

# Mining the Knowledge Base

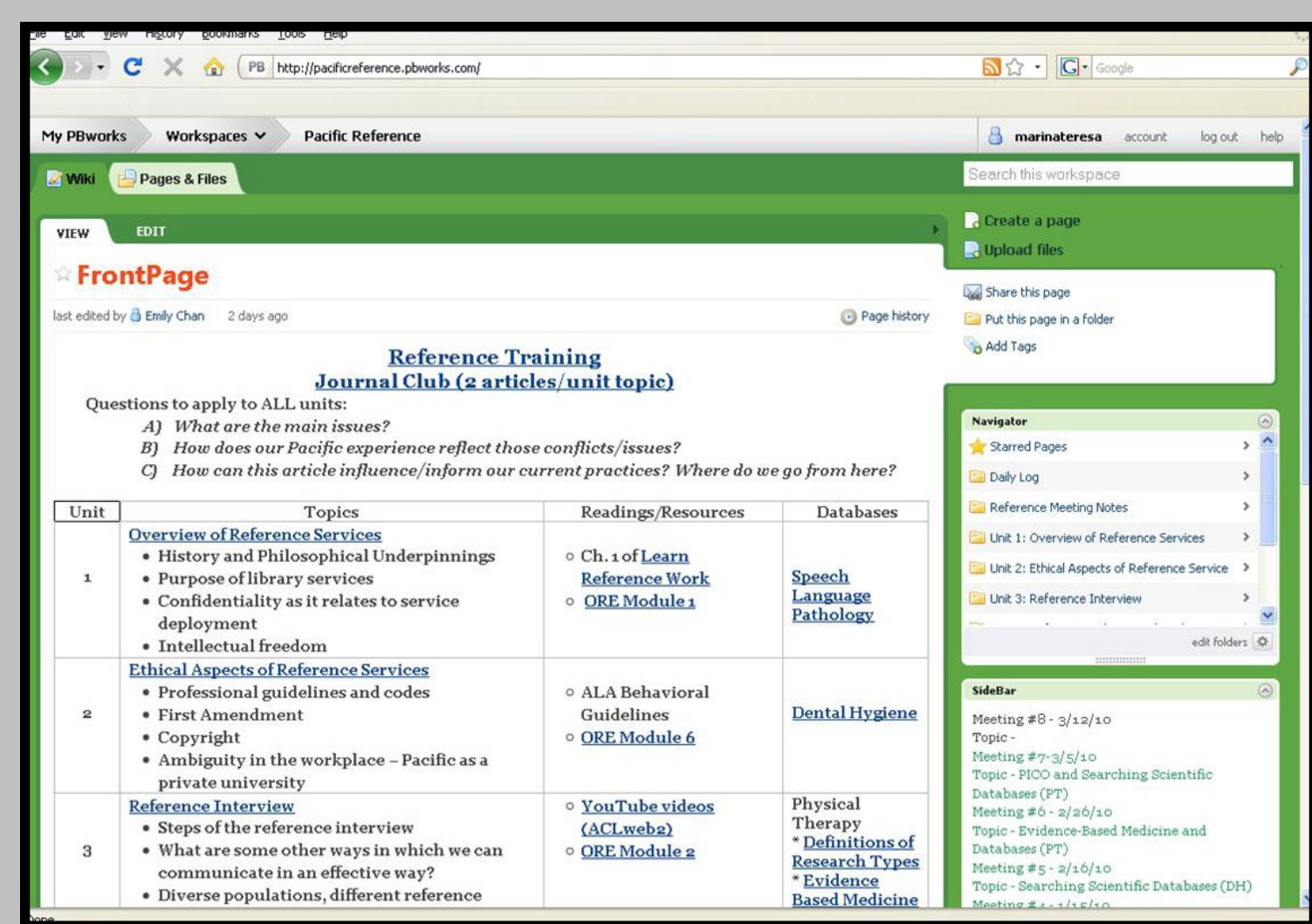
## Wiki Technology and Constructivist Learning in a Reference Services Training Program

