As the conference season approaches, I am reminded of the many different directions that Instruction Librarians simultaneously travel.

In the east, there is the 34th annual LOEX Conference: *Moving Targets: Understanding Our Changing Landscapes*. The stellar program put together by the hard-working planning committee at the University of Maryland is sure to impress. The program is now posted at [www.lib.umd.edu/loex2006/](http://www.lib.umd.edu/loex2006/). Many thanks to Maggie Cunningham and her team for organizing and hosting this year’s conference.

Moving west, the LOEX of the West Conference, *Information Literacy for a Lifetime*, will concentrate on addressing the needs and issues involved with encouraging a culture of lifelong learning. The program, which is available online at [www.hawaii.edu/loex/](http://www.hawaii.edu/loex/), is outstanding.

And in the north, there is the 35th annual WILU Conference, *Charting a Course for Instruction*. Their program will focus on the common issues we face regardless of our direction. View the diverse and challenging WILU lineup at [library.acadiau.ca/wilu/](http://library.acadiau.ca/wilu/).

Regardless of which direction you are headed, you are guaranteed an insightful journey. Enjoy!

Theresa Valko
Director
Learning Styles, Active Learning, and the One-Shot Information Literacy Class

Susann DeVries, Eastern Michigan University

Learning styles and theories are not strangers to information literacy. Over the past few decades, numerous articles have been written on the subject. Most librarians have a solid understanding of how learning styles affect classroom instruction and information literacy. Or do they? Examining learning styles is like revisiting the subject of first aid—regardless of the number of times you hear the information, it is always beneficial to get a refresher.

Learning Models

Learning models outline how people interact with, take in, and process information. By studying how people interact in learning environments, librarians can adjust their teaching styles and delivery methods to accommodate a range of learning styles in their classes. Most research on information literacy has focused on two different learning style theories: the Dunn and Dunn Learning Style Model and the Kolb Experiential Learning Model.

Dunn and Dunn’s model comprises five dimensions with twenty one subcategories that examine the instructional and environmental preferences of students. Here is a quick guide to the five dimensions (Dunn, 1978):

1. Emotional: motivation, persistence, responsibility, and structure
2. Environmental: lighting, sound, temperature and design
3. Physiological: perceptual (auditory, visual, tactile, and kinesthetic), energy levels, intake and mobility
4. Psychological: hemispheric (left and right brain processing modes), impulsive versus reflective style, and global versus analytic.
5. Sociological: how individuals learn in association with other people (alone, in pairs, with peers, as a team)

The Experiential Learning Model, developed by David Kolb, explores the cyclical pattern of all learning from experience through reflection and conceptualizing to action and on to further experience. This model focuses on how information is processed. There are four basic learning styles (Kolb, 1984):

1. Convergers: These learners rely on abstract thinking and experimentation. They are good problem solvers and want to find out how things work
2. Divergers: These learners depend on concrete experience and reflective observation. They need to know why they need to learn something
3. Assimilators: Assimilative learners enjoy inductive reasoning and theoretical models. They need to know what pieces of the puzzle they need to assimilate in order to learn something and are more interested in ideas rather than people.
4. Accommodators: These “hands-on” learners tend to rely on intuition rather than logic and enjoy applying what they learn to real-life situations.

Sensory Preference

Dunn and Dunn are often cited for addressing the concept of sensory preference in the perceptual subcategory within the physiological strand. Within this dimension, learning takes place through visual, auditory, tactile, and kinesthetic experiences. According to Jensen (1997), 98% of all new learning enters the brain through the senses. There are different types of learning styles, but it is imperative to keep in mind what students’ sensory preferences are for processing information.

Auditory/Verbal

Auditory learners remember information that they hear and discuss. These learners benefit from listening to talks and lectures. While auditory learners prefer to learn by hearing, Sousa’s research (1995) indicates that people start to pay less attention to lectures after 15 or 20 minutes.

Visual

Everyone has heard the phrase, “A picture is
worth a thousand words.” Visual learners need a picture, graph or model that they can see. With pictorial aids such as maps, flow charts, or images, students are able to visualize the information and are more likely to understand and remember abstract concepts. This process assists student thinking and learning and enables them to store information. Instructors should be encouraged to use visual organizers to help students “see” the information.

Kinesthetic/Tactile

Kinesthetic learners learn best through movement and touching. They thrive with hands-on activities. They are more likely to process information in a lecture that is broken up into sections to provide time to move around. These students tend to “learn by doing.”

