



How Libraries Are Training Users on E-resources: Best Practices

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Introductory Comments on User Education and Electronic Resources



Josephine Crawford (standing) confers with Kimberly Callahan of the Endeavor Information Systems training team. Photo by Steve Ostrow.

Dear Library and Information Science Colleagues,

Library-provided user education has come a long way since my undergraduate experience at the University of California in the 1970s. After attending a combined library tour and bibliographic instruction session in the first week of classes, I came away with a lasting lesson on when to use the card catalog versus periodical indexes.

Fast forward to the 21st century. We now have the Internet and the World Wide Web, and library services are usually delivered in the online context. The digital information world is much more complex and users' expectations have changed dramatically. In addition, the information-seeking habits of library users are often shaped by their experiences with the Web's "killer applications," as embodied by Google or Amazon.

Today patrons may not come to a library at all. Many library users work remotely – from homes, offices or Internet cafés. They may alternate between using desktop or laptop computers, Web-capable cell phones or personal digital assistants. Students assume (often in error) that basic Internet searches will suffice in writing research papers. They may have never heard about the hidden or dark Web (i.e. the content, often of considerable value, that Internet search engines cannot find and index). They may not appreciate the value of information in paper form on library shelves. As a result of these circumstances, librarians and other educational professionals are introducing information literacy, in all its forms and aspects, into school curriculums.

What is information literacy? The development of a growing set of skills and competencies in finding, evaluating and making use of information in appropriate ways. An information literate person becomes, today and into the future, more thoughtful and versatile in seeking and using information.

Even for a conscientious user, the digital world poses tremendous challenges in becoming and staying information literate. Today's wired and wireless educational and professional environment is expanding and adapting at an exponential rate, and at many levels and layers simultaneously. User interfaces change frequently as a result of continuous improvement efforts by developers. A plethora of information-delivery systems exists, some with much more content than others. Content can overlap and/or be split across systems, given that there is no overarching content management system. Users must learn to navigate between the Internet's open resources, and fee-based services that may appear to be free by virtue of the users' affiliations with specific institutions.

Via sophisticated and growing user-education programs, libraries today deliver training and coaching on information literacy to large numbers of individuals. Libraries of all stripes guide users on where to search and how to search. Libraries teach users to evaluate information for authoritativeness, accuracy, currency and completeness. They help users seek out other points of view. To sum up, libraries help users locate, evaluate and apply information successfully in academic, employment and life contexts.

Innovation and collaboration are the primary adjectives that come to my mind in reviewing the articles presented in this pamphlet. By collaborating with faculty and other colleagues (such as instructional designers and user-interface experts), librarians are reaching users directly and indirectly. To deliver instruction of substantive and measurable value in the digital era, libraries are employing creative approaches and devices. In addition, frequent and thorough evaluation of instructional methods feeds into a cycle of continuous improvement.

Please join me in applauding the many contributions put in place by information professionals working in diverse environments, as these colleagues help library users connect with and truly benefit from electronic resources and state-of-the-art information systems.

Regards,

Josephine Crawford, MLIS, Manager of Curriculum Development, Endeavor Information Systems, Des Plaines, Illinois, USA

Josephine Crawford has over twenty years experience in academic librarianship and systems management. Prior to joining Endeavor Information Systems in 2003, she worked at UCLA, the University of Wisconsin and the University of Minnesota. In her early career, Ms. Crawford helped introduce technology into traditional library functions, including acquisitions, fund accounting, serials control, reference, authority control, cataloging and circulation. More recently, she has been involved in OPAC and website design, electronic resource access and delivery, user authentication, license management, digital libraries, local area networks, server support and portals/gateways.

At Endeavor Information Systems, an Elsevier company offering library software systems, Ms. Crawford spearheads development of training and educational opportunities for library staff and information technology professionals.

Training Can Be Your Library's Best Promotion; Here Are Five Top Training Tips



Rachel Daniels

By Rachel Daniels, EAST Team Leader, Engineering, Applied Sciences and Technology Team, Royal Military College of Science Library, Cranfield University, Wiltshire, UK

1. Find Helping Hands

Some academics can be enlisted to be "champions" for electronic resources. Not only will some fervently recommend databases in their lectures and tutorials but some will even set assignments involving use

of particular resources. Get to academics early on in their careers so you can groom them for useful promotional purposes! We get information on new staff members before they start and this allows us to make an appointment for each during the first week of the college induction process. During this appointment each new faculty member is given a tour of the library, provided with necessary passwords and given a detailed introduction to online resources. Also, if you possibly can, involve academics right from the start of the resource acquisition process. Use them in database trials and encourage feedback from them.

We do not spend time reinventing the wheel by writing guides to individual databases but we do link where possible to helpful online guides produced by database suppliers. For example the Help link for ScienceDirect leads customers to the ScienceDirect interactive tutorials. Why not let the experts have the worry of producing and updating!

2. Carefully Plan Live Trainings

There are several elements to bear in mind when thinking about promoting e-resources to students through training. Consider the following.

■ Time It Right

Through liaising with academics, try to negotiate an appropriate time, when your librarian-led training will tie in with assignments.

■ Make It Relevant

Discover what subjects and assignments students will be covering in their courses and ensure searches you use demonstrate useful and pertinent resources. If students can see the immediate benefit of using resources, they are more likely to come back and try them again.

■ Select Impressive Resources

Strategically select databases and websites you will show in training. You are unlikely to be able to show students everything, so go for the ones that make an impression, either visually or because of content. (Full-text databases go down a storm – particularly if you have students who leave assignments until the last minute!) Also sell the benefits of image databases if students are likely to give presentations.

■ Teach Transferable Skills

As you can't show everything and because new resources can be acquired at any time, concentrate on effective search skills useful in any resource. To avoid glazed expressions, I rarely mention Boolean and keyword searches; instead I suggest the process for searching for information is like the process of buying a car. Involved are four principles:

- *You think about what you want in a good car.*
- *You consider what you don't want.* (Someone always mentions a Robin Reliant or rust!)
- *You consider what you will use it for.*
- *You work out the best place to buy it from.*

In terms of information searching this translates as:

- *You think about the subject of your search and keywords you can use. What sort of documents will answer questions in your assignment?*
- *You think about what you don't need. You narrow down a search by the usual methods: adding more keywords, narrowing search dates, searching particular fields and so on.*
- *You think about what you will use the information for.* The search and required results may vary depending on if a student is writing an essay, briefing paper, presentation or full-blown dissertation.
- *You work out the best place to find the information.* We have found there is no point in fighting the allures of Google but we do state why students should not solely rely on this; they probably won't believe you until you prove it to them! It's a useful time to remind them of key resources in their areas and to point out other Internet search aids such as Scirus or using portals such as AERADE, EEVL or Humbul.

3. Promote and Build Relationships

We promote new library resources in various ways, depending on each resource itself and its relevance to our customers. We have used library newsletters, announcements on websites, global emails, notice-boards, group training sessions and even launch parties. But what seems to be the most effective way to generate interest is to use personal invitations. Although it is more time-consuming, more personalized promotion offers many benefits in terms of relationship-building with customers.

