

Part One

My in-person reference transaction was at the Athens Regional Library. Its reference desk is up three flights of stairs, the signage is small and mixed in with many other signs, and the desk isn't clearly marked. The reference librarian was busy helping a couple with their passport applications, so I waited several minutes and became disconcerted that she did not make a gesture that acknowledged my presence (RUSA, 2004, 1.3). When the reference librarian finished with the couple, she continued to organize without recognizing me which has been found to be a behavior that causes dissatisfaction (Radford 1998). Just when I was beginning to feel frustrated, another reference librarian walked up and asked if I needed help. Laura was friendly and exhibited positive body language. She made eye contact, smiled, walked towards me, and faced me (Radford, 1998 and RUSA, 2004, 1.4 and 1.5). Her initiation put me at ease as I have often avoided reference desks due to negative experiences in my teens. This supports the assertion in Radford's (1998) article that initiation on the part of the reference librarian is important for user satisfaction. The library was fairly empty and nobody waited for help during my transaction.

I answered Laura, "Yes, I need research and/or articles in reference to reading literacy and the impact that reading mentoring can have on it." The steps of the reference interview as listed in our textbook that were evident were establishing rapport with the user and developing a strategy for a successful search and communicating it to the user (Cassell and Hiremath, 2009, p. 17). Laura did not negotiate my question, locate information or evaluate it for me, follow-up, or close the interview (Cassell and Hiremath, 2009, p. 17). However, she did employ one technique from our reading when she turned her monitor towards me so I could participate in the

transaction (Cassell and Hiremath, 2009, p. 20). Unfortunately, Laura did not conduct a reference interview or assist me in finding a source. She opened up Galileo, asked me if I had used it, and then handed me a brochure with instructions and a password. I tried to get Laura to offer more help by stating that I hadn't used the source before and was unfamiliar with this library, so she pointed to the screen and showed me where I should click and pointed out a few features. This is when she asked me what my research was for and I stated it was for a class. She asked where I attended school. When I answered VSU, she referred me to my university library. I told her I had already tried their Live Chat and had been referred to my public library. She then suggested ERIC. I told her I had already tried ERIC without success and she referred my university library again. Even though the Reference and User Services Association in its Guidelines for Behavioral Performance states it is important to recognize "...when to refer patrons to a more appropriate guide, database, library, librarian, or other resource," it is disappointing when this is the only service offered (RUSA, 2004, 4.8).

I was determined to not leave empty-handed, so I asked another question. "Laura, could you help me with one more thing? I have been unable to find out how many species of waterfowl are in North America. Could you help me with that?" Laura typed my question into Google and I pointed out that I had already done that, but was only getting information about ducks, hunting, and global warming. Laura's search pulled up the same useless information and she started to audibly sigh while clicking back and forth between page one and two of the search without modifying her search terms even though I suggested maybe using a thesaurus term.

Neither of the transactions included closed, neutral, or open questions directly related to my questions which would have been appropriate in both these transactions (Dervin and Dewdney, 1986). I was given an unmonitored referral to another library and to a database in

which I claimed to have no experience which is a negative closure technique as was the sighing and clicking back and forth between Google pages indicating that the transaction was over (Ross and Dewdney, 1999 and Nilsen, 2005). I thanked Laura for her help and she said, “You’re welcome,” with no invitation to return and without the information that I needed (Cassell and Hiremath, 2009, pp. 22-23 and Ross and Dewdney, 1999).”

Part Two

My virtual transaction using Live Chat through Odum Library was my first transaction. The web page was free from distractions, directions were clear, and the space provided for typing was adequate. I asked, “Hi. I hope you can help me. I need research/articles in reference to reading literacy and the impact that reading mentoring -- volunteers; parents; siblings; classmates; etc -- has on it. Or -- does reading mentoring have an impact on reading literacy?” Three minutes later the librarian asked, “Where have you looked so far?” This was an acceptable question, but premature (Cassell and Hiremath, 2009, p. 19). There was no attempt at a welcome or acknowledgement of my question (Ronan, 2003, p. 45). I stated that I had used Google, but hadn’t found what I needed. ERIC was suggested and I was asked, “Where are you anyway?” This was uncomfortable as no rapport had been built yet and the reference interview had been bypassed (Nilsen, 2005). The librarian hadn’t even told me his/her name (Cassell and Hiremath, 2009, p. 17). This librarian’s inter-personal skills were not translating well through Live Chat (Ronan, 2003, p. 43). He/she continued to pursue where I lived because they wanted to refer me to another library. This would be an unmonitored referral before any of the standard recommendations of the Guidelines for Implementing and Maintaining Virtual Reference Services were attempted (RUSA, 2004). I asked, “What if I’m homebound?” hoping this would