Learning Styles and Teaching Styles

Librarians must determine, as instructors, whether they are aware of their own individual learning preferences. Most people tend to use the learning style they are familiar with and make it their predominant teaching style. McGregor (1999) addresses the importance of examining the instructor’s individual learning style preference:

Being aware of styles, both the students’ and their own, makes it possible for educators to teach consciously to a variety of learning styles and to allow all students to have an opportunity to work in their optimum environment at some point, while also gaining practice in using other styles at times. A teaching goal should be to help students strengthen their ability to learn in multiple ways. (p. 39)

Challenges of a One-Shot Session

Teaching information literacy classes in an academic setting can be challenging. Professors may be unwilling to relinquish much of their classroom time for another instructor. They have significant amount of material that they want to cover throughout the semester and consequently, the librarian may only be allotted 30 minutes for instruction. Librarians have a lot to teach in a short amount of time, even if they are given the full hour. It is easy to fall into a lecture method of instruction in order to convey all of the information students will need to conduct research. In addition, the students are typically not “tested” on the material from the information literacy session, so there is not a lot of incentive for students to listen to the lecture.

Tell me and I will forget; show me and I may remember; involve me and I will understand.

-Chinese Proverb

How to Incorporate Student Participation

Active learning is any teaching method that gets students involved in and thinking about what they are learning. This method encourages students to use higher-order thinking skills. Kolb’s experimental learning theory focused on a cyclical pattern of all learning. Thus, learning is an active process that necessitates student interaction with the subject at hand. Drueke (1999) listed nine strategies to encourage active learning in information literacy classes:

1. Talk informally with students as they arrive for class.
2. Expect that students participate and act accordingly.
3. Arrange the classroom to encourage participation including putting chairs in a cluster or circle.
4. Use small group discussion, questioning, and writing to allow for non-threatening methods of students participation.
5. Give students time to give responses, do not rush them.
6. Reward students for participating by praising them or paraphrasing what they say.
7. Reduce anonymity by introducing your self and asking the students for their names. Ask the class to relate previous library experiences as you do this.
8. Draw the students into discussion by showing the relevance of the library to their studies. Allow students time to ask questions throughout the class.

Other methods you may consider using:

Think-Pair-Share

This is an active learning strategy that engages students with material on an individual level, in pairs, and finally, as a large group. There are three steps: First, the librarian asks a prepared question and invites the students to think (or write) about it quietly. The student then shares his/her response with and individual(s) sitting nearby. Finally, the librarian chooses a few pairs to briefly

Learning Styles continued on p. 5
TechMatters: Invasion of the Podcasters

Krista Graham, Central Michigan University

Podcasting. The term sounds like something straight out of a “late-night science-fiction double-feature picture show”. But rest assured there is actually nothing extraterrestrial about podcasts or the podcasters who produce them. In fact, the term was created through the simple combination of two other words: iPod (Apple’s digital music device) and broadcasting.

At this point in time, podcasting is a rapidly growing technology trend that many expect will soon evolve into a significant educational tool. As instruction librarians, therefore, it is important that we begin to learn about this technology and consider how we can use it to enhance our own instructional programs.

So, what is this thing called podcasting?

Quite simply, a podcast is an audio or video file that is syndicated on the web via an RSS feed. (For a refresher on RSS syndication, please refer to last issue’s TechMatters column). Once they are made available online, podcasts can be downloaded and listened to on a variety of digital audio devices including MP3 players, Pocket PCs, cell phones, and/or desktop computers. Despite the name, it is important to note that neither listening to, nor watching, a podcast requires an iPod, although the popular device can, of course, be used for that purpose.

As with any other RSS feed, subscribing to a podcast frees the user from having to constantly check for new content. Rather, special RSS aggregators referred to as “podcatchers” monitor a user’s feeds and can automatically download new audio and video files as they become available. If downloaded to a portable device, podcasts further free the user to listen or watch at the time and place most convenient. Taken together, the portable and on-demand nature of podcasts may begin to explain the growing popularity of the phenomenon.

Finding Podcasts

Now that you know what podcasts are, you might want to peruse a few to get a more concrete sense of their nature. The best way to find them is via podcast directories. There are a variety of such directories available including PodcastAlley [http://www.podcastalley.com], Podcast.net [http://www.podcast.net], Podfeed.net [http://www.podfeed.net], and the Apple iTunes Podcast Directory [Requires download from: http://www.apple.com/itunes/podcasts/]. In general, most directories are browsable by subject and also keyword searchable, allowing you to easily locate feeds of interest.