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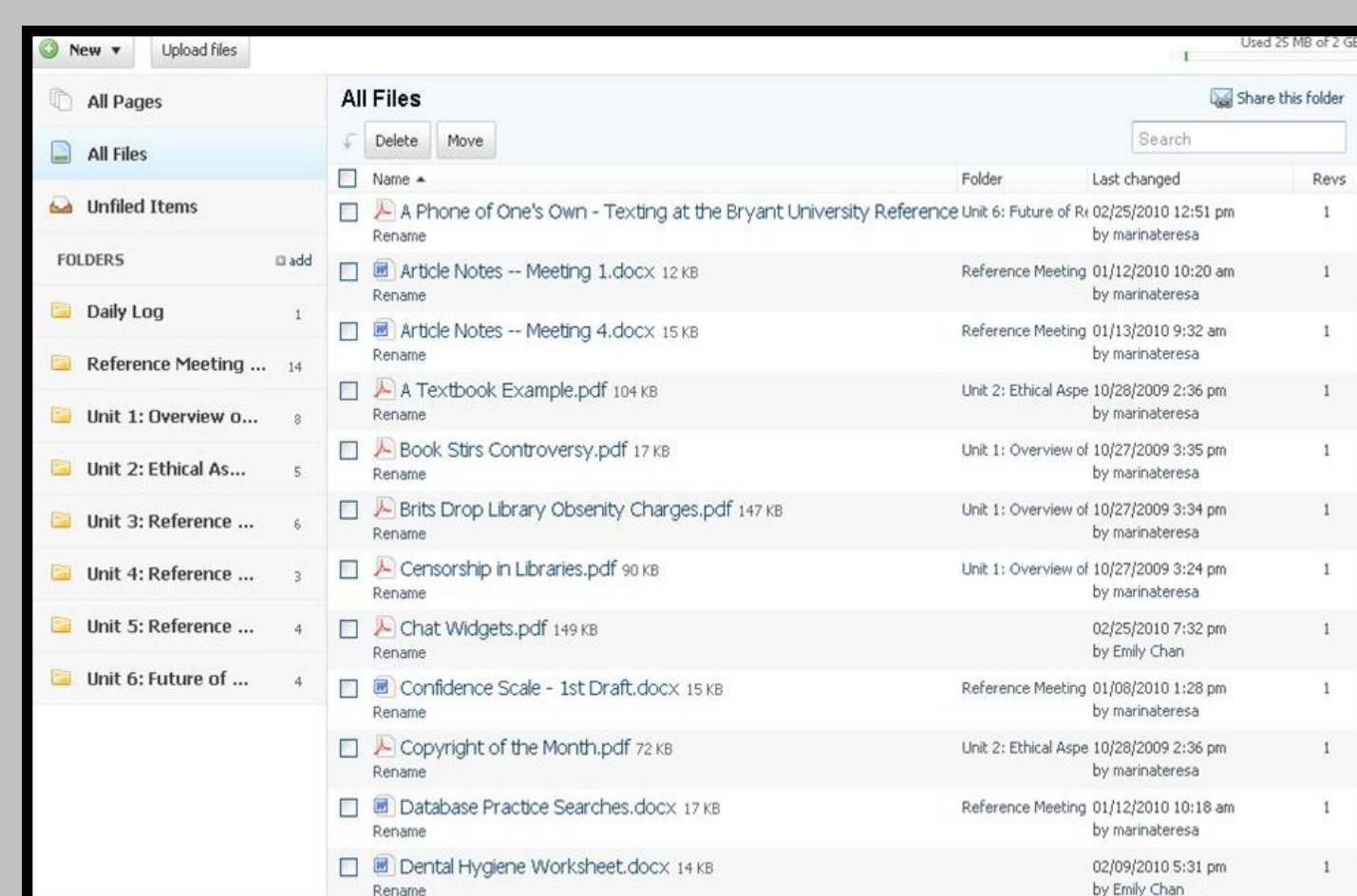
### Introduction

To maximize staff presence and reference capabilities at HSB, reference training was implemented for the branch's two paraprofessional employees. A wiki format was selected to collocate different resources and formats in a single location. The collaborative functions of the wiki complemented the branch's team-oriented environment. Each staff member selected materials of interest and augmented the wiki conversation with their previous experiences.