4. Train at Point of Need

Take every opportunity to promote resources, old and new, to all customers wherever it is convenient to them – at the inquiries desk, at any public computer in the library, in library staff offices, in academics' offices, at communal coffee times, wherever you interact with customers. Don't leave training just in the training room! Also try a "Two for the Price of One" approach; if a customer asks about a particular database, suggest another in the same subject area that could additionally help.

Ensure all library staff are kept up to date with resources so anyone can help customers either face-to-face or more importantly via email or telephone – particularly useful when supporting distance-learning or part-time students.

5. Structure Well Your Web Pages

We offer an information resources (IR) Web page which groups e-resources alphabetically by subject area and is designed around courses and research carried out at our institution. If a database such as ScienceDirect is useful in multiple areas, this database is listed in multiple subject areas. In addition to the IR page, on our departmental website we have online subject guides which also recommend particular resources.

"If you furnish students with these general skills instead of focusing on very specific details about your resources, they will have the confidence to search any resource – training for life!"

– Rachel Daniels, EAST Team Leader, Engineering, Applied Sciences and Technology Team, Royal Military College of Science Library, Cranfield University, Wiltshire, UK

Any Questions from the Back of the Room – 4,000 Miles Away?

By Mike Smith, Senior Marketing Manager, Electronic Products Marketing, Health Sciences, Elsevier, St. Louis, Missouri, USA

The beautiful landscape of the Hawaiian islands can contribute to the rest and relaxation we expect from an occasional vacation. Each island has its own character and wonderful offerings and is only a short airplane ride away from the other islands. However, the geography can pose a challenge when Hawaiian residents need to gather for a meeting or training despite living or working on separate islands.

Two library staffs in Hawaii recently overcame the challenge of getting trained on Elsevier's FIRST Consult without any party incurring large travel expenses. Not an easy task considering 4,130 miles (6,647 kilometers) separated the Hawaiian library colleagues and Elsevier representatives.

In May 2004, using online meeting software, an Elsevier product team in St. Louis, Missouri delivered a FIRST Consult training session to Hawaii Medical Library and Hilo Medical Center employees located on different Hawaiian islands. The training session involved no airplane tickets or hotel rooms, but did provide useful information to the attendees.

"The training via the Internet proved to be an excellent experience without the hassle of traveling to get it," said Alice Witkowski, Associate Director of the Hawaii Medical Library. "We were able to get immediate feedback to our questions and see the product's strengths within the comforts of our library's conference room. The room's big screen made this learning experience

easily accessible for our group which included five people in the room and one person offsite, at the Hilo Medical Center."



Librarians Alice Witkowski (at computer), Marlene Cuenco and Carolyn Ching participate in an MD Consult / FIRST Consult training at Hawaii Medical Library.

Elsevier's MD Consult / FIRST Consult product specialists regularly train, in person, library staff, physicians, medical students, nurses and administrators in hospitals or medical schools. "After one of our products is licensed, we understand librarians need quickly to become experts in the service and also get their patrons to see the benefits as soon as possible," remarked Fran Phillips, Account Services Manager with MD Consult / FIRST Consult. "We provide diverse and tailored training approaches to library staffs to fit their needs."

By offering training options ranging from synchronous in-person and Web-delivered classes, to printed guides and PowerPoint presentations available 24/7, Elsevier's health sciences team is making the increasingly complex job of the medical librarian a little easier.

The MD Consult / FIRST Consult Resource Center is a good starting place for librarians and medical staff wanting to get the most out of MD Consult or FIRST Consult. To view the Resource Center, providing information on training options geared to trainers or end users, visit www.mdconsult.com/resources

Information Literacy: What's It All About?

Information literacy can be a difficult concept to define, and many students confuse computer literacy with information literacy. How best to teach students to differentiate the two was the focus of a case study reported in the article "Turning Techno-savvy into Info-savvy: Authentically Integrating Information Literacy into the College Curriculum," published in November 2003, in *The Journal of Academic Librarianship*, Volume 29, Issue 6.

In conducting the case study, researchers Cecelia Brown, Teri J. Murphy and Mark Nanny studied University of Oklahoma graduate and undergraduate fellows. Following are highlights of what the researchers found and reported on in their article.

- College students perceive their ease with technology to be so complete that they tend not to be interested in learning information literacy skills necessary to locate, evaluate and use effectively information gathered from the Internet.

- Librarians need to rethink traditional methods of bibliographic instruction to accommodate a new generation of thinkers who are adept at using technology but not necessarily at finding accurate and relevant information.
- When students understand their needs and requests to be driving forces behind information literacy instruction, involvement and learning occur.
- Before incorporating information literacy skills into their academic mindset, college and university students first have to understand and appreciate the importance of information literacy to their lives.
- Critical to the success of a college-level instruction program are partnerships involving librarians and faculty to integrate information literacy into the curriculum.

[www.](http://www.elsevier.com/locate/jacalib)

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www.elsevier.com

Pao Yue-kong Library's Tutorial Offers Information Literacy Certificate

By Siaw Pae Kee, Account Development Manager, Elsevier, Singapore

Since 2003, the Hong Kong Polytechnic University has offered an online tutorial providing students with instruction on information literacy. The tutorial can be accessed at www.lib.polyu.edu.hk/collser/libguides/

Designed by the university's Pao Yue-kong Library Information Services, the tutorial has been well received by students, faculty and staff. As of summer 2004, more than 900 students and staff had taken the tutorial, which contains four modules: selecting sources, searching, evaluating information and managing information. A quiz at the end of each module gauges comprehension, and students may earn a certificate of achievement by completing successfully all four quizzes.

What role is the tutorial playing at the university? Observed Susanna Tsang, Head of the Information Services Section at Pao Yue-kong Library, "We are encouraging undergraduate students to acquire information skills via the tutorial as early as possible. We feel the tutorial also offers value for postgraduate students, and even teaching staff."

Ms. Tsang suggested other libraries help meet their institutes' specific information literacy needs by creating similar tutorials. A library interested in



This screenshot shows Pao Yue-kong Library's home page at www.lib.polyu.edu.hk/. From here users can access the library's online tutorial focusing on information literacy.

following in the path of Pao Yue-kong Library should, according to Ms. Tsang, "design their program around the library's available resources and its patrons' characteristics, and choose a focus for development."

Information Literacy Standards Across the Globe

As information literacy continues to assume greater importance, related standards gain value. By following standards set by national organizations, teachers and librarians at all levels can provide instruction and guidance offering value throughout school and work careers. Assorted national groups have adopted information literacy standards. A sampling of standards appears below.