Despite the fact that it is still a relatively new trend, librarians from all types of libraries have already begun to experiment with podcasting. Library podcasts have been developed to promote and market library services, share recordings of library events and lectures, and even to teach students about the library. If you are interested in finding examples of library produced podcasts, the easiest way to do so is to conduct a straightforward Google search for +podcast + (library or libraries).

Podcatchers

As previously mentioned, a “podcatcher” is a specialized RSS aggregator that you can use to monitor your audio/video feeds, listen to files, and download them to a portable media player. It is worth mentioning that a “podcatcher” is not necessary in order to listen to a podcast, however, just as with any other RSS aggregator, using one will make managing multiple feeds easier. Popular “podcatchers” include Juice (formerly iPodder) [http://juicereceiver.sourceforge.net/], jPodder [http://jpodder.com], and Apple iTunes Player which has a built in podcatcher [http://www.apple.com/itunes/download/].

Podcasts as Tools for Teaching and Learning

In the last two years, quite a bit of experimentation and discussion has occurred related to the potential that podcasts may hold as powerful teaching and learning tools. For example, in 2004 Duke University undertook an initiative to supply all first year students with iPods “to encourage creative uses” of the technology on campus. A report summarizing their evaluation of the program is available online at: [http://cit.duke.edu/pdf/ipod_initiative_04_05.pdf]. Amongst other things, they found that the devices had academic uses as a means of disseminating course content, recording classroom activities, and as a study support tools.

In a November/December 2005 Educause Review ar-
summarize their thoughts for the entire class. This method can be used at natural transition points in a lecture and gives students an opportunity to think about the material that has been presented. Think-pair-share can be used with any size group and can be completed in a few minutes.

**Brainstorming**

With brainstorming, instructors activate students’ prior knowledge by asking them what they already know about a subject. Students are then asked to generate related terms and ideas. This method begins with prior knowledge and works toward formulating relationships they may not have previously considered. This strategy can be used at any time during a lecture, with any class size.

**One-Minute Paper**

The one minute paper can be used at the beginning or end of a class to generate communication between the instructor and the students. This strategy is easily administered in large and small classes. Possible questions you may ask the students:

- What was the most important point you learned in today’s class?

What question(s) do you still have?

The one-minute paper encourages students to put information in their own words, which helps them internalize the information. This is also a way to quickly assess student understanding of and reactions to a topic.

**Cooperative Learning**

Cooperative learning provides opportunities for students to learn from one another in groups and apply newly acquired information on the spot. The librarian may create short exercises that allow students to apply the concepts that were just introduced. A hands-on small group experience will prepare students for using library resources on their own.

**Some Final Thoughts**

One-shot library instruction classes are challenging. However, with careful planning, it is relatively easy to incorporate student participation within the traditional lecture method of teaching. By varying instruction methods within the one-shot information literacy class, librarians can engage all learning styles and help students apply newly acquired information that is grounded in practical experience.

**References**


Step-by-Step Teaching, Part Three: Collaborative Learning

Cathy Eisenhower and David Ettinger
Gelman Library, George Washington University

This article is part 3 of 3 in a series from George Washington University on teaching workshops.

How do you know students are learning when you are teaching? What are you learning when you teach? How do students and teachers create knowledge in the library classroom? At George Washington University’s Gelman Library, we investigated these questions in the third workshop of a series on instructional design.

At Gelman, the Education and Instruction Group (EIG), part of the Reference and Instruction Department, teaches the majority of instruction sessions, while other reference librarians do additional subject-specific instruction. To share insights about teaching, EIG librarians have conducted three, 90-minute workshops for the rest of the department.

The workshop series was based on the five questions for instructional design from the 1999 and 2002 Institute for Information Literacy Immersion Program:

- What do you want the student to be able to do? (Outcome)
- What does the student need to know in order to do this well? (Curriculum)
- What activity will facilitate the learning? (Pedagogy)
- How will the student demonstrate the learning? (Assessment)
- How will I know the student has done this well? (Criteria)

We designed the workshops to give librarians a better understanding of how instructional design can shape library sessions as well as ideas to use in one-on-one instruction to facilitate learning.