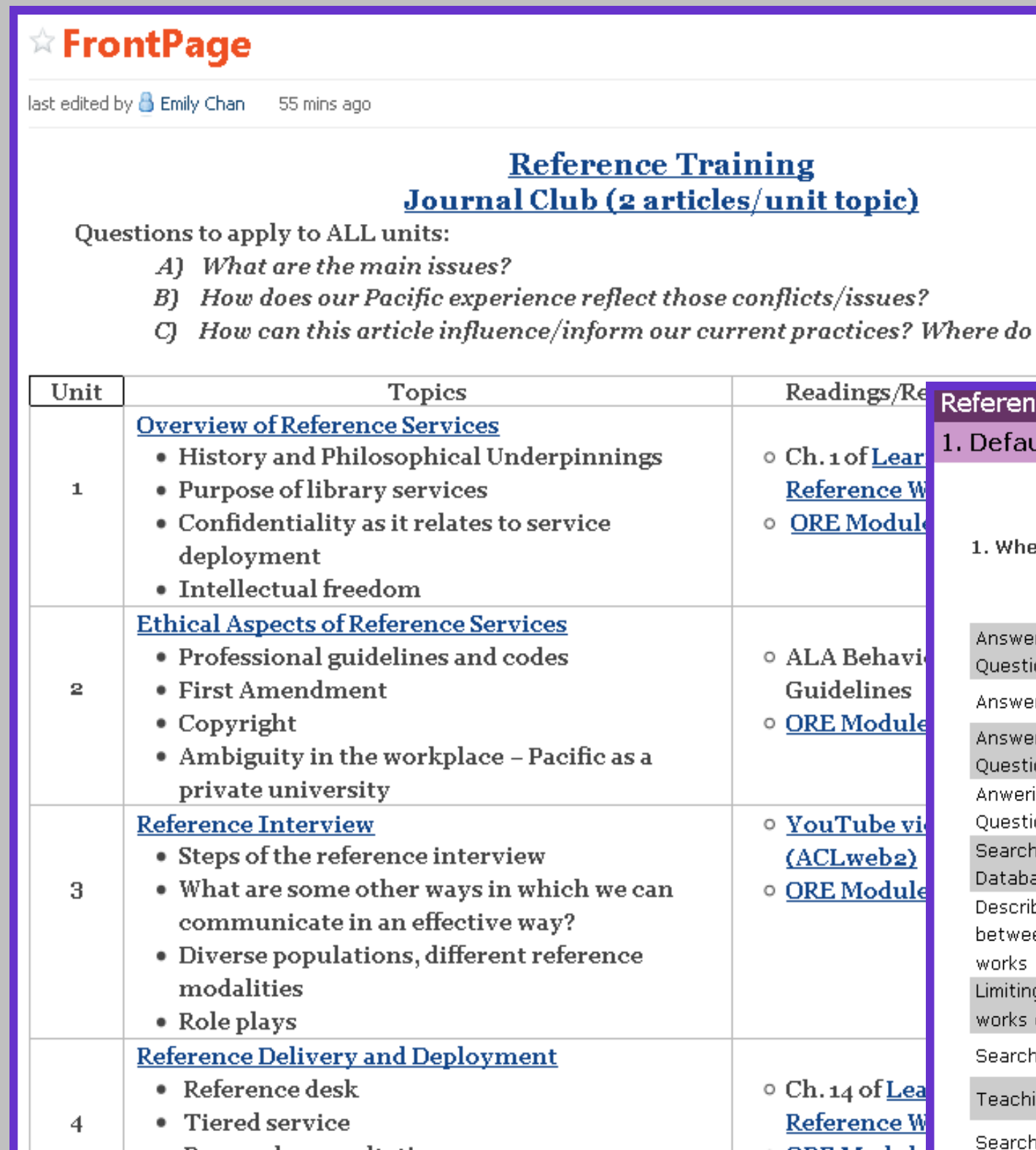
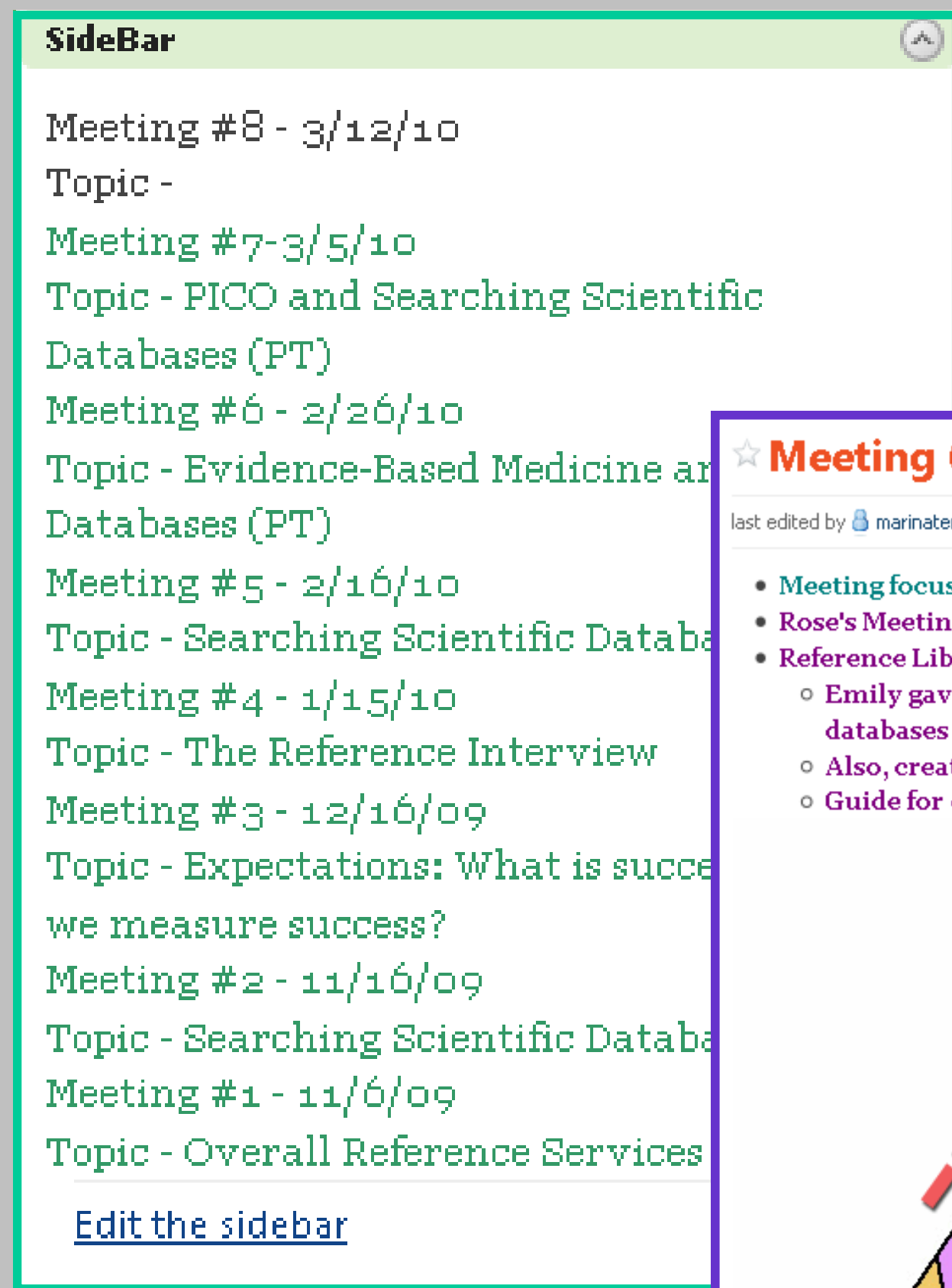
### Objectives