Achieving Information Literacy: Standards for School Library Programs in Canada

Provided by the Canadian Association for School Libraries
www.caslibraries.ca/publications/pub_standards.aspx

Australian and New Zealand Information Literacy Framework

Provided by the Australian and New Zealand Institute for Information Literacy
www.anziil.org/resources/Info%20lit%202nd%20edition.pdf

Information Literacy Competency Standards for Higher Education

Provided by the Association of College & Research Libraries
www.ala.org/ala/acrl/acrlstandards/-informationliteracycompetency.htm

Information Literacy Standards for Student Learning

Provided by the American Association of School Librarians, and the Association for Educational Communications and Technology
www.ala.org/ala/aasl/aaslproftools/informationpower/-InformationLiteracyStandards_final.pdf

The Seven Pillars of Information Literacy

Provided by the Society of College, National & University Libraries
www.sconul.ac.uk/activities/inf_lit/seven_pillars.html

"I am not surprised that librarians make a difference; I am surprised by how underfunded and overworked we are. I have found that students' scores on a standardized state test were 20 percent higher in 2000-01 at high schools with at least one full-time professional librarian and one full-time assistant. Among elementary schools, the same level of staffing meant a 9 percent improvement. It is clear that establishing information literacy early leads to positive results."

– **Donna Baumbach**, Education Professor and Director of the Instructional Technology Resource Center and the SUNLINK Project, University of Central Florida, Orlando, Florida, USA

■ For more on SUNLINK, linking library media resources of more than 2,400 K-12 schools in Florida, visit www.sunlink.ucf.edu

Integrate Your Information Literacy Program into Campus-wide Initiatives



Gabriela Sonntag

By Gabriela Sonntag, Coordinator for Information Literacy, Kellogg Library, Cal State San Marcos, San Marcos, California, USA

QUESTION: How do librarians train users on e-resources?

ANSWER: They develop an information literacy program!

The library-led Information Literacy Program (ILP) at the California State University San Marcos (CSUSM) campus began in 1995, with the arrival of the first cohort of freshmen to campus. The program has grown and now provides a multi-tiered approach to e-resource instruction.

Two factors allow emphasis on information literacy to be widely accepted. These are our school's computer literacy requirement and our school's Writing Across the Curriculum requirement, which states students must write a minimum of 2,500 words in each course.

Most courses meet the Writing Across the Curriculum requirement by having students do library-based research of some kind. One CSUSM general education course in particular is worth noting. Our semester-long First Year Experience Course includes nine librarian-led classes where students work in a computer lab to gain basic searching and evaluation skills using various resources. This course – as do other CSUSM courses – prepares students to continue building their information literacy skills.

Students are supportive of our Information Literacy Program. When asked in 2003 what skills they wanted to develop during their college careers, CSUSM undergraduate students ranked information literacy as among the top three.

Computer Literacy Complements Information Literacy

Regarding computer literacy, in their first year students must demonstrate proficiency in basic computer concepts and terminology, basic word processing and spreadsheet concepts, and use of the Internet, browsers and email. Also they must demonstrate understanding of software ethics in today's society.

Students are encouraged to use computer skills in all courses. Thus computer literacy is not the main focus of the information literacy discussion. Indeed, CSUSM's computer literacy instruction contributes to success of our Information Literacy Program.

Supporting Information Literacy Standards Is Key

Regarding our commitment to integrating information-skill development into our undergraduate courses, faculty agree that introducing students to research is vital as they begin their college careers. Many CSUSM courses include assignments that introduce or reinforce standards for information literacy competency.

As early as 1995, CSU schools established information literacy standards. In 2000, the Association of College and Research Libraries published "Information Literacy Competency Standards for Higher Education" which explain five information literacy standards along with performance indicators and outcomes to be expected of students. These have now been widely adopted. More information on ACRL's standards is available at www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

In 1998, the CSU campuses began assessing student information literacy in a system-wide fashion using these standards. More information on CSU's information literacy standards appears at www.csupomona.edu/~kkdunn/lcassess/background.htm

Librarians Help Take Information Literacy Further

Besides information literacy serving as a cornerstone of CSUSM's general education courses, our ILP also serves as course-integrated instruction. Each library faculty member has responsibility for a specific department or college. Our librarians collaborate with instructors in designing assignments to incorporate information competencies, and in evaluating student learning. The result is a broad and substantive reach, contributing significantly to the success of our students.

Further, as part of teaming up with faculty, librarians create course-specific Web guides to assist students to use e-resources more efficiently. These course guides outline our librarian-led instruction sessions and list resources available when needed by students. These guides are popular as they provide the just-in-time support students often seek. These guides additionally provide a virtual "gathering place" for updated information or new learning strategies that develop during a semester.

(Continued on next page)

What do students say about CSUSM's Information Literacy Program?

"You helped me last semester – with finding information on budget. Thank you. As a result our group was one of the best. We were happy and we got an A+ on our group project. Thank you for your help."

– CSUSM Student, 2003

"Thanks so much for your class yesterday – I heard nothing but fabulous things from my students."

Some direct quotes:

'Wow, that was great.'

'Who knew that you could do all that with PsycINFO.'

– CSUSM Psychology Professor, 2003

What do faculty say about CSUSM's Information Literacy Program?

"I just finished reading the final projects of my . . . students . . . The majority of them were able to put together very nicely-done studies based on a good variety of research sources. Many of them had told me how helpful they found your session, and the results (their final projects) definitely confirm that they learned some very valuable new skills for doing research in the area of linguistics. So, I just wanted to thank you again for your effort in putting together a tailor-made session for us."

– CSUSM Spanish Literature Professor, 2004

CSUSM Outreach Librarian Melanie Chu created a guide available at http://library.csusm.edu/course_guides/ethnic_studies/ID340_fall04.asp

Faculty Support the Information Literacy Program

Our campus Faculty Teaching and Learning Center works closely with library faculty involved with our ILP. Library faculty members have sponsored faculty development workshops and other similar events. Faculty at Cal State San Marcos are very supportive of the ILP.

Our ILP Continues to Evolve and Achieve Success

One major challenge to the program, lack of space, was overcome with the opening of the Kellogg Library in January 2004. The five-story building includes three instruction labs. The new building has added impetus to our efforts. New classrooms and technology have challenged us to revisit our teaching. Using a document camera can allow us to show students exactly how useful specialized reference sources can be. Projecting pages from the *Encyclopedia of the American Constitution* convinced an audience of students that looking up "Establishment Clause" could catapult them forward in their research. Activities that allow students to review e-books and other e-resources as they compare these with core reference sources in specific subjects have proven to be excellent discussion starters about evaluating information – whether in print or online.

We now have enough computers within library classrooms to allow all students to do searches, and therefore we're developing more hands-on activities to incorporate into instruction we provide. Leading the learner to self-discovery is much more effective than lecturing.



A CSUSM librarian shows search techniques to a student in the Kellogg Library. Photo by Gary Morris.

Together the computer literacy requirement and our school's commitment to integrating information literacy across the undergraduate curriculum buttress our highly successful Information Literacy Program, now in its tenth year. Through this program, led by CSUSM librarians and well supported by faculty and staff across campus, all CSUSM students learn the basics of library use and electronic searching.

CSUSM students are information literate!