This third workshop addressed the theoretical underpinnings of collaborative learning and how to fulfill learning outcomes in the classroom through group work. We had found in discussion with teaching librarians that many of them did not use group work for fear of losing control of the class and losing authority, or they felt that “teaching” means talking.

We spent the first part of the workshop discussing how learning is a function of social interaction and knowledge is created through conversation—both orally and in writing. In a teacher-centered classroom, where the instructor speaks, demonstrates, questions, and guides, the students listen, watch, answer, and follow. In this model, as critiqued by educational philosopher Paulo Freire, the teacher owns knowledge as she owns money and makes deposits into the students—Freire terms this the “banking concept of education.”

In a collaborative model, students become teachers, asking questions of each other, discussing, and drawing conclusions that they may then demonstrate to the class. By the same token, teachers become students—we learn from our students’ questions and their ways of thinking, which differ from our own. We also listen to them articulate their ideas to group members and negotiate meaning as we circulate to answer questions and observe. They learn aloud, and we can hear them creating knowledge together, rather than hoping they are learning as we stand at the front of the room and speak. With group work, we know quickly when students are confused or off-task, which allows us to change course. In a teacher-centered classroom, we can only guess or assess after the fact. And most important, students must take responsibility for their own learning.

To accomplish this kind of learning, librarians must understand the logistics of group work, which seem simple but require planning and insight. In the workshop, we explained the basics: that the instructor must first determine the learning outcomes for the class, which referred back to the first instructional-design workshop in this se-
ries. Based on desired outcomes, the facilitator can then create an assignment or task put in the context of the course.

During the class, the instructor breaks students into groups and assigns the task, preferably in writing so students have a reference point. Groups then work together to complete the task, whether that means solving a problem, or discussing an idea and drawing conclusions about it.

The benefits of collaborative learning for students and instructors are many. Working groups emulate workplace models in which participants solve problems by committee. This also appeals to the millennial generation, who tend to engage more during group activities, and thus learn, retain, and achieve more. Such engagement fosters a positive attitude toward learning while reducing instructor tedium and burnout.

Of course, there are drawbacks to group work. It limits the amount of material we can cover, it involves a loss of control and risk on the instructor’s part, and its success depends on group dynamics and willingness of students to take responsibility for their own learning. The benefits, however, far outweigh the potential drawbacks.

After this general overview of collaborative learning, we practiced what we preached by putting librarians into groups and giving each group a written assignment. For example, a group might get the task “catalog searching,” and then have to, as a group, develop a learning outcome for a library instruction session and a group activity to achieve that outcome.

The librarians discussed and developed these exercises and presented them to the rest of the groups, who critiqued them. This led to our brainstorming qualities of good group work assignments. They should be:

- written down for reference during the class;
- conducive to collaboration;
- time limited;
- require a product, whether oral or written;
- further the goals of the class; and
- encourage critical thinking and discussion.

By the end of the workshop, librarians had created group exercises as a basis for discussion and for further development, and they had also informally shared group work they were already doing. At least one Education and Instruction member in each group of librarians helped to guide them in determining how to approach the problem of crafting a group exercise.

Works Consulted


The Instruction Librarian’s Role in Discussing Issues of Academic Integrity

Lynn D. Lampert
California State University Northridge

When trying to think of creative ways to inform students about the importance of ethically using information in their work, I have often thought of parodying the lyrics of Billy Joel’s “We Didn’t Start the Fire” during an instructional session. Just think about the possibilities for individuals you could insert from the past couple of years in a plagiarism awareness song. Jayson Blair of the New York Times, historian Doris Goodwin, Stephen Glass of The New Republic and now even the scandal ridden “Oprah Book Club” famed memoirist James Frey are just a few famous figures eligible for mention in an unethical use of information themed song. Unfortunately, most of these more notable cases catch public attention for a short period of time only to fade into distant memory and then be recalled in the next related article highlighting the latest ethical infraction whether it be plagiarism, misuse of information, fabrication, etc. In general, people rarely take the time to look at the educational ramifications of the scandal and the reverberations felt within the related discipline or profession. This is unfortunate as these cases are serious examples of how a lack of awareness about the ethical uses of information in the “information age” abounds both within and beyond the ivory tower. Opportunities for educational reform to thwart plagiarism and other acts of academic dishonesty are often overshadowed by attempts to fix the problem by using technology or policies to police and punish student offenders.

