

The APLA Bulletin (ISSN: 0001-2203) is the official organ of the Atlantic Provinces Library Association.

aplaBulletin

Contents

News from the Provinces

Nova Scotia:

- Dalhousie University Libraries
- Nova Scotia Provincial Library
- One Book NS Wraps for 2014
- Pictou County's WOW! Reading Challenge
- Seriously Studying at St. FX

Prince Edward Island:

- News from Prince Edward Island

New Brunswick:

- Doaktown Community-School Library

Newfoundland and Labrador:

- MUN Board Games Tournament

Features

- Waking up the library tour: Keeping it interesting with Instagram

Information

- Contributors & Credits
- Join the APLA Discussion List
- Publication Information

News from Nova Scotia

Dalhousie University Libraries

Submitted by MARLO MACKAY, Communications Coordinator

Robin Parker and Melissa Helwig

Training Clinicians from Around the World

Robin and Melissa, two librarians at the W. K. Kellogg Health Sciences Library, spent five days in Hamilton this summer assisting clinicians to incorporate evidence-based clinical practice into their work. Clinicians such as doctors, chiropractors, osteopaths, surgeons, and naturopaths take part in the workshops.

Evidence-based practice is an approach to clinical practice that teaches clinicians to incorporate not only their expertise, but also the best available research and the patient's values when making medical decisions. It pushes against the traditional type of clinical education that is mainly expert-based.



McMaster University is considered the birthplace of evidence-based practice, and they have been hosting workshops aimed at training clinicians in this practice since the early 1990s. Librarians became a key part of the tutor team in 2001, brought in to assist with showing clinicians how to tap into the best available research, and how to determine what is the best available research, as efficiently as possible.

Over 130 participants and tutors come from all over the world, so sending two librarian representatives from Halifax is something the Dalhousie Libraries are proud of. This is Robin's second year taking part in the event, and Melissa's third. "It's a great week for us, I always come home with some new teaching ideas that I bring to my work with the College of Pharmacy at Dalhousie," says Melissa.

"One of the benefits of participating is that it reinforces to us the needs of the clinicians that we work with at Dalhousie and how we can make their lives easier," says Robin, who teaches evidence-based sessions for residents at Dal. "I design courses for the residents here with faculty in emergency medicine and family medicine. Having had the experience at the workshop allows me to better communicate with and to better deliver evidence-based practice sessions for our own residents."

These workshops also have wide-reaching benefits for the clinicians that attend. Many of the clinicians play a lead role in training other clinicians in evidence-based practice when they return to their own institutions.

“These workshops also afford us the opportunity to get to know people from around the world in the health care community and make contacts that we can stay connected with throughout our career,” says Melissa.

“The opportunity to network with clinicians and health science librarian colleagues is very valuable to us. I love learning about what’s going on in other institutions,” says Robin.

For more information about evidence-based clinical practice, visit <http://ebm.mcmaster.ca>.

Heather MacFadyen

New Collections Strategy Librarian

The Dalhousie Libraries are pleased to welcome Heather MacFadyen to the new role of Collections Strategy Librarian. In this role, Heather will provide analytical, assessment, consultation, and planning services to support collection activities for the Dalhousie Libraries.

Heather started with the Dalhousie Libraries as an intern in 2011 while she completed her MLIS degree. Soon after graduation, in the fall of 2012, Heather secured a ten-month term as the management and economics librarian at the Killam Library. She was also responsible for helping to build the scholarly communication infrastructure for online journals being published at Dalhousie.



When her first ten-month term wrapped up in June 2013, Heather then worked in a twelve-month term as the Collections Services and Scholarly Communications Librarian. In this role, Heather has proven herself to be a valuable contributor to the Dal Libraries, serving Killam-based faculty and students and also serving system-wide needs in the areas of collections analysis and scholarly communications.

This past year, Heather was heavily involved in a large and significant initiative to develop a new acquisitions allocation formula, and has been instrumental in the creation of the *Scholars@Dal* faculty profiles and other DalSpace enhancements. In addition, Heather has participated as an active member of several Dal Libraries committees.