The CSUSM Kellogg Library website appears at <http://library.csusm.edu>

The CSUSM Information Literacy Program website appears at <http://library.csusm.edu/departments/ilp>



"There are seven librarians at Earlham College and each is assigned to work with various academic departments to help faculty and students access the best possible information. It's typical of librarians at Earlham to be very involved in the community, not just running the shop. By partnering with departments, we help our patrons enhance their information literacy skills."

– Tom Kirk, Library Director, Earlham College, Richmond, Indiana, USA

■ Founding member of ACRL's Institute for Information Literacy, Mr. Kirk was named the 2004 Academic Research Librarian of the Year by the Association of College & Research Libraries. For more on the institute, visit www.ala.org/ala/acrl/acrlissues/acrlinfolit/professactivity/iil/welcome.htm

Elsevier's Student Ambassador Programs Involve Students in Outreach

Involving students in conducting on-campus outreach to promote e-resources to library users and researchers can bring substantial results. Participating students can benefit from learning more about how libraries and publishing processes operate, and librarians can benefit from support provided by participating students.

Elsevier recognizes librarians face substantial challenges in getting word to researchers about e-resources available through libraries. To support librarians, students and other researchers, Elsevier has recently been running two student ambassador programs: one focusing on Scopus, and another focusing on conducting research and getting published in the materials science and engineering field.

The first Scopus Student Ambassador Program ran April to June 2004, at universities trialing Scopus. One to two students per university participated. Participants included the University of Toronto (two students), American University of Beirut (two students), Strasbourg University (one student), Lausanne University (one student) and New Jersey Institute of Technology (one student). The Materials Science and Engineering Student Ambassador Program started in the UK in 2003, and continued in fall 2004 via involving students during meetings of the Materials Research Society and American Society for Mechanical Engineers and librarian-organized sessions with other groups.



Rachael Walker

For understanding of how these programs have worked and their outcomes, Library Connect interviewed three participating students: Rachael Walker, a biomedical science postgraduate student at Liverpool University in the UK, and Steven Chalouhi and Eyad El-Dahouk, neuroscience medical students at the American University of Beirut (AUB). Interview excerpts follow.

Librarians at institutes trialing Scopus may contact their Elsevier Account Managers to discuss the Scopus Student Ambassador Program. Anyone wishing to discuss the Materials Science and Engineering Student Ambassador Program may contact Senior Marketing Manager Clare Marl at c.marl@elsevier.com

Library Connect: How did your ambassador programs get started?

Rachael Walker: To get our Materials Science and Engineering Student Ambassador Program going, eight Ph.D. students from the UK attended an Elsevier focus group in 2003, to enable us to find out more about students' research needs and how Elsevier could further support writers of the future.

Steven Chalouhi and Eyad El-Dahouk: Following interviews with AUB librarians Ms. Aida Farha and Ms. Hilda Nassar, we were hired on a part-time basis and provided with orientation to our duties as assistants in the Saab Medical Library. Also we received online training – led by an Elsevier representative – to orient us to Scopus. Then we started working for the library and organizing on-campus promotional events to generate interest in Scopus.

LC: How did you inform other students about your programs?

Walker: Following the focus group, I provided fellow students here in the UK with a "Post-Grad Toolkit." [See page 9.] This small publication contains useful information about how to search for journal papers using ScienceDirect and look up scientific information on Scirus. The toolkit also gives guidance on how to write and publish research findings. For example, the toolkit gives information on Elsevier's Author Gateway at <http://authors.elsevier.com>



Student ambassadors Steven Chalouhi and Eyad El-Dahouk train students on Scopus at the American University of Beirut in Lebanon.

Chalouhi and El-Dahouk: We employed numerous and occasionally entertaining methods of getting students to participate in training sessions which we led. We advertised Scopus by distributing posters, brochures and stickers on the AUB campus, and by putting information in university publications. We then led Scopus hands-on demos and awareness programs almost daily from April until June 2004.

LC: How did students benefit from your assistance and the programs?

Walker: The Materials Science and Engineering Student Ambassador Program has allowed students to identify where to get help with their research from within and outside a university. It has supplied advice on research strategies involved in writing papers. And it has employed me, allowing me to get experience in marketing.

Chalouhi and El-Dahouk: During our seminars, many questions were asked and hands raised, all showing interest in mastering research techniques. Several participants arrived with a critical approach and questioned the difference between Scopus and other databases. We still see these same participants using Scopus in AUB computer labs. Some thesis defenses given during our Student Ambassador Program cited Scopus as the number one reference. We feel we've made a difference by helping our fellow students conduct research more easily yet thoroughly.

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"I can see how effective the Student Ambassador Program is. The student ambassadors have been a great help to our medical librarians in promoting Scopus. I have even thought of selecting them to become Saab Medical Library ambassadors!"

– **Hilda Nassar**, Medical Librarian, Saab Medical Library, American University of Beirut, Beirut, Lebanon

LC: How have the student ambassador programs affected you?

Walker: Following my time as a student rep for Elsevier, I can more capably help people out with information searches. And, I have used what I learnt to help organize workshops – for a regional medical conference – on how to write and get published.

Chalouhi and El-Dahouk: When first invited by our medical librarians to take part in the Scopus ambassador program, we thought we understood the future. But now, after the program, we view medicine as a discipline requiring patience, time, hard work and determination, and a flexible state of mind. New changes and developments can occur daily and it takes work to stay on top of available resources.



The Elsevier Materials Science & Engineering POST-GRAD TOOLKIT, updated in 2004, offers tips on writing, staying up-to-date with peers' publications and using the Web for research.

For free copies of the toolkit in Chinese Simplified or Chinese Traditional, email dl.chng@elsevier.com

For free copies of the toolkit in English, email s.belcher@elsevier.com

E-resources Play Key Role in High School Science Program

Across the US, high schools since 1999 have been using ScienceDirect – Elsevier's journals database at www.sciencedirect.com. The ScienceDirect High School Access Program has provided ScienceDirect to these schools for a nominal fee, and in so doing has helped thousands of students connect with the world's largest online collection of scientific, technical and medical journals. Currently 30 schools are participating.

W. Tresper Clarke High School in Westbury, New York has participated in this program since 2000. According to Clarke's Science Department Chair, Dr. Carol Smyth, results have been impressive. Commented Dr. Smyth,



Janyce Dunbar, science teacher at Morristown High School in Morristown, NJ, shows Jigar Shah how to navigate with ScienceDirect. Morristown High School, along with W. Tresper Clarke High School in Westbury, NY, participates in Elsevier's ScienceDirect High School Access Program. Also pictured are students Michelle Kim and Alissa Cerny. Photo by J. D. Solomon.

"ScienceDirect has really been a life-saving device for us. Not just for the older students, but for younger ones as well. Access to ScienceDirect has made our students' research results better and their research experience more enjoyable, and has helped our teachers too."

Last spring, one Clarke student who had used ScienceDirect exclusively for a research project earned a semi-finalist award in the 2004 Intel Science Talent Search. Emily Mathews, the award winner, has now graduated from Clarke and started pre-med studies at Yale University.