While parodied karaoke has luckily not made it into any of my instructional sessions yet, I have found great success in highlighting these breeches of disciplinary misconduct for my students in order to demonstrate to them the real life consequences of not ethically using information in research. As Ron Robin notes when discussing seven notable cases of academic misconduct in his thought provoking book Scandals and Scoundrels: Seven Cases the Shock the Academy, “Deviancy debates and scandal are in themselves necessary vital signs of a vibrant intellectual body, delineating its rules and regulations through the creation of borders and margins”. As I have discussed before in my article focusing on information literacy instruction for journalism students, high profile cases of plagiarism and other unethical misuses of information often provide instructional librarians an entrée into creating discipline based discussions and exercises about plagiarism with both undergraduate and graduate students.

Within the realms of information literacy instructional literature and practice a great deal of attention is often paid to incorporating better ways to teach students to find, locate and retrieve information while less focus is placed on educating our students about ethical and legal usages of information. The fifth standard of the Association of College and Research Libraries’ Information Literacy Standards of Higher Education calls for students to be able to, “understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally” – yet it is common to find it difficult to critically incorporate these important issues into instructional sessions due to time limitations or seemingly restrictive faculty assignment guidelines.

At the midwinter meeting of the American Library Association in San Antonio, I lead a pre-conference entitled “Combating the Culture of Copy: Information Literacy Interventions for Plagiarism.” In this workshop some of the most fruitful discussions among participants revolved around effective ways that librarians can and should assist students and faculty in recognizing their discipline’s ethical codes and preferred formats of citation and the documentation of sources. When given the luxury of time to sit back and ponder ways to integrate exercises that promote the ethical usage and synthesis of information in student research, librarians present were quick to think of creative strategies that would work across academic disciplines. It seems that the more we investigate and practice discipline based approaches to conducting information literacy instruction we realize the unique role that we as librarians can play. As Michelle Holschuh-Simmons explains in her article which explores the role of the librarian as ‘disciplinary discourse mediator’, academic librarians often act as mediators working to define and explain the culture and discourse of a discipline to students alongside faculty. She notes that, “Instruction librarians, especially those with subject specializations are positioned as simultaneous insid-
ers and outsiders in a discipline; this in-between position places librarians well to facilitate students’ awareness and understanding of disciplinary genres”4.

When we think about our unique positioning as ‘disciplinary mediators’ and research specialists in the university, we can begin to see how our knowledge of a discipline’s methods of citation and its corollary professional codes of ethics when using and disseminating information, can be transferred to students through instructional settings. Issues of academic dishonesty, plagiarism, the unethical misuse of information and copyright violations are viewed and handled differently in many disciplines. When we move beyond the foundational level of decoding APA and MLA styles, to explaining why these documentation methods are valued and used in a discipline’s literature, we introduce students to the issues that live and breathe both in and beyond the 5th ACRL Information Literacy Standard.

The key to creating exercises and materials in this area is to make sure that the issues presented are relevant, realistic and well placed in the context of a discipline’s discourse or culture. This can be done by simply locating and reviewing a discipline’s professional associations’ code of ethics. Or as suggested in recent research, by creating problem based assignments that link course content and information literacy issues, we can begin to prevent plagiarism5. In the preconference participants worked to come up with several different disciplinary based instructional scenarios that simultaneously exposed students to key ethics of information issues while teaching them to navigate resources. Some of the key tactics that librarians were reminded to consider when integrating anti-plagiarism or ethical discussions into information literacy sessions include:

- Reinvestigating what plagiarism and the unethical use of information mean in the context of a particular discipline.
- Familiarizing oneself with the discipline’s preferred style of formatting and code of ethics.
- Examining the curricular standards required for disciplinary accreditation.
- Identifying discipline/professional associations that have a focus on ethics.
- Demonstrating a willingness to make resources available to aid in the study of the ethics of information in every discipline where it is appropriate6.

An example of how a librarian might integrate these ideas into information literacy instruction for anthropology students might involve having students search for information on Derek Freeman’s unethical research assault on Margaret Mead. Or if needed, the class could review selected articles and issues surrounding the recent ethical review of my former UCSB professor Napoleon Chagnon and the late James Neel. The class could then be exposed to the American Anthropological Association’s review7 of Chagnon and Neel’s work spurred on by the allegations of unethical research practices made in James Tierney’s book Darkness in El Dorado: How Scientists and Journalists Devastated the Amazon.