spur the librarian to help me. The librarian followed up with, "...you just have to have your local public library do the interlibrary loan of the articles for you." I then stated that I was confused as I thought reference librarians could help me. The ERIC database was mentioned again, so I then asked if he/she could help me search. The response stated something about me knowing better what I wanted. I typed, "You don't know what I'm looking for? Ask away." I was determined to have a reference interview since Live Chat is conducive to one (Nilsen, 2005). A quick reference interview ensued where I was asked age group and time frame, the librarian came up with 23 sources in ERIC and referred me to my public library and worldcat.org. I asked for the librarian to please send me a couple sources from the 23 that he/she found. What the librarian sent was not relevant. This is a common mistake in virtual transactions that lack follow-up (Nilsen, 2005).

I waited half an hour and asked another question hoping for success, "Hello -- I'm trying to find out how many species of waterfowl there are in North America. Can you help?" I waited 16 minutes with no response or message. I asked again and the response was the same as before, "Where have you looked so far?" The transaction was short, included no greeting or any open, neutral, or closed questioning, which was disappointing (Cassell and Hiremath, 2009, p. 26). In fact, the librarian simply responded that he/she "didn't know anything about bird-watching" and neither did his/her colleagues. Negative closure where I felt brushed off and left empty-handed definitely occurred in this transaction (Cassell and Hiremath, 2009, p. 23).

Part Three

The reference desk at the Athens Regional Library should be relocated and signage redesigned. It would be helpful to have the reference desk on the main floor, with more distinct signage, and signs listing the hours that a reference librarian is available as recommended by the

Reference and User Services Association in its Guidelines for Behavioral Performance (RUSA, 2004, 1.1).

My experiences for this assignment put me in the 56% of users that are not offered a reference interview, so I would have to state that reference librarians actually conducting a reference interview with all patrons is my first recommendation (Nilsen, 2005). The second recommendation that I must make is for all virtual librarians to make an attempt to greet the user, identify oneself by name, and build some rapport before asking questions that make the user feel uncomfortable or as if they should have done more research on their own first. My last recommendation is supported by Cassell and Hiremath (2009, p. 27) when they state virtual reference transcripts should be regularly reviewed to make sure the best service is being provided (Appendix 1).

Works Cited

- Cassell, K. A. and Hiremath, U. (2009). *Reference and information services in the 21st century: An introduction, second edition*. New York: Neal-Schuman Publishers.
- Dervin, B. and Dewdney, P. (1986). Neutral questioning: A new approach to the reference interview. *Research Quarterly*, 25, 506-513.
- Nilsen, K. (2005). Virtual versus face-to-face reference: Comparing users' perspectives on visits to physical and virtual reference desks in public and academic libraries. *World Library and Information Congress: 71st IFLA General Conference and Council, Aug. 14-18, 2005*. Oslo, Norway. Retrieved October 20, 2009 from <http://www.ifla.org/IV/ifla71/papers/027e-Nilsen.pdf>.
- Radford, M. L. (1998). Approach or avoidance? The Role of nonverbal communication in the academic library user's decision to initiate a reference encounter. *Library Trends*, 46, 699-717. Retrieved October 19, 2009 from Academic Search Complete database.
- Reference and User Services Association. (2004). Guidelines for behavioral performance of reference and information service providers. Retrieved October 19, 2009 from <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm>.
- Reference and User Services Association. (2004). Guidelines for implementing and maintaining virtual reference services. Retrieved October 19, 2009 from <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/virtrefguidelines.cfm>.
- Ronan, J. (2003). The reference interview online. *Reference and User Services Quarterly*, 43, 1-7. Retrieved March 27 2008 from Research Library Complete database.
- Ross, C.S. and Dewdney, P. (1999). Negative closure: Strategies and counter-strategies in the reference transaction. *Reference and User Services Quarterly*, 38, no. 2, 151-163.