- Promote uniform level of reference provision
- Develop staff competencies and skills
- Provide flexibility at the HSB Library
- Build knowledge base of paraprofessional staff
- Ensure high level of customer service for students, staff, faculty



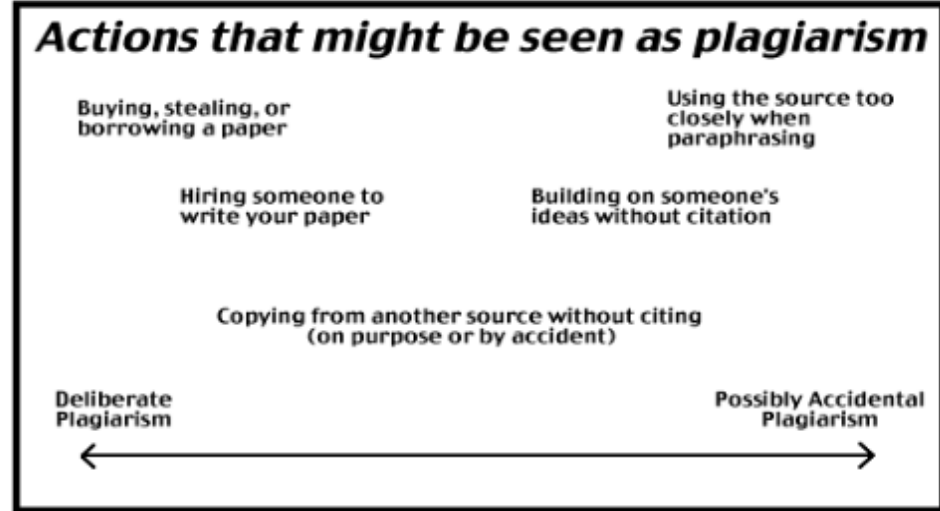
### Materials

Training materials for the Reference Services Training Program included scholarly articles, librarian-created documents, supplemental videos, online training modules, embedded images and more. Staff members were surveyed at various points on 28 criteria, including their comfort with database searching, content knowledge, and behaviors associated with reference services.

