information services for today's library. Everything from teaching students how to use sources to both in-person and virtual reference service is covered. A key feature of the text is an annotated bibliography of core print and electronic sources for elementary, middle, and high school collections. Yes, reference and information services are vital library functions in the digital age. Even students who appear to be tech savvy have trouble finding the right information

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efficiently and knowing what to do with it. This book examines information needs and behaviors, and provides strategies for assessing and meeting the informational needs of the school community. The book also addresses the conditions for optimum service: physical access (including virtual access), effective interaction and collaboration, instructional design, and systematic planning. Newer issues such as embedded librarianship, curation, collective intelligence, and web 2.0 intellectual property are also addressed. This book introduces the entering professional, and updates practitioners, to current standards and useful strategies.



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"This open access textbook offers a comprehensive introduction to instruction in all types of library and information settings. Designed for students in library instruction courses, the text is also a resource for new and experienced professionals seeking best practices and selected resources to support their instructional practice. Organized around the backward design approach and written by LIS faculty members with expertise in teaching and learning, this book offers clear guidance on writing learning outcomes, designing assessments, and choosing and implementing instructional strategies, framed by clear and accessible explanations of learning theories. The text takes a critical approach to pedagogy and

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emphasizes inclusive and accessible instruction. Using a theory into practice approach that will move students from learning to praxis, each chapter includes practical examples, activities, and templates to aid readers in developing their own practice and materials."--Publisher's description.

The proliferation of online access to social science statistical and numeric data sources, such as the U.S. Census Bureau's American Fact Finder, has led to an increased interest in supporting these sources in academic libraries. Many large libraries have been

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able to devote staff to data services for years, and recently smaller academic libraries have recognized the need to provide numeric data services and support. This guidebook serves as a primer to developing and supporting social science statistical and numerical data sources in the academic library. It provides strategies for the establishment of data services and offers short descriptions of the essential sources of free and commercial social science statistical and numeric data. Finally, it discusses the future of numeric data services, including the integration of statistics and data into library instruction and the use of Web 2.0 tools to visualize data. Written for a general reference audience with

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Little knowledge of data services and sources who would like to incorporate support into their general reference practice Combines information on establishing data services with an introduction to available statistical and numeric data sources Provides insight into the integration of statistics and data into library instruction and the social science research process

As classrooms and universities strive to adapt their instructional methods to an ever progressing technological age, it is imperative that academic libraries also revisit the ways in which reference and instruction services are organized and implemented.

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Library Reference Services and Information Literacy: Models for Academic Institutions not only advocates for a more intentional integration of reference and instructional services, but it also provides organizational background, staff objectives, and various successes and challenges that have already been experienced by real institutions. This publication is an important reference source for librarians, practitioners, and university leaders who wish to maximize the current utilization of their resources.

Effectively assess whether any library is making good use of the reference/user service resources available today Libraries need to develop standards by which

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they can assess their individual performances in a larger context, and *Assessing Reference and User Services in a Digital Age* makes significant contributions to this ongoing discussion. The book addresses its subject matter via approaches ranging from case studies of individual libraries to general discussions of best practices. The contributors explore the impact of the Internet on the field of evaluation, focusing on electronic reference and instruction. They highlight current issues, present research results, and offer expert advice on how to assess online reference and instruction. All chapters are well referenced to facilitate further study, and many include tables, appendixes, checklists, and other helpful features that

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make difficult information easy to access and understand. The chapters that make up *Assessing Reference and User Services in a Digital Age* are as rich and varied as the backgrounds of their authors. Experienced researchers provide the results of studies conducted to determine the nature and effectiveness of the online reference services offered by various libraries. Practitioners and administrators from different institutional settings (academic libraries, public libraries, consortiums, etc.) provide their perspectives on the issues facing librarians who need to assess the electronic services they provide. In this important new book: Andrew Briedenbach shows how a chat service can be implemented and suggests

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which data should be collected for it. Buff Hirko examines VET: the Virtual Evaluation Toolkit Ruth Vondracek shares the experiences of a university library as it entered a statewide e-reference consortium, and offers advice and issues to consider before entering such a partnership librarians from San Jose State University present a model for evaluating electronic reference services that can be used in public or academic libraries Kathleen Kern discusses holistic evaluation chat transcripts are addressed in several chapters, including Joseph Fennewald's comparisons of question categories, Lesley Moyo's analysis of the use of instruction in the virtual environment, and Caleb Tucker-Raymond's proposed



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set of quality measures for chat reference Laurie Probst and Michael Pelikan report on the use of a "Tell Us What You Think" button to gather user feedback Kristi Nelson and Catherine L. Ross examine a research study that asked library school students to submit a reference question online and report on their experiences Melissa Gross, Charles McClure, and R. David Lankes suggest measures to determine the cost and benefits of a virtual reference service librarians from Utah State University describe the development of their online instructional module Assessing Reference and User Services in a Digital Age is designed as essential reading for library administrators, public service librarians, and

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