Appendix 1

Odum Library Live Chat Attempts One and Two:

[Home](#) > [Odum Library](#) > Live Chat

Attempt #1:

4:46 me Hi. I hope you can help me. I need research/articles in reference to reading literacy and the impact that reading mentoring -- volunteers; parents; siblings; classmates; etc -- has on it.

4:46 me Or -- does reading mentoring have an impact on reading literacy?

4:49 VSU Librarian Where have you looked so far?

4:50 me Google.

4:54 VSU Librarian The ERIC database is available via the internet. However, you are still going to need a library in order to access the journal articles.

4:54 VSU Librarian Where are you, anyway? *(This was not a good "second" contact. We hadn't established rapport yet for me to answer personal questions about where I was. I wanted the reference librarian to build a rapport with me first by showing an interest in helping me with my question.)*

4:55 me home

4:55 VSU Librarian Yes, but where is home located? *(Intellectually, I understood where the reference library was going with this line of questioning, but, viscerally, it felt invasive as the first line of questioning from a stranger that hadn't built a rapport with me yet, offered me any real help, or shown an interest in helping me him/herself find an answer to my question.)*

4:55 me Why?

4:55 VSU Librarian I was going to suggest the nearest university to where you are.

4:56 me What if I'm homebound? *(At this point, I was becoming irritated that my question was being deflected and felt the questions too personal. This is ten minutes into the transaction. He/she could have asked questions related to helping him/her do a quick search for me, provided me with some feedback on what he/she found, and then begin offering suggestions for where else I could find help.)*

4:57 VSU Librarian Not insurmountable, you just have to have your local public library do the interlibrary loan of the articles for you. Most public libraries let you submit interlibrary loan requests via electronic request forms from their web pages.

4:58 VSU Librarian And you get the information from the publicly accessible version of ERIC that is available through the internet.

4:58 me I was under the impression that reference librarians could help me track down at least one or two sources if I've come up empty handed.

4:58 VSU Librarian It's at: <http://www.eric.ed.gov/>

4:59 VSU Librarian ERIC is a database of articles in the field of Education.

4:59 VSU Librarian It goes clear back to 1966.

4:59 me I'm confused. I was told that a reference librarian had the skills to quickly find something for a patron if they needed help.

5:00 me Like navigating the searches much more succinctly than the average patron?

5:01 VSU Librarian Yes, I can search in ERIC if you want, but on the other hand, you may have a better idea of exactly what you are looking for.

5:01 me You don't know what I'm looking for? Ask away. *(I had to force a "reference interview.")*

5:02 me Again...reading mentoring's impact on reading literacy...

5:02 me stats specifically

5:04 VSU Librarian Are you looking for adults or children? If children, what school level? Do they have any disabilities of any sort, or not? How far back in time do you want to go in regards to material retrieved?

5:04 me Great questions. I'm focusing on anyone under the age of 18 -- children, tweens, teens. *(I was trying to turn a negative transaction into a more positive one -- something the reference librarian should have been doing instead.)*

5:06 me disabilities are not a factor, but if a great article were available it could be part of the whole. The most recent research would be ideal if it were the best/most valid/most in-depth, but I'll take older research (not further back than thirty years) if it's the best research.

5:14 VSU Librarian In the ERIC database available to the public, to which I gave you the link, I just did a search putting together literacy as a descriptor and mentoring as a keyword, and limiting it to all the relevant grade levels (which you can check mark on an advanced search) and leaving it on all publication types), with a date range from 1966-2009, and I got 23 items. So there is not much out there. However, you could also try just mentor as well instead, and see what you get.

5:15 me Thanks for your help.

5:17 VSU Librarian You're welcome. Another source that is also available to the public--and you can also get the results via interlibrary loan--are books you find in worldcat.org It is at:

<http://www.worldcat.org/>

5:17 me I'll try them both out and see what I get. When you got the 23 results, did anything pop out as more relevant or more current than anything else. Can you copy/past the info to me?