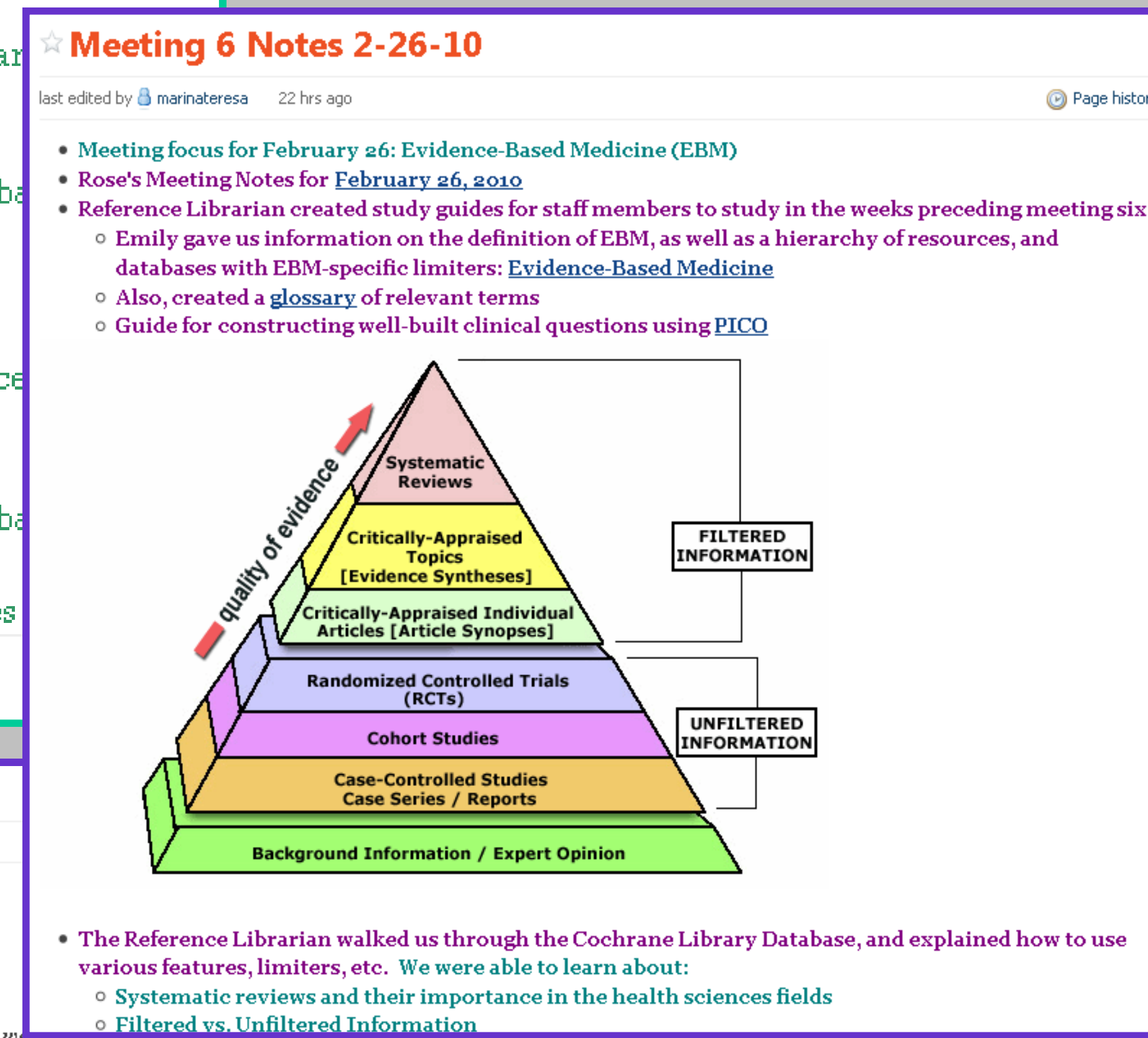


#### Unit 2: Ethical Aspects of Reference Service

- An article focused on plagiarism among undergraduates in academic libraries (a help to prevent it) - AcademicOriginal.Six
- I just thought that these question and answer sections (from Library Media Connection and School Library Journal) were interesting and useful--
  - A Textbook Example
  - Copyright of the Month
  - Lights, Camera, Action!
- Unique view on Copyright Law, which I think is nicely (and sharply) juxtaposed with the other reading - Who's Afraid of the Big Bad?
- Information from the Purdue Online Writing Lab (OWL) on Best Practices, etc. for Avoiding Plagiarism (Below is an image from Purdue OWL's Avoiding Plagiarism section)



