

6-2018

Leaving the Reference Desk and Integrating the Framework into Research Consultations

Andrea Abernathy

Follow this and additional works at: https://digitalcommons.georgefox.edu/libraries_fac



Part of the [Library and Information Science Commons](#)

Leaving the Reference Desk

Integrating the Framework into
Research Consultations

Andrea Abernathy

aabernathy@georgefox.edu

Twitter: [@anabrathy](https://twitter.com/anabrathy)



#ACLib18



A Little Background

- Taught middle school English prior to librarianship
- First 7+ years without staffed desk
- New library in an atmosphere of innovation



Overview



- Background
- The Conversation about the Reference Desk
- Research Consultations
- Benefits
- Integration of Information Literacy
- Questions

The Problem

- Pressure from digital technology has changed what users need from us
- Reference desk stats continue to decline
- Questions are more complex and require more time.
- Privacy at the reference desk has devolved
- Increasing demands on librarians' time

Our Solutions



Roving Reference

Centralized Help Desk

Concurrent Models

Research Consultations

Reduced Reference Hours

When considering the future of reference desk service it is important to keep in mind that the reference desk is in many ways a symbol of the service, but in and of itself it is not the service.

- Stephen Bell

With more time librarians could seriously address new ways to meet the needs of the primary clientele that may not necessarily be effectively served at a reference desk.

- Barbara J. Ford

Our Model

- Removal of the Reference Desk
- LibCal used to Make Appointments
- Promotion of Service
- Accurate Calendars
- Open Doors and Approachable Furniture
- Plans for a Service Model.



Welcoming the Student

- Dedicated Space
- Reduction of Distraction
- Appointed Time
- Flexibility of Format



Reference Is Relational

- Reference Services are Local
- Changes should be Collaborative
- Students and Librarians Value Face-to-Face Interactions
- Information Literacy Instruction Builds Confidence



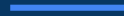
Librarians as Educators

Do we know how to teach?

Information Literacy Instruction Practices

- Most frequent ways instruction is provided:
 - one-on-one instruction (87%)
 - Hands on instruction in a computer lab (87%)
 - Lectures (demonstrations in subject classes) (81%)
- Fewer than half of respondents have written objectives
- Inconsistency in objectives, assessment, and support
- Less than half of respondents are not integrating the Framework

Re-imagining what we can do with the reference desk will also be a piece of the puzzle as will partnering more closely with the writing center.



- Respondent

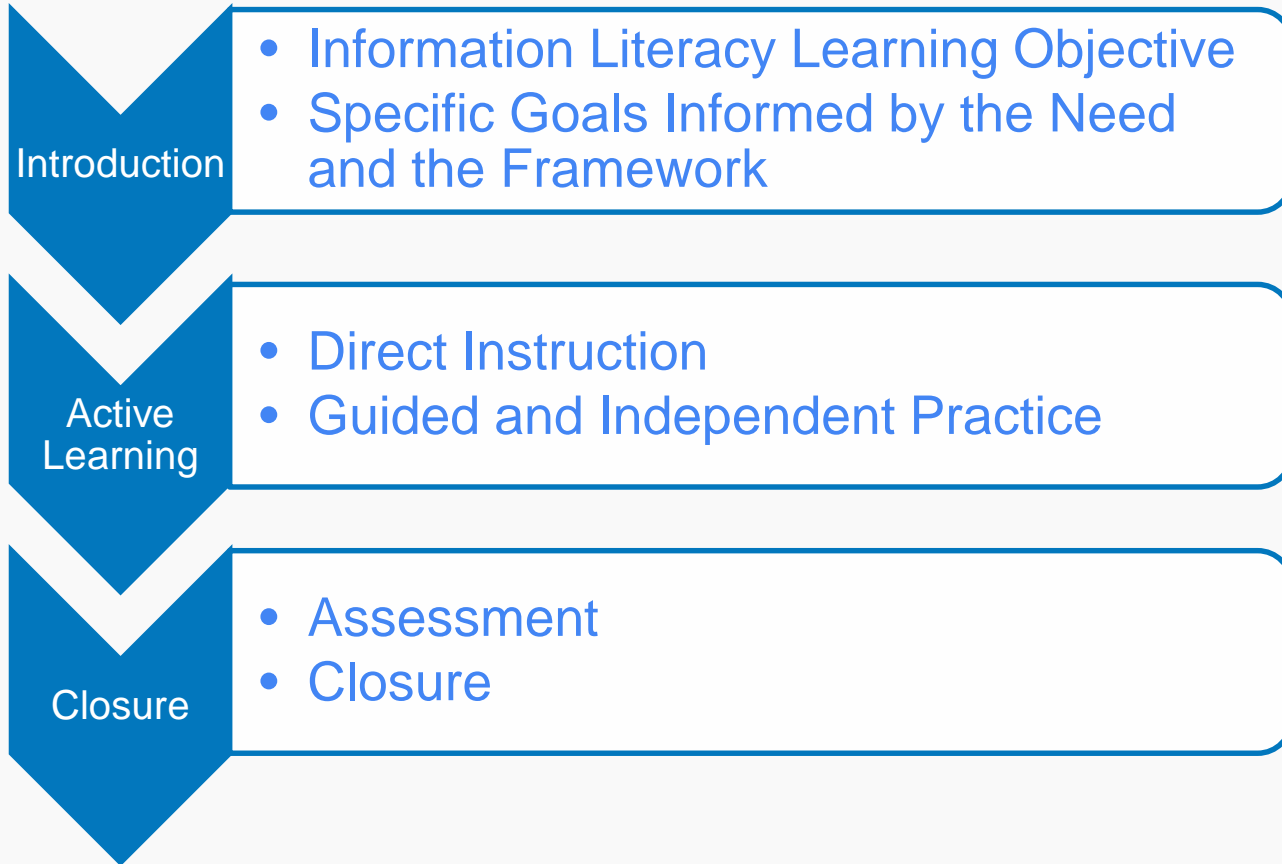
Instruction begins in the Reference Interview