(The reference librarian had told me that he/she came up with 23 results, but did not offer to share the sources with me until I asked.)

5:18 VSU Librarian Let me give you a couple of sample entries, since the individual entries are rather long:

5:18 me Thanks

5:20 me Are their URLs?

5:20 VSU Librarian Making a Difference: Year Two Report of the Pennsylvania High School Coaching Initiative

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=%22Literacy%22&ERICExtSearch_Operator_2=and&ERICExtSearch_SearchType_2=kw&searchtype=advanced&ERICExtSearch_SearchType_0=de&ERICExtSearch_EdLevel=Early+Childhood+Education&ERICExtSearch_EdLevel=Elementary+Education&ERICExtSearch_EdLevel=Elementary+Secondary+Education&ERICExtSearch_EdLevel=High+Schools&ERICExtSearch_EdLevel=Intermediate+Grades&ERICExtSearch_EdLevel=Junior+High+Schools&ERICExtSearch_EdLevel=Middle+Schools&ERICExtSearch_SearchCount=2&ERICExtSearch_PubDate_From=0&ERICExtSearch_SearchValue_1=Mentoring&ERICExtSearch_Operator_1=and&ERICExtSearch_SearchType_1=kw&ERICExtSearch_PubDate_To=2009&_pageLabel=RecordDetails&objectId=0900019b8025fe09&accno=ED499062&_nfls=false> (ED499062) Author(s): Brown, Diane

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Brown+Diane%22>; Reumann-Moore, Rebecca
<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Reumann-Moore,Rebecca%22>

earchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Reumann-Moore+Rebecca%22>; Hugh, Roseann

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Hugh+Roseann%22>; Christman, Jolley Bruce

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Christman+Jolley+Bruce%22>; Riffer, Morgan

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Riffer+Morgan%22>; du Plessis, Pierre

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22du+Plessis+Pierre%22>; Maluk, Holly

Plastaras

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Maluk+Holly+Plastaras%22> Source: Research for Action Pub Date: 2007-10-00 Pub Type(s): Reports - Evaluative Peer-Reviewed: N/A

Descriptors:

High Schools

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22High+Schools%22>;

Qualitative Research

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Qualitative+Research%22>; Research Methodology

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Research+Methodology%22>; Academic Achievement

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Academic+Achievement%22>; Literacy

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Literacy%22>; Literacy Education

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Literacy+Education%22>; Faculty Development

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Faculty+Development%22>; Teacher Improvement

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Teacher+Improvement%22>

nt%22>; Mentors

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Mentors%22>; School Districts

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22School+Districts%22>; Secondary School Teachers

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Secondary+School+Teachers%22>; Program Implementation

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Program+Implementation%22> Abstract:

The Pennsylvania High School Coaching Initiative (PAHSCI) seeks to improve student achievement in high-need high schools across Pennsylvania by enhancing the teaching of literacy skills across subject areas. It is ambitious in its scope as a statewide initiative and distinctive in its direct focus on instruction as the pathway to improving secondary education. The program's design relies on instructional coaching, professional development, and mentoring, and the Penn Literacy Network's framework to yield both intermediate and, over time, long term positive outcomes. Research for Action is conducting a three year evaluation study of the Pennsylvania High School Coaching Initiative (PAHSCI) that includes survey research as well as in-depth qualitative research in participating schools and districts. This report presents findings from the first two years of research and provides recommendations for PAHSCI stakeholders as they refine the program and for other education reformers as they consider the benefits of instructional coaching as a strategy for improving high schools and student achievement.