By asking students to look beyond the top five hits retrieved in their favorite full text database and consider the issues involved in the disciplinary debates they represent, librarians can encourage critical thinking and promote a better understanding of why information ethics are important within academic and society. This will help us move beyond merely presenting the skills level training involved in introducing students to the mechanics of citation and documentation styles. By discussing a discipline’s documented stance on ethically using information we will foster interest and the development of the critical thinking skills students need to successfully navigate the issues and research requirements of their majors, coursework and perhaps even future careers.

---

Ross’ Rave: Don’t Buy Tilex

Ross LaBaugh, California State University, Fresno

This morning, when I was driving to work, I heard a bit of a lecture on KFCF, our local Pacifica, left-wing, pinko, community supported, radio station. It was 6:30 in the morning. I was expecting political banter and artsy interviews, but this is fund raising time so they had pulled out the heavy artillery. The lecture was about Physarum polycephalum.

To save you the trouble, Physarum polycephalum is affectionately known around my house as slime mold.

I’m not sure how a lecture about slime mold could motive listeners to cough up money, but I’ll admit that after a minute I was sucked in.

Apparently, according to Professor So-and-so, slime mold is much brighter than we thought. Several Japanese scientists, he said, had spooned some slime into one end of a maze, and some dinner at the other end of the maze, then watched it scurry! Their hunch was the critters would ooze and multiply indiscriminately, but they was wrong! The little rascals headed straight for the chow. Imagine that. Physarum polycephalum, a heretofore assumed primitive life form, turns out to have an IQ. Not exactly MENSA, but definitely Jerry Springer.

The lecturer seemed fascinated by this. And who wouldn’t be? A spoonful of single-celled, soupy swill avoided the blind alleys and dead ends and went directly to Go. Of course this got me thinking about library instruction!

Please, don’t misunderstand me. I’m not suggesting that our students have the intelligence of slime mold. Au contraire, I’m proposing that in addition to the characteristics they already share (i.e. sluggishness, great urges to reproduce, and the raucous exchange of bodily fluids) we can now add intellect. If intelligence is evident even at the cellular level, and an average freshman is made up of billions of cells, then it follows that the guy in sag pants, $200 kicks, and Lakers lid is like a kazillion times smarter than slime mold.

The prof went on to explain that this discovery may lead to a new kind of intelligence: survival. Our friend the slime mold, it seems, used its mini-brain to reach the goal in the most expedient, least difficult manner possible. Sound familiar? ACRL’s Information Literacy Competency Standards for Higher Education: Standard Two: The information literate student accesses needed information effectively and efficiently.

Not too many years ago the California State University system conducted a series experiments to test out students information seeking behaviors in libraries. A flock of students were lured from their campuses, taken to a large academic library where they were given a task to perform. Observers followed them through the stacks, meticulously documenting every moment of their experience. When the evening whistle blew, we all reconvened. The student participants felt they had pretty much completed their task and could they please go home. The observers gave them bus fare and pizza money, then sat in a room and cried. To learn more about this, check the California State University, Information Competence Task Force web site at http://www.csupomona.edu/~kkdunn/icassess/ictaskforce.html.

I got to thinking that through student eyes, our highly organized library may look surprising like a maze. On one end they have the “ready-set-go” (e.g. rhetorical problem, prompt, research assignment) and on the end they have the “whew, I’m glad that’s over” (e.g. paper, presentation, exam). For most of us who have
sat a reference desk, we’ve had ample opportunity to observe students oozing about the OPAC, sloshing about the stacks and gunking up a database or two.

Joe, one of our Gen Y student assistants, and I were blabbing about this recently. I asked him to visualize this for me. He came up with something like this:

When I get a chance, I’m going to see if I can find out more about the Japanese research study about slime mold. Wish I could remember the name of that professor.

Creating a feed

Having been introduced to the concept of podcasting and its potential as an educational tool, you may be inspired to create your own feed. You may want to create a podcast to supplement your library instruction classes or to promote your instructional program. Either way, a description of how to create a feed is beyond the scope of this article. Fortunately, there are a variety of excellent online tutorials to help you get started.

Here are a few:

Beginner’s Guide to Podcast Creation by Kirk McElhearn

Create Podcasts Using Your PC by Jake Ludington
http://www.windowsdevcenter.com/lpt/a/5735

Creating a Podcast by Bart Farkas
(Sample chapter from the book: “Secrets of Podcasting: Audio Blogging for the Masses”)