Heather has a PhD in English Literature from the University of Ottawa. Before working in libraries, she worked in the telecommunications industry in a variety of communication and information management roles, producing everything from technical manuals to

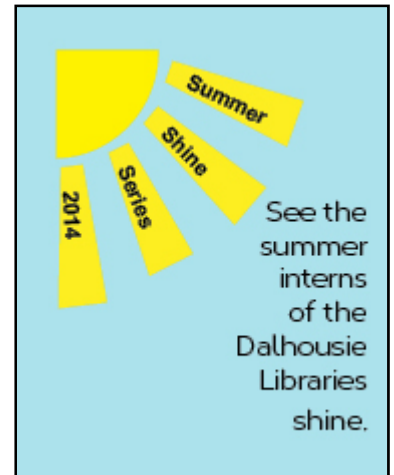
comics. These skills have served her well in the many roles and projects that she's taken on with the Dalhousie Libraries.

Please join us in welcoming Heather to her new role with the Dal Libraries!

Summer Shine 2014

The Summer Shine Series, introduced in 2012, was designed to give the interns that the Dalhousie Libraries hire from the School of Information Management an opportunity to present projects they have been working on during their summer internships. This year's event was full of varied and interesting presentations:

1. **Valerie Collins** - *Preserving Digital Data: Institutional Repositories and the U15*
2. **Hilary Lynd** - *Digitizing the Royal Architectural Institute of Canada's Journal (1924-1973)*
3. **Gabrielle Brydges** - *It Takes a Village to Raise a Scholar: LibGuides, Librarians and Faculty*
4. **Emily Colford** - *MSA Project: Agricultural and Campus History*
5. **Andrea Kampen** - *Centre for Art Tapes: Archiving Multimedia*
6. **Andrew Roy** - *Using LibAnalytics to Improve Reference Services at Dalhousie Libraries*
7. **Kaitlin Haley & Alison Manley** - *Kellogg on the Move: Planning for a New Chapter*



Two Archives staff complete certificates from the Council of Nova Scotia Archives

Congratulations to Jennifer MacIsaac and Joan Chiasson for being awarded certificates from the Council of Nova Scotia Archives. Both Joan and Jennifer completed six courses to earn this certificate, including: introduction to archives; preservation of archival materials; acquisition, appraisal, and accessioning materials; description and arrangement of materials; an introduction to rules for archival description standards; and accessing and providing reference to the archival collection.

Joan is based in the Dalhousie University Archives at the Killam Library and Jennifer is based at the MacRae Library, where there is also an archive.



Well done, Joan and Jennifer!

Dalhousie and NSCC reach agreement with Esri Canada to promote GIS work

Recently, Dalhousie University and Nova Scotia Community College (NSCC) have entered into an agreement with the Environmental Systems Research Institute (Esri) Canada Limited. This agreement, as part of Esri Canada's new Centres of Higher Education Excellence (ECCE) program, will encourage more sharing of resources in the field of Geographic Information Systems (GIS). GIS involves spatial data management and analysis. Those in the field help address many business, socio-economic, and demographic challenges from a spatial context and present solutions visually using interactive, digital mapping technology. The GISciences

Centre at Dalhousie is located in the Killam Library.

The Dalhousie and NSCC joint agreement with Esri is one of only five ECCE programs in Canada. The ECCE program will foster new and innovative uses of GIS in both institutions. Dalhousie and NSCC will see benefits from this agreement including support from Esri for GIS activities and research including in-kind support for training, software, technical support, and scholarships and awards. This program will open up opportunities with a network of post-secondary institutions across the country that educates students in this technology, strengthening existing relationships in a

way that will benefit students, faculty, and researchers.

The ECCE program is the next step in Esri Canada's support of educational institutions across the country and complements their long-term, ongoing support of NSCC and Dalhousie. The Esri agreement with NSCC and Dalhousie will encourage innovation in GIS research and excellence in teaching in the field. It will help promote GIS education and course options for future students, pool resources to help increase the creation of custom software application development, promote the sharing of information around student availability and employment opportunities, and encourage collaboration with research funding. The agreements are in place for two-year terms.