(Contains 47 footnotes, 7 figures, and 1 table. Appended are the following: (1) Participating Districts and Schools 2006-6007 <[<\[http://proxygsu-\]\(http://proxygsu-val1.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&db=aqh&db=agr&db=awh&db=ndh&db=bth&db=rzh&db=ufh&db=ckh&db=cph&db=ani&db=eih&db=eric&db=puh&db=b=hxh&db=hch&db=khh&db=hjh&db=hgh&db=izh&db=iph&db=ibh&db=iqh&db=lgh&db=lfh&db=ulh&db=f5h&db=lth&db=cmedm&db=mnh&db=loh&db=mih&db=kah&db=mzh&db=nfh&db=prh&db=tfh&db=pdh&db=pbh&db=bwh&db=rlh&db=syh&db=slh&db=ser&db=tth&db=voh&db=wdh&db=c8h&db=cin20&db=cih&db=ecn&db=mah&db=ncj&db=phl&db=psyh&db=swh&type=1&site=ehost-live&fQuery=%28%28FT%20Y%29%29&bquery=>\)](http://proxygsu-val1.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&db=aqh&db=agr&db=awh&db=ndh&db=bth&db=rzh&db=ufh&db=ckh&db=cph&db=ani&db=eih&db=eric&db=puh&db=b=hxh&db=hch&db=khh&db=hjh&db=hgh&db=izh&db=iph&db=ibh&db=iqh&db=lgh&db=lfh&db=ulh&db=f5h&db=lth&db=cmedm&db=mnh&db=loh&db=mih&db=kah&db=mzh&db=nfh&db=prh&db=tfh&db=pdh&db=pbh&db=bwh&db=rlh&db=syh&db=slh&db=ser&db=tth&db=voh&db=wdh&db=c8h&db=cin20&db=cih&db=ecn&db=mah&db=ncj&db=phl&db=psyh&db=swh&type=1&site=ehost-live&fQuery=%28%28FT%20Y%29%29&bquery=>; (2) Research Methodology; (3) PLN Strategies; and (4) Recommendations and Updates.) [Research assistance for this report was provided by Timothy Victor and Emmanuel Angel.] Note: The following two links are not applicable for text-based browsers or screen-reading software. Show Hide Full Abstract</p>
</div>
<div data-bbox=)

[val1.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&db=aqh&db=agr&db=awh&db=ndh&db=bth&db=rzh&db=ufh&db=ckh&db=cph&db=ani&db=eih&db=eric&db=puh&db=b=hxh&db=hch&db=khh&db=hjh&db=hgh&db=izh&db=iph&db=ibh&db=iqh&db=lgh&db=lfh&db=ulh&db=f5h&db=lth&db=cmedm&db=mnh&db=loh&db=mih&db=kah&db=mzh&db=nfh&db=prh&db=tfh&db=pdh&db=pbh&db=bwh&db=rlh&db=syh&db=slh&db=ser&db=tth&db=voh&db=wdh&db=c8h&db=cin20&db=cih&db=ecn&db=mah&db=ncj&db=phl&db=psyh&db=swh&type=1&site=ehost-live&fQuery=%28%28FT%20Y%29%29&bquery=>](http://proxygsu-val1.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&db=aqh&db=agr&db=awh&db=ndh&db=bth&db=rzh&db=ufh&db=ckh&db=cph&db=ani&db=eih&db=eric&db=puh&db=b=hxh&db=hch&db=khh&db=hjh&db=hgh&db=izh&db=iph&db=ibh&db=iqh&db=lgh&db=lfh&db=ulh&db=f5h&db=lth&db=cmedm&db=mnh&db=loh&db=mih&db=kah&db=mzh&db=nfh&db=prh&db=tfh&db=pdh&db=pbh&db=bwh&db=rlh&db=syh&db=slh&db=ser&db=tth&db=voh&db=wdh&db=c8h&db=cin20&db=cih&db=ecn&db=mah&db=ncj&db=phl&db=psyh&db=swh&type=1&site=ehost-live&fQuery=%28%28FT%20Y%29%29&bquery=>); (2) Research Methodology; (3) PLN Strategies; and (4) Recommendations and Updates.) [Research assistance for this report was provided by Timothy Victor and Emmanuel Angel.] Note: The following two links are not applicable for text-based browsers or screen-reading software. Show Hide Full Abstract

<javascript:hideDiv(>

5:21 VSU Librarian "Tech-Savviness" Meets Multiliteracies: Exploring Adolescent Girls' Technology-Mediated Literacy Practices.