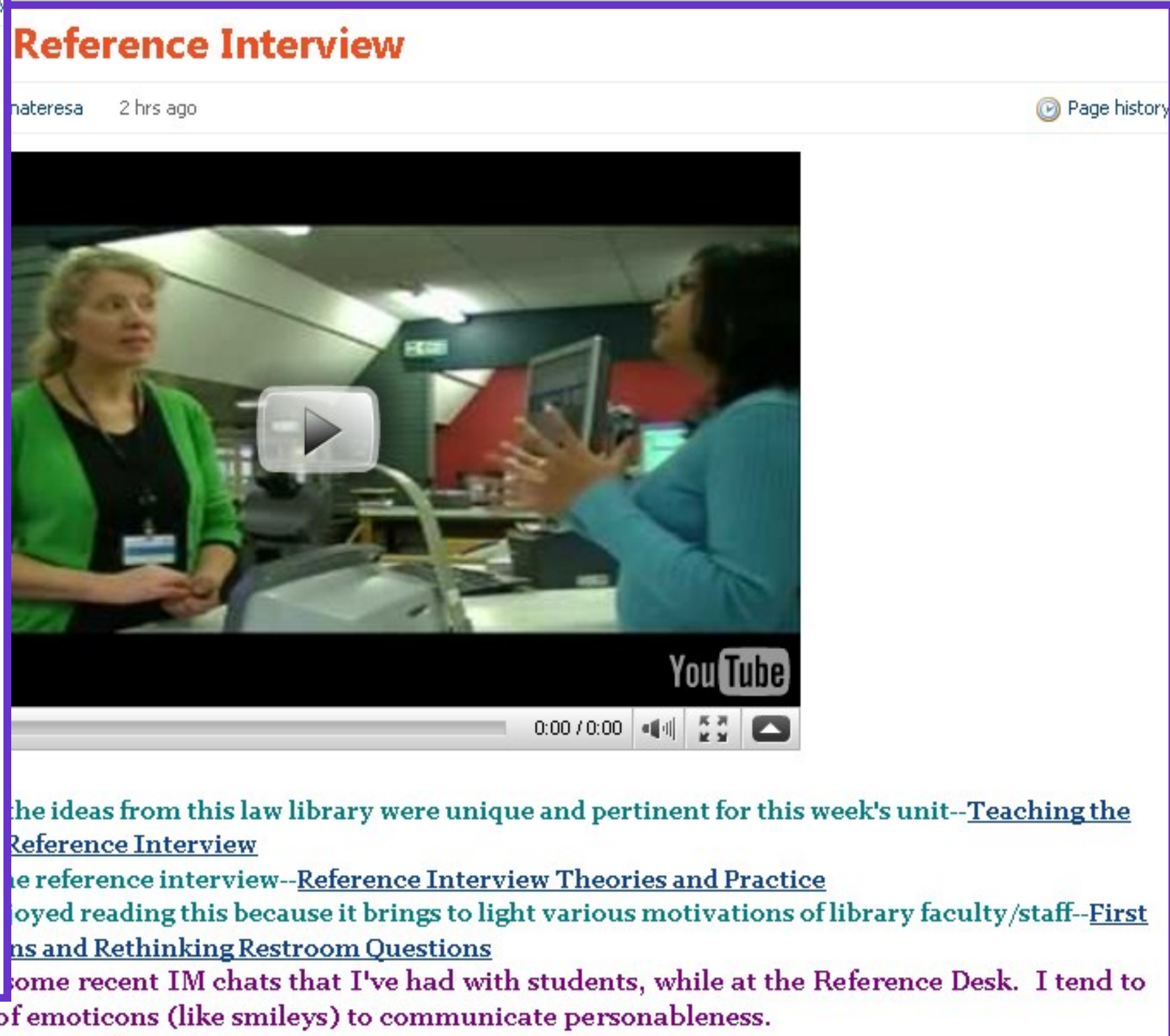
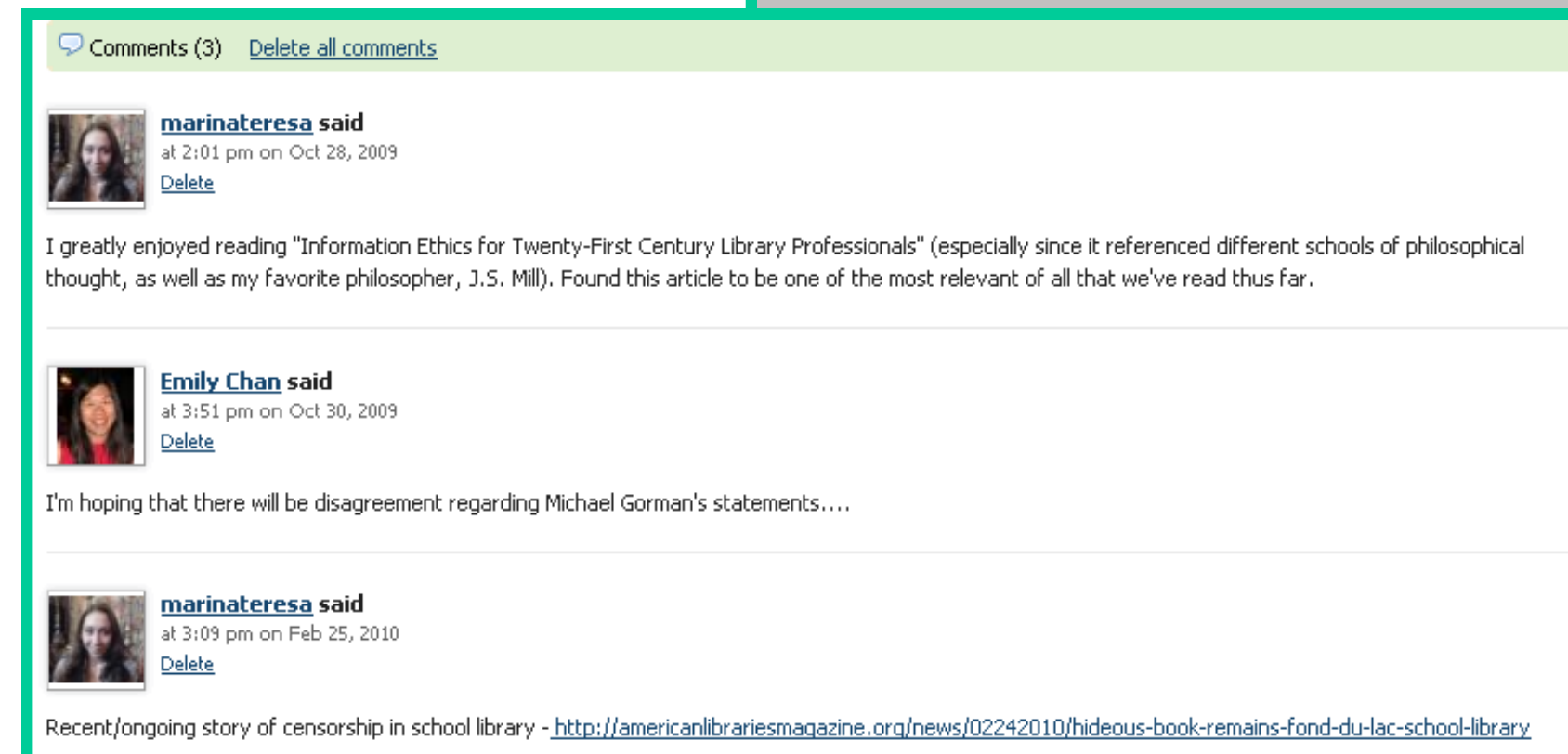
- This may have been more appropriate for the first unit... Samuel Green is considered by many to be the "Father of Reference Services."
- This is his seminal work on improving the relations between libraries and their patrons.
- It's important when you consider how vital reference services is to the overall mission of a library.
- The language may be dated and politically incorrect (it's from 1876), but the spirit of the document is retained. Personal Relations Between Librarians and Readers.pdf