Since 2005, Dalhousie has received an annual scholarship from Esri Canada through the GIS Centre and NSCC has received support since the early 1980s. Esri Canada creates software and tools that allow people to distribute GIS services through the web, desktop, and mobile applications.

Dr. Brent Hall, Director of Education and Research at Esri Canada, said, "We are very pleased to recognize the outstanding contributions of Dalhousie and NSCC through their GIS education and spatial data research programs. Bringing the two institutions together through the new ECCE will serve to create a hub in Atlantic Canada that will allow students, researchers, and

the regional spatial information technology information industry to continue to thrive."

"Programs like this offer a chance for greater information and idea sharing which will help to inspire more real-world solutions for our communities and additional resources for our faculty and students," says Dennis Kingston, Academic Chair for NSCC's Centre for Geographic Sciences at its Annapolis Valley Campus.

Dalhousie's Vice President Academic and Provost Dr. Carolyn Watters says the university is very pleased to take part in the ECCE program. "The opportunities the agreement opens up will not only benefit our students and faculty but will be instrumental in connecting us more closely with a national network within the GIS sector."

"The ECCE that includes Dalhousie and NSCC provides further incentive for the institutions to work closer together in the field of GIS," said Mike McAllister, computer science faculty member and Dalhousie's chair of ECCE. "There's much to be learned from both institutions, in terms of how each is using GIS technology. Dalhousie has elements of spatial scholarship that underlie research and education in many of its faculties, while NSCC, specifically its Centre for Geographic Sciences, has been providing its expertise in geospatial work to industry nationally for years. The ECCE will allow us to identify more opportunities for innovation and partnership."

News from Nova Scotia

Nova Scotia Provincial Library

Submitted by CATHERINE KELLY, Communities Librarian, Nova Scotia Provincial Library

NSPL's government department of Communities, Culture and Heritage was able to hire a content marketing firm to document activities taking place in the province highlighting Canadian Library Month.

Photographers, writers, and videographers were deployed to various events during the month of October to visually document programs and activities ranging from chair yoga for seniors, living libraries, the *Thundermaker* art exhibit, "Singing Storytellers" (held in conjunction with Cape Breton University and the Celtic Colours Festival), and much more.

Content gathered from these events can be viewed on Shelf Life, the NSPL blog, at <http://library.novascotia.ca/blog> or via the NSPL Facebook page: <https://www.facebook.com/NSProvincialLibrary> #LibrariesInspire

The province of Nova Scotia gained access to the NNELS (National Network for Equitable Library Service) system in the month of October. NNELS provides digital delivery of a growing collection of over 12,000 downloadable eAudio and eBraille titles to the approximately 93,000 Nova Scotians who have a print disability.

Public library membership is the main access point to the NNELS system. Patrons self-identifying as print disabled (as per the definition of perceptual disability in the Canadian Copyright Act) at their local library will be authorized to use their library login to download files in DAISY, MP3, eBraille and eText formats. Titles may be downloaded to mobile devices such as phones and tablets, laptops and home computers, DAISY devices and eBraille readers.

Check with your local library for more details, or visit the NNELS website: <https://nnels.ca/> and on Twitter [@nnelsCA](https://twitter.com/nnelsCA)

News from Nova Scotia

One Book NS Wraps for 2014

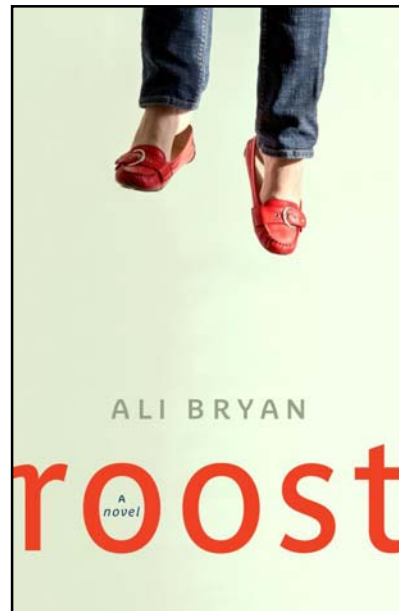
Submitted by MARLO MacKAY, Communications Coordinator, Dalhousie University Libraries

One book, one author, one province, seven readings.

