

Selezione riservata al personale di ruolo della Scuola, per titoli ed esami, per l'assunzione di una unità di personale appartenente alla categoria D – Area biblioteche con contratto di lavoro subordinato a tempo pieno e indeterminato, per le esigenze dell'U.O. Biblioteca della Scuola

BUSTA N. 2

Il candidato/la candidata illustri:

- Il servizio di document delivery e il diritto d'autore
- Funzione del record di authority nel catalogo di una biblioteca
- Qual è la struttura e l'articolazione dell'Archivio Storico della Scuola Sant'Anna
- La figura del Direttore Generale della Scuola Superiore Sant'Anna

when asking questions, especially if they perceived that their questions took longer or were different from those of students without disabilities. In order to help counteract this perception, Pionke advocates approaching service interactions and outreach with empathy. This is especially important to emphasize in virtual services, because expressing humanity and empathy in digital settings is uniquely challenging. Managers of virtual reference and instruction can work with their teams to find ways to demonstrate patience, understanding, and a willingness to help. This might include the use of emoji, digital active listening maneuvers like mirroring and reiterating questions, and general guidelines like greeting and thanking the user at the start and end of every reference encounter. Group transcript analysis and discussion can be a good way to introduce these ideas and begin a dialogue around creating welcoming virtual spaces for patrons.

Communication is the key to creating a digital library environment that is accessible for all users of all abilities. This includes communication with vendors to ensure that subscription products are accessible, communication with library staff to ensure that they are prepared and equipped to welcome all users and escalate accommodation requests appropriately, and opening a direct line of communication with patrons to welcome them to share ideas for library improvement. Creating these channels of clear communication can help the library meet the current needs of all users while preparing to address the needs of future users.

Electronic Accessibility

One of the ways that libraries can comply with ADA requirements and meet the needs of all users is to ensure that their digital services meet accessibility requirements for users with visual, auditory, or language disabilities. There are many factors to consider when it comes to making virtual reference and instructional services accessible to these users, including production and maintenance of the website and blogs, ensuring that audio and video content are accessible, and working with faculty members across departments to ensure that course reserves materials are appropriately scanned for compatibility.

It is important to consider a full range of user abilities when designing content for instruction and pathways for virtual reference. Visual disabilities go beyond legal blindness and can include low vision including age-related visual impairment, and other visual barriers like color blindness or visual disturbances that may impact reading some or all of the time. Making digital services accessible to screen readers is an important step, but the text on a site should also be considered for the full range of vision. Stephen Mutula and Rebecca M. Majinge⁴ assessed the literature for examples of how students with visual impairments search for, access, and use information. They found that while assistive technologies have improved, it is important for library staff to understand the ways these technologies interact with the library's website and virtual offerings and to ensure that users with visual impairments are able to access content with their assistive technologies of choice.

Adina Mulliken conducted interviews with blind library patrons and found that there was frequently a disconnect between how librarians understood the navigation techniques of users employing screen readers and the actual experiences of these users. One interviewee had attended information literacy training at several academic libraries and mentioned that librarians were always "sort of flustered"⁵ to have a blind student in class and that their explanation of the website and resources were often designed with sighted students in mind and relied on visual cues to explain the location and function of

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BUSTA N. 3

Il candidato/la candidata illustri:

- La gestione dei periodici in Alma
- Il ruolo del bibliotecario addetto al reference nelle biblioteche accademiche
- I metodi di ordinamento archivistico
- Il Bilancio unico di previsione annuale autorizzatorio (budget) della Scuola Superiore Sant'Anna e la sua predisposizione

acquisition than on the process by which students are actively engaged in their own education.² When instructors encourage students to question and examine the lessons being taught, instructors can realize a greater engagement with students—at the very least, the attempt to engage more deeply can help instructors adopt a more student-centered practice.³

Paulo Freire is widely credited for spearheading the critical pedagogy movement in education, publishing *Pedagogy of the Oppressed* in 1968.⁴ Decrying the “banking” model of education, in which students are described as voids waiting to be filled with information, Freire pushed for more empowering forms of investigation and collaboration in learning, and many highly effective student-centered learning models have stemmed from Freire’s research.⁵ Furthermore, by maintaining a critical perspective on information literacy and learning, librarian instructors can be on guard from replicating existing structures of inequality in new formats such as online instruction.

How Do Instruction Librarians Teach?

A few lucky librarians may get to decide on their preferred instructional contexts, but in practice, this is more often determined by the needs or demands of the educational institution. In general, however, most instruction librarians will experience a mix of formal and informal learning contexts.

Informal learning is the kind of spontaneous, ad hoc learning that most people engage in all the time in person or online; in a library, this can include reference interactions, one-on-one research consultation activities, and online tutorials or guides. Formal learning contexts include classroom activities, whether in person or online, such as credit-bearing courses or one-shot instruction sessions.