Competition entrants were judged on their research ability, scientific originality and creative thinking. A group of top scientists, headed by Dr. Andrew Yeager of the University of Pittsburgh School of Medicine, reviewed the research projects. Emily's project was titled "The Effects of the Racial Heterogeneity of High School Environments on Ethnic Attitudes."

Out of 1,652 entrants in the search, 300 young scientists received semi-finalist awards. Each winner received \$1,000, which was matched by \$1,000 going to that student's school. More information on the Intel Science Talent Search, created in 1942, appears at www.sciserv.org/sts/press/20040114.asp

"We're very proud of Emily, and delighted to continue to participate in Elsevier's ScienceDirect program," said Dr. Smyth who supervises student research at Clarke.

Stated Darrell W. Gunter, Senior Vice President Sales & Services Americas, with Elsevier in New York City, "It is gratifying to Elsevier that information we publish is now being used by scientists of the future. For high school students, research information used to be remote and unfamiliar. The Internet can deliver vast volumes of information to students' desktops, but quantity isn't necessarily quality. By partnering with Clarke and other high schools in this program, we are helping build discerning minds as students begin to appreciate that vetted, peer-reviewed information can be valuable and powerful indeed."

"Science is increasingly important to a healthy future for us all, and thanks to Elsevier's support our students are gaining a first-rate science education."

– **Dr. Carol Smyth**, Science Department Chair, W. Tresper Clarke High School, Westbury, New York, USA

EPA Librarians and Elsevier Collaborate to Support Researchers

By Jill Ovren, Library Communications Intern, Global Account Development and Channel Marketing, Elsevier, San Diego, California, USA

During 2003 and 2004, U.S. Environmental Protection Agency (EPA) librarians and Elsevier Account Development Manager Armond DiRado teamed up to deliver ScienceDirect and Scirus training sessions throughout the agency. The partnership has reached over 500 EPA researchers across the States and has brought excellent results.

ScienceDirect usage has significantly increased following the EPA presentations. Searches at www.sciencedirect.com for full-text journal articles increased by 69 percent from March 2003 through March 2004, according to EPA usage statistics. The feedback from librarians and end users has also been encouraging.

What ingredients created this successful collaboration?

Armond and several EPA librarians organized and delivered training sessions open to EPA researchers across groups, as well as training sessions tailored to specific groups. These sessions have included general introductions to ScienceDirect, plus instruction on specific topics such as advanced searching. Additionally, during and following sessions, researchers have received supplementary print materials provided by Elsevier.

In fall 2003, EPA's Atlantic Ecology Division Librarian Martha Caterson-Beazley organized an in-person ScienceDirect introductory training session led by Armond in Narragansett, Rhode Island. This session – open to all comers – comprised EPA's kick-off for the agency's comprehensive, months-long training collaboration with Elsevier. Following the event, Ms. Caterson-Beazley stated, "One scientist told me today that this was THE best training session he has ever attended, and he is a senior scientist who has been using ScienceDirect all along."

During another introductory ScienceDirect workshop in Chicago in May 2004, EPA Library Manager Patricia Krause noted that the material covered was relevant not only to participating scientists but also to librarians in attendance.

In addition to the well-received ScienceDirect introductory training sessions, EPA scientists and staff have been able to take advantage of more specialized training classes. Armond and EPA librarians have created and delivered multiple workshops on how to get the most from ScienceDirect via its personalization or searching features, plus classes on how Scirus can make research more efficient.

"Keeping Up in Your Field" workshops have offered instruction targeted to specific user groups. Joan T. Meyer, Marketing and Network Support Librarian at the EPA Headquarters Library in Washington, DC, attended one

The screenshot shows the EPA Libraries website interface. At the top, it says "U.S. Environmental Protection Agency Libraries". Below that, there are navigation links: "Contact Us | Print Version Search: [input field] [GO]". A breadcrumb trail reads "EPA Home > Information Services > Libraries > Services for EPA Staff". The main heading is "Services for EPA Staff". The text below states: "The following resources are available to EPA staff only." It then lists "The EPA Desktop Library" with the URL "http://intranet.epa.gov/desktop/" and "ScienceDirect" with the URL "http://intranet.epa.gov/desktop/sdhelp.htm". A description of ScienceDirect follows: "ScienceDirect is a collection of electronic journals from the publisher Elsevier".

The EPA Libraries offer specialized services to EPA staff, including in-person and online training on the libraries' e-resources such as ScienceDirect. More information appears on the libraries' website at www.epa.gov/natlibra/

such ScienceDirect workshop and found it met her needs. "I can't think of an instance when a staff member would want to know about one of the features like Scirus and not another," she said.

Besides the hands-on training sessions, EPA researchers have received ScienceDirect user guides and quick reference guides. Useful tools that can help users long after a training program has ended, several of these guides are available in various languages on the ScienceDirect Info site. To browse the guides, please visit www.info.sciencedirect.com

According to EPA librarians, scientists and other researchers with the agency are finding vital information they need through ScienceDirect. For information on how to collaborate with Elsevier to arrange training sessions meeting needs of particular groups, please contact your Account Development Manager or drop a line to trainingfeedback@elsevier.com

Jill Ovren is earning her Master of Library and Information Science degree at San José State University in California. By interning with Elsevier and working on Library Connect projects, she has gained knowledge of the publishing industry.

"The sessions about advanced searching, advanced features and Scirus demonstrated to employees how they could personalize the service to help them do their work. Especially useful were the good examples – given during the trainings – for finding articles written by EPA authors and articles on specific environmental issues. The time and effort invested in these trainings will have positive results on employees using ScienceDirect."

– Patricia Krause, EPA Library Manager, EPA, Chicago, Illinois, USA

University of Tokyo Delivers Training On Demand and On Site

Often end users can attend trainings in libraries to get to know online resources. Librarians with the Digital Library Division (DLD) at the University of Tokyo's Information Technology Center have gone a step further by taking such trainings into laboratories and other locations to suit researchers' convenience.

After the DLD receives a request for an end-user training session and receives details such as number of expected participants and needed content, a librarian then delivers a subject-specific and customized training on site. A professor can even incorporate the training into a lesson or seminar. Each request for a customized training must be received two weeks in advance of the delivery date and involves DLD librarians working out arrangements in cooperation with individual departmental libraries in the University of Tokyo Library System.

At this university, end users do not have to sit through standard courses at libraries anymore. Instead, they can receive – any time and any place – training sessions catering to their research needs. By offering such flexible trainings, DLD librarians are encouraging more people to use electronic journals, which can improve efficiency in the research process.

"And this has led to increased usage of our e-resources," stated Ms. Ichimura with the University of Tokyo's Information Technology Center's Digital Library Division. The DLD plays the key role of supporting and

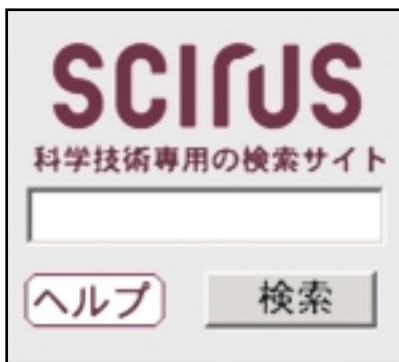
promoting information literacy education at the university, ensuring that researchers fully benefit from information resources.