For the third year in a row, Nova Scotians were asked to “read the same book and share the same story” in the province wide initiative One Book Nova Scotia. The program aims to nurture a culture of reading in the province and contribute to more literate communities.

Ali Bryan, the author of this year’s selection, *Roost*, completed her seven-stop tour of Nova Scotia on September 26 and recently shared her thoughts on the program: “I learned that a book really has the power to unite people. That the experience could transcend the book itself. One Book Nova Scotia was about real people, discussing real things. Reading there was like talking to someone in his or her kitchen with all the mess and beauty and hijinks of real life. I learned that humour writing, as a form, is legit and desired and necessary and relevant in this country. One book, one week and one thousand memories. Thanks Nova Scotia.”

One Book Nova Scotia would like to thank Ali Bryan, all of you who read the book and came to the readings, all the libraries that hosted readings this year, and the Canada Council for the Arts for funding the readings. <http://1bns.ca>



News from Nova Scotia

Pictou County's WOW! Reading Challenge

Submitted by TRECIA SCHELL, Community Services Librarian (Public Relations & Programming, Services to Adults & Older Adults, Outreach)& Branch Librarian - Books-by-Mail, River John, Stellarton & Trenton Public Libraries, Pictou-Antigonish Regional Library

WOW! Reading Challenge begins for Elementary Schools November 3rd and Junior High, High Schools and other groups on December 1st!

Pictou County, NS - The WOW! Reading Challenge began in Pictou County eight years ago, and has grown to international acclaim for all ages. The Elementary School division competitions begin November 3rd (with over 55 elementary schools currently registered). The Junior High, High School, Special Needs and the Adult Divisions are all set to begin their journey towards the title of 'Best Readers in the World' on December 1st, 2014. Being competitive isn't reserved for the athletic, and as people can see the WOW! Reading Challenge is a fun and friendly way of celebrating the sport of reading. The reading competition is free, and open to schools world-wide.

To learn more, go to <http://www.fightingcrime.ca>. Anyone who wants to register can contact Karen MacNeill (kmacneil@nsngp.library.ns.ca) or Const. John Kennedy, Provincial Coordinator of the Adopt-a-Library Literacy Program, (aal@parl.ns.ca). The Reading Challenge is hosted by the Pictou-Antigonish Regional Library through a partnership with the RCMP, local policing agencies, schools, school boards and community sponsors.

About the Program

The WOW! Reading Challenge (or World Literacy Championship) began in the Salt Springs Elementary School as a challenge by Const. John Kennedy of the RCMP to see how many books the kids could read over a certain period of time. Now the WOW! Challenge has grown into an annual international competition, for all ages - from the elementary schools to Junior High Schools, High Schools, Colleges, Group Homes, Special Needs facilities, Provincial Institutions such as jails and prisons.

The slogan "Fighting Crime one Book at a Time" is based on Const. Kennedy's belief that if we teach our children to read today, we can keep them out of jail tomorrow. After learning from the National Literacy Secretariat that 65 per cent of inmates entering Canadian jails for the first time had difficulty reading, Const. Kennedy approached the RCMP with this crime prevention program idea. After seven years, the WOW! Reading Challenge averages over 100 schools in Nova Scotia participating annually - consisting of roughly 15,000 students, and they read over 1 million books at the elementary level and over 2 million pages at the junior high level.

The Adopt-a-Library Literacy Program is coordinated by Const. Kennedy, and is hosted by the Pictou-Antigonish Regional Library. Several other NS RCMP detachments are involved in the program, including First Nation communities as well as detachments in Digby, Liverpool, Cape Breton, Pictou County, Colchester and Cumberland Counties, and several other NS municipal police agencies, including significant support from the Truro Police Force and Cape Breton Regional Police.