One-shot instruction is exactly what it sounds like: a single class session, usually used for teaching information literacy concepts or general bibliographic instruction. It may not be the ideal method for conveying the full scope, breadth, and depth of information literacy, nor will anyone be able to fully imbue students with new critical thinking faculties in an hour-long class. However, one-shot instruction is the most typical format available to librarians in an academic or school setting, so it is worth developing excellent one-shot workshops that leave students poised to tackle their next challenges. One-shot instruction also has the potential for expansion when the students are engaged and interested in the librarian’s teaching.

Who Are Instruction Librarians Teaching?

Whether online or in a physical classroom setting, it is possible to tailor instruction to meet the needs of individual students. Any learning environment, but particularly the library setting, will include different learners with a range of needs, prior knowledge, and learning styles. Understanding where students are is the key to differentiating lesson strategies and managing class sessions equitably and fairly. For example, fourth-year college students are going to have different skills and needs than first-year students; non-native English speakers may require a different communication style than native English speakers; and students with different learning styles and educational backgrounds may benefit from different delivery formats.

Additionally, technology skills and knowledge can vary widely within a student population. Even as access to technology has greatly increased across the board, digi-

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BUSTA N. 5

Il candidato/la candidata illustri:

- Gli acquisti in biblioteca
- Il possibile contributo delle biblioteche di ateneo alla "terza missione"
- Cosa sono guide e censimenti d'archivio
- La figura del Consigliere/Consigliera di fiducia

chat solutions that fit in both desktop and mobile library sites. Our patron base, particularly in academic libraries, has also become more diverse. The young, campus-based student with lots of time to visit the library is a decreasing demographic in many schools. Today's students are frequently juggling many responsibilities that may take them off campus frequently, or they may be distance students who never visit campus at all. These users are served especially well by virtual chat, which brings live librarian help to them anywhere in the world.

The distinguishing feature of chat reference is that it is synchronous and live. The patron is interacting with a representative of the library at the point of need, and the operator can conduct a form of the reference interview and respond quickly to feedback from the patron. Chat can also present some unique challenges. The quick back and forth of the online exchange may be stressful for some operators and patrons. While chat offers instant answers, this burden can be stressful on the operator to deliver information quickly in a reference environment that may take time to develop. This is why it is essential to conduct regular training for chat operators.

There are also new technologies that may help virtual chat reference reach non-users. Linda Rich and Vera Lux⁸ conducted research on proactive chat reference, in which a chat pop-up or prompt is deployed when users seem to be having trouble navigating the library website. They deployed a discreet pop-up box that prompted users to ask if they needed help with anything. They found that it markedly increased chat participation. This strategy is a good technique for supporting diverse communities in reference chat because it invites users to take advantage of the virtual chat service based on their behavior on the website and the time they have spent looking for information. It can remind users that there are librarians waiting to assist them in their research needs, and inviting users to access these services is a large step toward greater inclusivity.

Email

Email reference is likely one of the first virtual reference methods attempted in libraries. Though it is an older method, it still has functional utility in libraries. Individual or shared email reference is a good addition to chat reference because it allows for asynchronous virtual communication. Operators and patrons can take all the time they need to compose and read messages, and though this is a slower method of gathering information, it can potentially lead to deeper reference interactions. This is a particularly good strategy for library liaison programs and the outreach they do to departments. Because of the slower, non-anonymous nature of email, librarians can build relationships with individuals and programs.

It is much easier to collect meaningful data from email reference because it is easy to tell if patrons return to use the service again. In academic settings, email addresses or signatures will frequently reveal a patron's department and position within the university. This makes it easy to gather information about which disciplines and patron types the service is reaching and which require further outreach. It is important for managers of virtual reference to be proactive about capturing this data. Librarians may forget to record email reference that takes place in individual email accounts as part of their reference duties, because sometimes it can feel like ordinary work. Virtual reference managers should ensure that there is a clear pathway to entering these statistics and should monitor frequently to ensure that balanced statistics are entered by all operators conducting email reference.

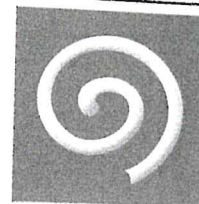
A study conducted by Krista Bowers Sharpe and Christina Norton⁹ of email reference transcripts collected between 2000 and 2015 found that students asked the majority

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BUSTA N. 6

Il candidato/la candidata illustri:

- Forme di cooperazione tra biblioteche
- Contratti trasformativi: cosa sono e quali sono le ricadute sul lavoro in biblioteca
- Quali sono le modalità di accesso e consultazione alla documentazione dell'Archivio Storico
- Il Comitato Unico di Garanzia della Scuola Superiore Sant'Anna



What's Next? Evolution of Theories and Practices

IN THIS CHAPTER

- ▷ Information Literacy Instruction
 - Personalized Learning
 - More Than One Shot of Information Literacy
 - Online Learning and Embedded Courses
- ▷ Reference Services
- ▷ Expanding the Profession
- ▷ Key Points

MODERN LIBRARIES—AND LIBRARIANS—are continually pushing forward and proving their value to society, inhabiting new roles, and establishing best practices as teachers, facilitators, collaborators, and researchers in higher education. Continual incremental assessment of practice is one way to move steadily forward, but it can also be valuable to think about the broader landscape of libraries as educational change agents. The role and mission of the modern librarian is not to act as a gatekeeper of knowledge (if that ever was the librarian role at all!), but to foster equality in all aspects, including information literacy, reference services, and the profession itself.