More information about the DLD appears at www.lib.u-tokyo.ac.jp/dl/index_e.html



Ms. Ichimura (standing) with the University of Tokyo's Digital Library Division delivers database training to students in the university's Graduate School of Interdisciplinary Information Studies. Photo by N. Yamanishi.

Websites Can Add the New Japanese Scirus Search Box



The Scirus search box is now available in Japanese, in addition to English. This search box, freely available and easy to download, searches Scirus – the most comprehensive search engine for scientific, technical and medical information on the Internet. Driven by the latest search-engine technology, Scirus covers more than 160 million STM pages – including journal content and databases – on the Web.

Scirus received the 2004 "Best Directory or Search Engine Website" WebAward from the Web Marketing Association. Assessment included overall design, innovation, content, technology, interactivity, copywriting and ease of use. In 2001 and 2002, the Search Engine Watch Awards voted Scirus "Best Specialty Search Engine."

There is no fee to use Scirus, available at www.scirus.com

Scirus search results are in English. To find the search box and download instructions, visit www.info.scirus.com

"This website is unbelievable. I have been a google.com user for quite some time, at least two years, and become quite stressed from its lack of resources and definition. Scirus is what I've been missing. Thanks to the producers of this phenomenal information source – Scirus – what a blessing!"

– Tamara N. Tresvant, Student, Thomas Jefferson University, Philadelphia, Pennsylvania, USA

"Your site is absolutely the best scientific search for me as a professor of genetics. Better than Pubmed, as effective but more specific than Google."

– Professor Doron Lancet, Ralph D. and Lois R. Silver Professor of Human Genomics, Crown Human Genome Center Head, Weizmann Institute of Science, Rehovot, Israel

Capitalize on the “Wow!” Factor, and Reach Users in the Library and Beyond

By Elaine Fairey, Associate University Librarian (Public Services), W.A.C. Bennett Library, Simon Fraser University, Burnaby, British Columbia, Canada

Libraries are investing increasingly large amounts of their financial and human resources in electronic sources, ranging from e-content such as online journals, e-books and data files, to software such as word processing, presentation and citation management packages.

As with print resources, it is vitally important that libraries educate their users to take advantage of these useful, expensive and sometimes complicated sources and tools. Catching the attention of users in order to inform and educate them, however, remains a significant challenge for academic libraries. Another challenge is the wide diversity in library users' needs and in their information fluency.

Education on electronic, or indeed print, resources must take a number of forms and operate on multiple levels. Such education can range from simple promotion of products or resources, to skills-based training on specific databases and services, to complex explanations of information resources within or across disciplines.

At Simon Fraser University (SFU) we have found a multi-faceted approach works best to help connect users with our e-resources. The following are examples of innovative tactics we are taking to meet our users' needs. Both approaches capitalize on the “wow” factor offered by e-resources such as Elsevier's CrossFire Commander, but missing from card catalogs, loose-leaf services and many other worthy print resources.

Faculty Update Sessions

For the past two years we have presented faculty-focused sessions during the two-day spring reading break at SFU. Attendance has been small but very enthusiastic and the promotional value has extended far beyond the actual sessions, conducted in the SFU Library. Post-event developments have included faculty members contacting their liaison librarians for personalized instruction, and academic departments requesting library-led presentations at local symposia and other meetings.

In 2004, our sessions focused on managing the information flow and covered citation databases, alerting services including ScienceDirect's, and Citation Manager – a Web-based product that captures citations and interfaces with software such as EndNote. We promoted these trainings as “Keeping Tabs,” “Keeping Up” and “Keeping Track.” More on these sessions appears at www.lib.sfu.ca/whatsnew/announcement.htm?id=143

Faculty responded favorably to themes and content of our 2004 sessions. The following comment was typical of feedback from attendees: “I appreciate the initiative our library has taken in organizing these useful workshops. With the proliferation of e-journals and volume of literature, it is important to find new tools to manage and cope with this.”



SFU librarian Sandra Wong provides research assistance to psychology major Christine Panchuk in the university's Applied Sciences Building. In the background appears a poster announcing the SFU Library's Ask Us Here! mobile reference service. Photo by Marianne Meadahl.

Mobile Reference Service

Building on the concept of “Ask Us Live!” developed for our chat reference service, we launched in fall 2003 a program entitled “Ask Us Here!” Taking advantage of recently expanded wireless connections on our campus, we've placed librarians at mobile reference desks in high-traffic areas near lecture halls, labs and food services. Armed with wireless laptops, librarians offer reference services equal to those available at traditional reference desks.

Our librarians' visibility around the SFU campus has attracted a significant amount of interaction with students and a surprising amount of faculty contact as well. What do students think of Ask Us Here!? Said one student in 2004, “You guys rock!”

And, our mobile reference service has attracted attention from other libraries. During a conference held by the Canadian Library Association and British Columbia Library Association in Victoria, British Columbia in June 2004, over 30 librarians from across Canada attended our session on Ask Us Here!

For more details on Ask Us Here!, please:

- See our library Web page at www.lib.sfu.ca/about/projects/ask_us_here/index.htm
- Read the SFU News story “Help for Google Generation” at www.sfu.ca/mediapr/sfu_news/archives_2003/sfunews11130306.htm

Academic Libraries Offer Diverse Online Tutorials

Universities increasingly proffer online tutorials to help patrons enhance their information literacy and connect with digital resources. Following is a sampling of online tutorials provided by institutes around the world.

Self-paced Tutorials

Offered by the American University of Beirut's University Libraries
<http://www.lb.aub.edu.lb/~webjafet/-researchassistance/tutorials/-tutorialsmain.htm>

Information Literacy: A Student's Resource to Learn How to Master Information Challenges

Offered by the University of Cape Town Libraries
www.lib.uct.ac.za/Training/Infolit/infolit/-InfoLit.html

Information Competency Tutorials

Offered by the City University of New York Libraries
<http://ols.cuny.edu/tutorial/>

Navigating the Library Tutorial – NTL on the Web

Offered by the University of Alberta Libraries
www.library.ualberta.ca/instruction/index.cfm

Interactive Tutorials

Offered by the University of Hawaii at Manoa Libraries
www.hawaii.edu/infoliteracy/tutorials/index.htm

"Working Smarter" Connects Transportation Researchers and Resources

By Roger Garren, Reference Librarian, and Joyce Koeneman, Digital Librarian and Head of Technical Services, National Transportation Library, Washington, DC, USA

During 2003 and 2004, the U.S. federally funded National Transportation Library (NTL) partnered with the Midwest Transportation Knowledge Network (MTKN) and the National Highway Institute (NHI) to develop a new Internet-based e-resource increasing effectiveness of these groups' instructional programs.