Listen.

Explicitly convey that you are listening.

The patron's needs determine the information literacy instruction objective for the research consultation.

Research Consultations as Instruction



Retrieval Practice and Informal Assessment

Can the student duplicate
the process?



Worthy Instructional Ideas

- Cognitive Psychology in the Classroom
- Universal Design Learning
- Project and Problem Based Learning
- Build a Narrative

The Power of Welcome



- Fulfills Institutional Missions .
- Aligns with Accreditation Standards .
- Creates Space for Vulnerable Questions .
- Builds Confident Researchers .
- Demonstrates the Gospel .

“Let each of us please his neighbor for his good, to build him up..Therefore welcome one another as Christ has welcomed you, for the glory of God.”

- Romans 15:2,7

Questions



Photo by [William Stitt](#) on [Unsplash](#)

Selected Resources

Bell, S. J. (2007). Who Needs a Reference Desk. *Library Issues: Briefings for Faculty and Administrators*, 27(6).

Desai, C. M., & Graves, S. J. (2008). Cyberspace or Face-to-Face: The Teachable Moment and Changing Reference Mediums. *Reference & User Services Quarterly*, 47(3), 242–255.

Ford, B. J. (n.d.). Reference Beyond (and Without) the Reference Desk | Ford | College & Research Libraries. <https://doi.org/10.5860/crl.47.05.491>

Hua, Y. (2003). Individual research consultation service: an important part of an information literacy program. *Reference Services Review*, 31(4), 342–350.

January 9, theeffortfuleducator, & Comments, 2018 2. (2018, January 9). A Discussion about Learning in the Classroom. Retrieved June 12, 2018, from <https://theeffortfuleducator.com/2018/01/09/a-discussion-about-learning-in-the-classroom/>

Julien, H., Gross, M., & Latham, D. (n.d.). Survey of Information Literacy Instructional Practices in U.S. Academic Libraries | Julien | College & Research Libraries. <https://doi.org/10.5860/crl.79.2.179>

Miles, D. B. (2013). Shall We Get Rid of the Reference Desk? *Reference & User Services Quarterly*, 52(4), 320–333.

Swoger, B. J. M., & Hoffman, K. D. (2015). Taking notes at the reference desk: assessing and improving student learning. *Reference Services Review*, 43(2), 199–214.

Whelan, J. L. A., & Hansen, A. (2017). Personal Research Sets the Stage for Change. *The Reference Librarian*, 58(1), 67–83. <https://doi.org/10.1080/02763877.2016.1194245>

A Few Educators to Follow

Blake Harvard - The Effortful Educator

@effortfuleduktr

The Learning Scientist

@learningscientists

Contact me!

Andrea Abernathy

aabernathy@georgefox.edu

[@anabrathy](https://www.instagram.com/anabrathy)



Photo by [rawpixel](#) on [Unsplash](#)