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=%22Literacy%22&ERICExtSearch_Operator_2=and&ERICExtSearch_SearchType_2=kw&searchtype=advanced&ERICExtSearch_SearchType_0=de&ERICExtSearch_EdLevel=Early+Childhood+Education&ERICExtSearch_EdLevel=Elementary+Education&ERICExtSearch_EdLevel=Elementary+Secondary+Education&ERICExtSearch_EdLevel=High+Schools&ERICExtSearch_EdLevel=Intermediate+Grades&ERICExtSearch_EdLevel=Junior+High+Schools&ERICExtSearch_EdLevel=Middle+Schools&ERICExtSearch_SearchCount=2&ERICExtSearch_PubDate_From=0&ERICExtSearch_SearchValue_1=Mentoring&ERICExtSearch_Operator_1=and&ERICExtSearch_SearchType_1=kw&ERICExtSearch_PubDate_To=2009&_pageLabel=RecordDetails&objectId=0900019b8015a46d&accno=EJ671308&_nfls=false>

(EJ671308) Author(s): Chandler-Olcott, Kelly

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Chandler-Olcott+Kelly%22>; Mahar, Donna

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Mahar+Donna%22> Source: Reading Research Quarterly, v38 n3 p356-85 Jul-Sep 2003 Pub Date: 2003-00-00 Pub Type(s): Journal Articles; Reports - Evaluative Peer-Reviewed: N/A Descriptors:

Adolescents

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Adolescents%22>; Computer Mediated Communication

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Computer+Mediated+Communication%22>; Females

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Females%22>; Gender Issues

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Gender+Issues%22>; Grade 7

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Grade+7%22>; Internet

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Internet%22>; Literacy

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Literacy%22>; Mass Media Effects

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Mass+Media+Effects%22>; Mass Media Use

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Mass+Media+Use%22>; Mentors

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Mentors%22>; Middle Schools

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Middle+Schools%22>; Popular Culture

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Popular+Culture%22>; Technological Literacy

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Technological+Literacy%22>; Writing Strategies

<http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Writing+Strategies%22> Abstract:

Explores early adolescent girls' use of digital technologies in their literacy practices. Highlights the technology-mediated literacy practices of two seventh-grade girls. Discusses two major themes which emerged from data analysis: the centrality of multimedia popular culture texts in the girls' technology-mediated designing; and the importance of online relationships in mentoring the girls. (PM) Note: The following two links are not-applicable for text-based browsers or screen-reading software. Show Hide Full Abstract <javascript:hideDiv(>

5:22 me I'll take it from here. Thanks.

5:25 VSU Librarian You're welcome. Good luck.

Attempt #2:

5:36 me Hello -- I'm trying to find out how many species of water fowl there are in North America. Can you help? **(I waited for sixteen minutes with no contact. There should be an automatic message that tells the user the librarian is helping someone else and will be with user shortly.)**

5:52 me Hi. I'm hoping that I can get help making sure that I get the right number and a reliable source for the number of water fowl species in North America. **(I tried again – something that many patrons might not due after waiting sixteen minutes with no response or message.)**

5:53 VSU Librarian Where have you looked so far?

5:54 me Online with mixed results. I'm not sure if water fowl is limited to ducks, geese, or swans or not or includes all water birds. **(I probably gave out too much information since the reference librarian did not attempt a reference interview, but I was desperate to have good results with this transaction. I even came up with a very simple question that could be easily answered with a quick Google search.)**

6:00 me Are you still there?

6:00 me Okay.

6:03 VSU Librarian Yes. The problem of it is I know almost nothing about this topic, except to recommend that perhaps you should contact an organization such as Audubon, or the U.S. Fish and Wildlife Service which would probably have the statistics you need for what you are looking

for. Except I have to admit in looking at their sites I didn't see anything that pointed to the type of information you are looking for, but it seems likely that they should have information about what you are seeking.

6:04 me Thanks. Are you the same person that helped me with the reading mentoring question about half an hour ago?

6:05 VSU Librarian Yes, I am. You are a person of many and diverse interests!

6:05 me ARE you a student or VSU (non-student) employee? Just curious.

6:07 VSU Librarian I am a librarian. Unfortunately, bird watching is not an area I have ever done much with, and I'm afraid most of my colleagues on the staff are not into it either...

6:07 me Okay...thanks...?

6:08 VSU Librarian You're welcome. I am about to go off duty and there will be another librarian until 10 PM.