Entitled "Working Smarter: Using the World Wide Web for Transportation-Related Research," the recently developed resource has been enthusiastically received by librarians and end users alike.

Like many other libraries that provide training sessions or materials to their end users, the NTL saw a need for something less specific to its own collection and resources: an instructional session focusing on the World Wide Web as a resource in itself. Because of the complexity of the concepts and search tools necessary to search the Web effectively, the NTL felt a live, interactive tutorial session would work better than a self-paced, non-interactive session. However, time and budget constraints would preclude most people from traveling just to attend a one-day session. So providing instruction through an online, distance-learning format was deemed most beneficial.

To create a course that could be delivered real-time via the Web, NTL entered into a partnership with the NHI and MTKN. By teaming up, these transportation-focused organizations combined best practices from their existing information literacy programs and developed a curriculum for the course. NHI offered expertise in distance-learning practices as well as access to Microsoft's Web-conferencing software or service Live Meeting (originally known as "PlaceWare").

The overall goal of the "Working Smarter" course is to equip general transportation practitioners with skills needed for finding and evaluating transportation-related information on the Internet. The course helps end users achieve the following learning objectives:

1. Find transportation-related information and resources on the Web efficiently and effectively.
2. Evaluate and interpret information found on the Web.
3. Identify information resources and services provided by libraries.

The course is broad enough in scope and subject that it offers value to all of our libraries and customers, but flexible enough that it can be adapted to subject-specific areas when needed. So far, NTL, NHI and MTKN librarians have delivered "Working Smarter" about a dozen times, reaching over 200 engineers and other professionals involved with the transportation industry.

Demand for the Web-delivered, instructor-led synchronous tutorial is increasing, and its shelf-life looks promising. The NTL is trying to gauge the need for, and effectiveness of, this type of course for future, more advanced tutorials.

According to Nelda Bravo, Head of the National Transportation Library, "Creating the Working Smarter tutorial has proven worthwhile. Joining forces with sister organizations resulted in production of a better product, and the ability to get it into hands of more end users. When it comes to Working Smarter, everyone involved is a winner, including our own organization. Receiving training via the Web saves participants time and money and especially makes sense when the focus is e-products or services. We've developed a tutorial many librarians can deliver online, and we've gained knowledge to help us forge ahead in taking training in new directions."

More information on the National Transportation Library appears at <http://ntl.bts.gov/index.cfm>

ScienceDirect Multilingual Tutorials Help Guide Users



Did You Know?

ScienceDirect now offers freely accessible tutorials to help users achieve maximum research results at www.sciencedirect.com

Interactive and easy to use, the tutorials are available in Chinese Simplified, Chinese Traditional, English, French, German, Italian, Japanese, Korean, Portuguese, Spanish and Thai. Soon, the tutorials will be available in Farsi and Turkish.

The tutorials provide tips on how to access ScienceDirect's content – including book series, journals and reference works, as well as how to search and personalize the interface and how to use its alert options. For more information on ScienceDirect and the tutorials, click on Help at www.sciencedirect.com

Commented Chrysanne Lowe, Elsevier's Vice President of Account Development and Channel Marketing, "ScienceDirect is extremely user-friendly, but there are always tips on how to better utilize the features of a system. With these tips available in multiple languages, it's all the more convenient to learn and faster to implement and that ensures the success of our customers."



Drexel University and Elsevier Engineering Information Provide Subject-specific Tutorial

By Ross Graber, Director of Marketing and Strategy, Elsevier Engineering Information, Hoboken, New Jersey, USA

Jay Bhatt, Information Services Librarian, Engineering, at Drexel University, understands the importance of solid acquisition of research skills among engineering students.

Each year more than 800 students begin Drexel's undergraduate engineering program. Entering students must complete an engineering design project in the freshman course Humanities & Communications. Along with his colleagues, Jay delivers instruction in library research methods to students taking this course. At Drexel, engineering undergraduates go on to complete senior-year design projects and many engineering graduate students work on funded research projects. With increasing emphasis on research, the importance of using library resources effectively continues to grow.

Jay has found face-to-face class time involving librarians and students essential, but has also found it offers only a beginning for students to gain library research skills.

Making matters challenging is the increasing number of students needing assistance. While in the past Jay and his colleagues may have been able to support students in person, such support increasingly requires more time – prompting Drexel librarians to think about alternative ways to provide research assistance.

So when Elsevier Engineering Information (Ei) asked Jay if he was interested in participating in a pilot program to experiment with an eLearning solution for engineering students, he jumped at the opportunity. The project kicked off in January 2004, when Jay began work with Rafael Sidi, Engineering Information's Vice President of Engineering Publishing, and John Meyer, Elsevier's Vice President of eLearning Technology.

This collaboration has produced an online interactive tutorial instructing engineering students on how to use specific Web resources Drexel offers. Elsevier Engineering Information staff have worked with Jay to use eLearning technology to create modules comprising the tutorial.

The training modules are broken down into digestible sections and focus heavily upon using Engineering Village 2 as a basis for discovery.

After six months of development, the project was presented to attendees at the International Association of Technological University Libraries (IATUL) conference in Poland in 2004. Positive feedback received there and afterwards encouraged finalization of the tutorial.

The tutorial covers topics including how and when to use handbooks; literature search skills; and finding full text, patents and standards. One

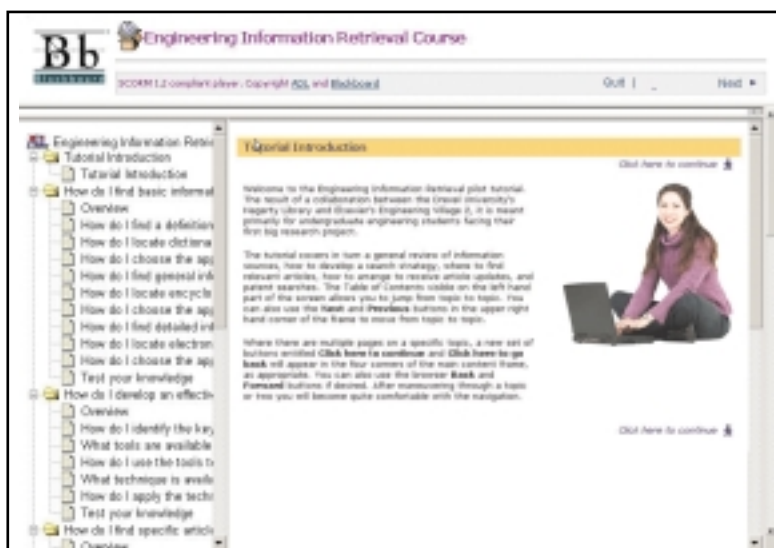
section addresses the use of electronic alerts, which is especially relevant for Drexel's engineering students working on design and research projects.

The tutorial remained in a pilot phase for several months. During this time, usability and content testing involved more than ten engineering libraries at universities across Asia, Europe and the Americas. The project has received words of praise from around the world. Carol Szambelan, Engineering Librarian at the University of Notre Dame, wrote, "The content looks good, and the test-yourself links are a great feature. All in all I would say you have put together a really

valuable tool for students. If you want to share it more widely in the future I would love to have something like this here too."