Information Literacy Instruction

Information literacy at its core is an evolving concept, and is routinely defined and refined by various educational organizations as the ability “to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed

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BUSTA N. 7

Il candidato/la candidata illustri:

- La gestione dell'archivio digitale delle tesi
- Il processo di catalogazione: gestione delle procedure
- Che cosa è l'inventario archivistico
- Il Consiglio di Amministrazione federato della Scuola Superiore Sant'Anna

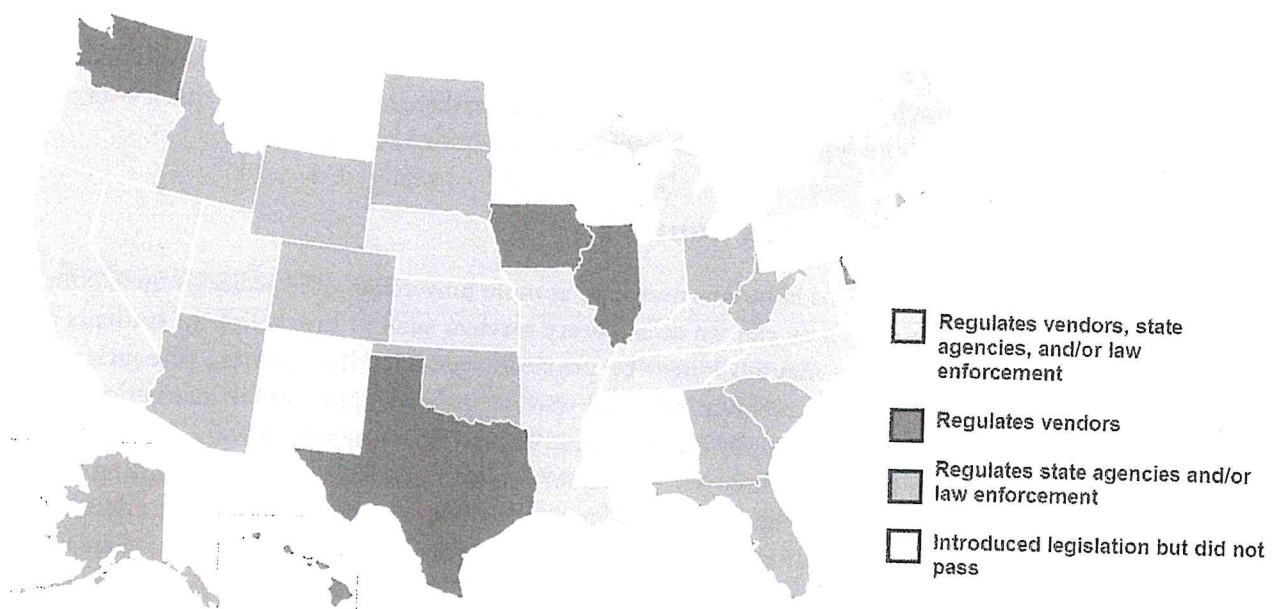


Figure 8.1. Map visualization of student data protection legislation, created with data from the FERPA|Sherpa Education Privacy Resource Center and the Future of Privacy Forum. *Courtesy of Meredith Powers*

learning technologies evolve, it would be wise to take heed of the lessons and experiences from research on social media bubbles for insights into how technology perpetuates isolation and biases our exposure to new information.¹¹

More Than One Shot of Information Literacy

As we discussed in chapter 3, the one-shot instruction model has been widely deployed in college and university libraries, and there is evidence that repeated exposure—especially starting early in elementary and secondary schools with school librarians—can lead to later academic success.¹² However, one-shot instruction sessions that focus more on procedural knowledge and quick skills acquisition are far less effective at supporting student success outcomes than a more thorough information literacy program. One strategy for mitigating the limitations of the single session is the flipped classroom model, in which students are given videos, tutorials, or other materials to learn at home, while class time is used to practice lower-order skills (like information retrieval or bibliographic search tools) in the broader context of information literacy concepts and developing a holistic view of research. Flipped classroom models have proven effective not only for student learning outcomes, but also for addressing the particular needs of online learners, non-traditional students, and other facets of student diversity. This kind of model can be implemented within the frame of one (or maybe two) in-class session, though it requires a degree of collaboration between classroom faculty and librarians.¹³ Ideally, this collaboration can build from existing collegial relationships, and over time even result in additional advantages by establishing firm partnerships across departments.

One of the advantages of the climate of assessment and accountability in higher education, along with the increasing inclination toward data collection and analysis, is that there are many opportunities to make a case for strengthening comprehensive information literacy programs. Although one-shot instruction models offer convenience and the