Reference Training Confidence Scale										
1. Default Section										
1. When performing this task/action, please rate your level of confidence.										
	Unconfident	Confident	Somewhat confident	Neither confident or unconfident	Somewhat unconfident	Unconfident	Confident	Somewhat confident	Neither confident or unconfident	Somewhat unconfident
Answering Speech-Language Questions										
Answering Pharmacy Questions										
Answering Dental Hygiene Questions										
Answering Physical Therapy Questions										
Searching Health Sciences Databases										
Describing the difference between popular & scholarly works										
Limiting a search to scholarly works only										
Searching PacificCat										
Teaching PacificCat Search										
Searching HSB Books										
Searching HSB Periodicals										
Requesting ILL										
Teaching ILL Requesting										
Speaking to students										

#### Unit 5: Reference for Diverse Populations

- Intriguing article with, certainly, many opportunities for application--If I Ask, Will They Answer? also reminded me of an article, which I read recently from Progression Librarian--The "Invisibles"
- Article more specifically geared towards academic libraries and the needs of (student) patrons--Promoting Library Reference Services
- Also, I've embedded a video, which emphasizes the pertinence of reference delivery in marginalized groups (particularly those in the prison system).



- The ideas from this law library were unique and pertinent for this week's unit--Teaching the reference interview--Reference Interview Theories and Practice
- I read a few articles on the Reference Interview before our Jan. 15 meeting. I've attached my notes: Article Notes - Meeting 4.docx
- During the meeting, we discussed each of the staff's strengths and weaknesses in performing the reference interview. We also brainstormed ways that we might improve our individual and overall performances/customer service practices. The Reference Librarian also expressed her interpretation of the Reference Interview, as well as some best practices. Remember: Communicate the desire to help!
- Reference Interview
  - Exhibit 'Welcoming' Body Language
  - Introduce Yourself
  - Refrain from Interrupting
  - Paraphrase the Question
  - Ask Open-Ended Questions
  - Find Relevant Result(s)
  - Teach the Search Method
  - Ask Follow-Up Questions
  - Refer Questions to HSB Librarian (if needed)
- Circulation Staff v. Librarian Duties
  - Where do they intersect?
  - Where should they overlap?
  - Are we infringing on one another's duties?
  - In a small branch, how often do we need to share duties?
- Patron Concerns/Issues
  - Patrons can be anxious about asking questions
  - Patrons may be unaware of our available resources/services
  - Patrons may have had past negative library experiences
  - How do we address these anxieties? How do we share our resources?