Support from Drexel University's W. W. Hagerty Library administration and Jay's colleagues Peggy Dominy and Andy Wheeler was an essential factor in moving this project forward.

W. W. Hagerty Library is offering free access to the engineering-specific eLearning tutorial, available at www.library.drexel.edu



Drexel University's W. W. Hagerty Library offers free access to the engineering-specific online tutorial shown here. The library's website appears at www.library.drexel.edu



"As a professional librarian and trained electrical engineer, I understand how engineers think and learn. Engineers are exceptionally pragmatic and solution-driven. They appreciate the ability to get in and find a specific answer or technique and move on. The subject-specific online tutorial Elsevier helped us develop offers a great fit for engineering students, and especially our distance learners and commuter students."

– Jay Bhatt, Information Services Librarian, Engineering, Drexel University, Philadelphia, Pennsylvania, USA

Create an Online Tutorial in the Local Language

By **Telma de Carvalho**, Librarian, Faculdade de Odontologia, Universidade de São Paulo, São Paulo, Brasil

The Integrated System of Libraries of the University of São Paulo (SIBi/USP), in an initiative to facilitate users' access to the libraries' e-resources, has developed the "Tutorial de Revistas Eletrônicas do Sistema Integrado de Bibliotecas da USP." This learning tool is now available in Portuguese, and plans are to release the tutorial soon in English.

Our community of users is in the great majority Brazilian. The 39 SIBi/USP libraries serve 75,972 students including undergraduates and graduates, and among these Portuguese is the first language for 90%. So you can see it is very important that while our libraries offer digital research resources available in English (and other languages), we also offer associated learning guides in our local language.

Our librarians created this tutorial to help users overcome their impression that e-resources are hard to use, and to help acquaint users with the libraries' databases and associated functionalities such as alerting services.



Standing, left to right, are Maria Cristina Dziabas, Adriana Hypólito Nogueira (vice-coordinator of the project), Virginia Castilho, Alice Mari Miyazaki de Souza, Elenise Maria de Araújo and Telma de Carvalho (coordinator of the project). In front is Eliana Mara Martins Ramalho. Team member Valéria Cristina Trindade Ferraz is not pictured here.

The tutorial provides the following:

- General information outlining available digital resources and services.
- Access instructions explaining some resources are freely available and some offer restricted access.
- Details on how to access full-text articles and explanations of differences in formats, such as PDF, HTML and TIF.
- Information on how to find specific headings such as from the list of serials available from Dedalus, USP's bibliographic database and OPAC.
- Instructions on how to search in each database provided by a publisher such as Elsevier.
- Explanations on how to use additional e-resources such as alerting services.

An eight-person team, which I led, created the tutorial. Librarian Adriana Hypólito of SIBi's Technical Department assisted in coordinating the project. Besides librarians, this team [shown at left] included technicians and analysts from the SIBi/USP.

During its first stage, this tutorial was made available on a trial basis to USP libraries and suggestions for improvement were gathered. Following the development and testing phases, this tutorial was launched officially – after it benefited from improvements inspired by trial users. First developed in PowerPoint, the tutorial later was converted into HTML and Javascript and made available via the Internet.

Basically this tutorial serves as a "help desk" for patrons and a marketing tool for the libraries. Through this local-language tutorial, the libraries connect with users and show how to use the libraries' available online resources including ScienceDirect. Further this tutorial lets users know that librarians are available live 24/7 – via a remote "Ask A Librarian" service – to provide in-person help.

From the SIBiNet home page at www.usp.br/sibi/, the tutorial appears at www.usp.br/sibi/biblioteca/revista/tutorial/index

"We are delighted with results of our recently developed online tutorial, written in Portuguese and helping researchers utilize primarily English-language resources. Thanks in part to the tutorial, we're seeing usage of our libraries' e-resources going up and the number of information queries going down."

– **Telma de Carvalho**, Librarian, Faculdade de Odontologia, Universidade de São Paulo, São Paulo, Brasil

Links to Alerting Services Help Researchers

The Chinese University of Hong Kong's University Library System offers a page with links to publishers' and vendors' email alerting services. Included is a link to Elsevier's ContentsDirect, delivering table-of-contents alerts for Elsevier journals and books and available at <http://contentsdirect.elsevier.com>

To find this helpful page, available from the CUHK Library home page shown at right, go to www.lib.cuhk.edu.hk

- Then select "DAO – E-Resources."
- Select "Databases – Subject."
- Scroll to the bottom and select "Email alerting services."
- Select "Publishers / Vendors Alert Services."



Additional Resources

Books

- Durisin, P. (Ed.). (2002). *Information literacy programs: Successes and challenges*. New York: Haworth Information Press.
- Grassian, E. S., & Kaplowitz, J. R. (2001). *Information literacy instruction: Theory and practice*. New York: Neal-Schuman.
- Jacobson, T. E., & Gatti, T. H. (Eds.). (2001). *Teaching information literacy concepts: Activities and frameworks from the field*. Pittsburgh, PA: Library Instruction Publications.
- Rockman, I. (2004). *Integrating information literacy into the higher education curriculum: Practical models for transformation*. Hoboken, NJ: Wiley.



WWW.
sciencedirect.com

Articles

- Dunn, K. (2002). Assessing information literacy skills in the California State University: A progress report. *The Journal of Academic Librarianship*, 28(1-2), 26-35.
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Doi: 10.1016/S0734-3310(01)00064-7

"Incorporating information literacy and critical thinking skills into the education of today's generation of college and university students . . . is now more important than ever imagined."

– **Cecelia Brown, Teri J. Murphy and Mark Nanny**. (2003). Turning techno-savvy into info-savvy: Authentically integrating information literacy into the college curriculum. *The Journal of Academic Librarianship*, 29(6), 386-398.
Doi: 10.1016/j.jal.2003.08.005

Elsevier Helps Librarians Share Best Practices

"Librarians worldwide develop best practices to help researchers get the most from library-provided instruction. By sharing our success stories, we librarians contribute to users gaining better research results and enhancing their careers. Getting your training-related tips and guidelines into the hands of other information professionals can be easily accomplished by submitting papers to LIS journals."

– **Lisa Janicke Hinchliffe**, Editor, *Research Strategies*, and Coordinator for Information Literacy Services and Instruction and Associate Professor of Library Administration, University of Illinois, Urbana-Champaign, Illinois, USA

Elsevier publishes journals and serials focusing on library and information science. The title list appears at

www.elseviersocialsciences.com/lis

Research Strategies, a refereed journal, addresses issues faced by instruction librarians. The journal welcomes articles on teaching methods, learning theories, library users' research behavior and related topics. Particularly welcome are research studies of the impacts of new technologies and empirical investigations of student learning outcomes. For more details on this journal, including how to submit papers to it, please visit www.elsevier.com/locate/resstr

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