#### Meeting 4 Notes 1-15-10

- In the weeks before the meeting, the staff read through the Ohio Reference Excellence Module 3, which focuses on Reference Interview issues such as approachability, body language, asking questions, patrons from other cultures, etc.
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### Methods

We used constructivism in our learning methods. Constructivism's key tenets include:

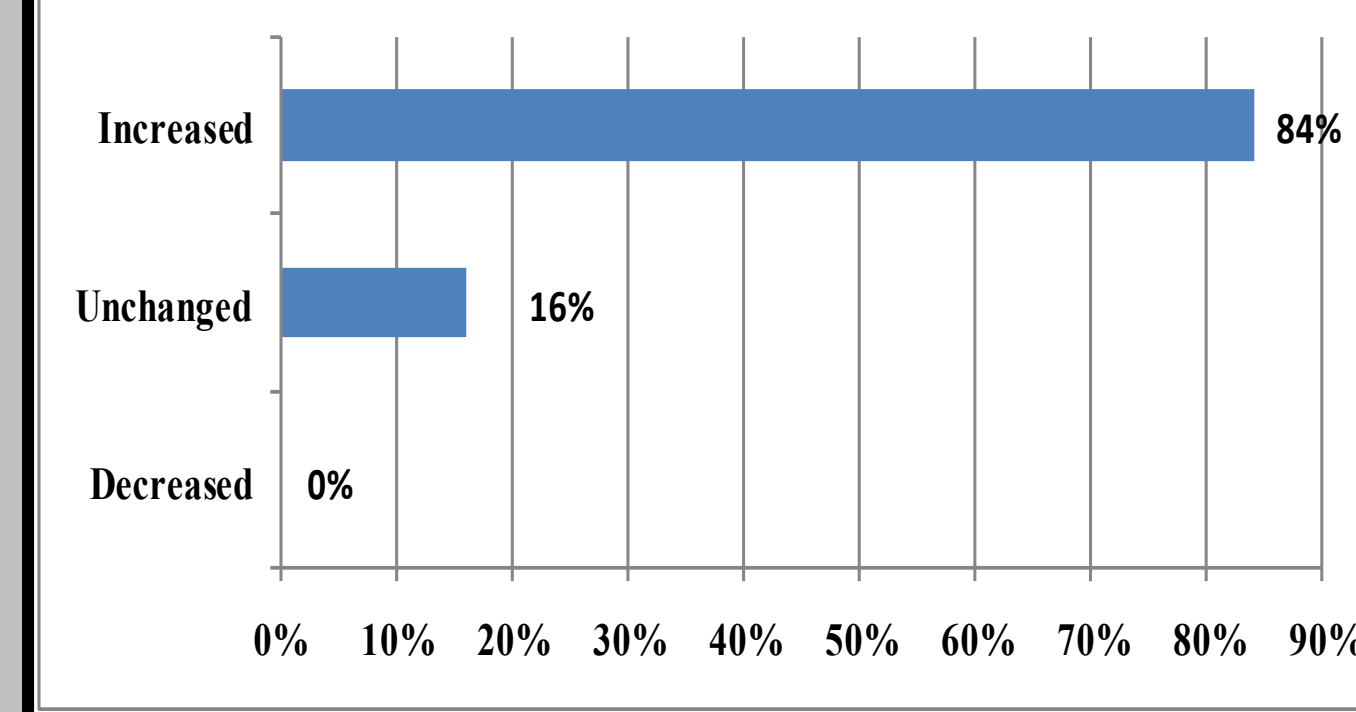
- development is learning,
- learning is socially and culturally mediated,
- reflection is a necessary part of learning, and
- collaboration contributes to a rich learning environment.

Wiki technology promotes constructivist learning through shared workspaces.

### Results

During the course of the Reference Training Program, both paraprofessional staff repeatedly took the Confidence Scale Survey on the 28 criteria. At the end of the training process, the staff members took a final Confidence Scale Survey to investigate the overall utility and necessity of the Reference Training Program. Based on the initial and final surveys, the staff's confidence increased 84% amongst the 28 criteria with 16% remaining unchanged.

Average Overall Confidence Scale Percentages



### Conclusions

The Reference Services Training proved useful and relevant. The staff have higher rates of confidence in searching databases, identifying relevant resources, and exhibiting behaviors based on best professional practice. The Sciences Librarian and paraprofessional staff look forward to augmenting the training, updating the Wiki for future HSB staff, and possibly applying this training format for other purposes.