Media Contact:

John Kennedy, RCMP

Phone: 1(902) 755-6031 or toll-free 1(866)779-7761

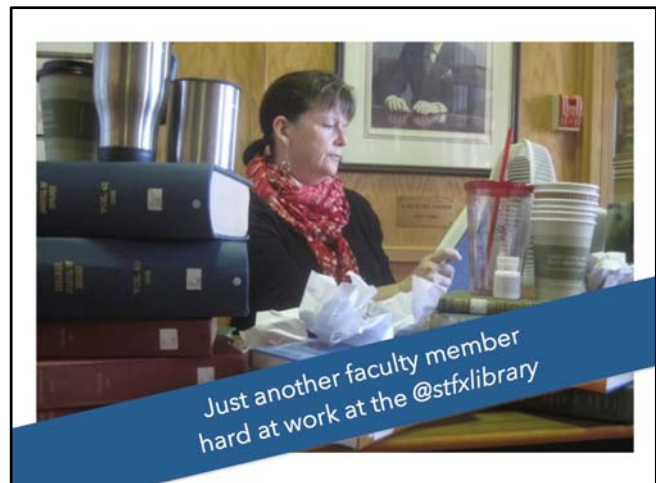
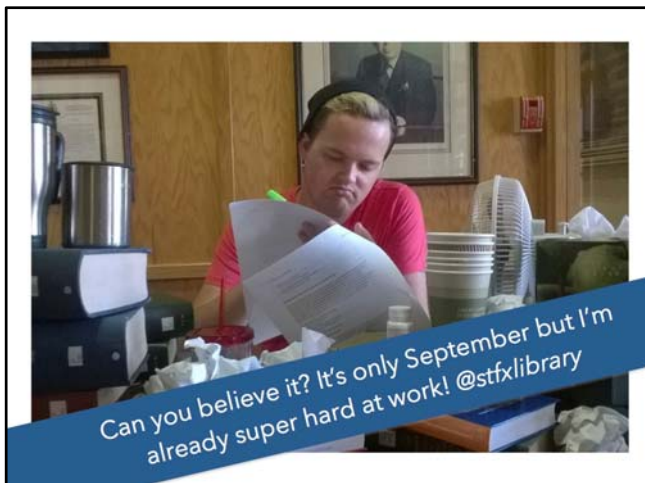
Email: aal@parl.ns.ca

News from Nova Scotia

Seriously Studying at St. FX

Submitted by LAURINDA MATHESON, Research Services Librarian, Angus L. Macdonald Library, St. Francis Xavier University, Antigonish, NS

On September 26, the Angus L. Macdonald Library at Saint Francis Xavier University set up a Seriously Studying Photo Booth. Students (and faculty!) who participated received an over-the-top picture of themselves in the library surrounded by plenty of evidence (books, papers, coffee cups, etc.) that they were already hard at work, complete with caption. Students responded enthusiastically, and approximately 50 photos were taken.



News from Prince Edward Island

Submitted by PATRICIA DOUCETTE, APLA VP Prince Edward Island

PEI Public Library Service

Fourteen books by authors living on PEI have been chosen for a special 2014 edition of our annual One Book, One Island programme. This year's series is part of a larger celebration of the 150th anniversary of the Charlottetown Conference. The PLS has been hosting public readings at public libraries across the Island and at the Celebration Zone on the waterfront.

UPEI Robertson Library

The Robertson Library rolled out a radically redesigned website in late August, including the use of a "bento box" style search feature and "responsive design" for smaller mobile devices. The URL remains library.upei.ca

UPEI's Central Printing Office is both organizationally and physically now within Robertson Library. The Library staff welcome Wendy Henderson to their team!

Two long-time employees, Geraldine Forsythe and Dawn Hayes, retired over the summer. Their positions were filled by internal moves, with Chris MacLauchlan moving to ILL and James Murphy moving to acquisitions. Their positions in Circulation have in turn been filled by new hires Robyn Thomson and Sarah Fisher. The Library staff welcome Robyn and Sarah to their team!

Holland College

The Atlantic Police Academy campus library was permanently closed in July. Staff and resources were redeployed to other campuses.

The Marion Patterson Quiet Room was completed in August at the Tourism and Culinary Center campus. As enrollment increased, students made numerous requests for a quiet library study space.

A detailed Library Services departmental marketing strategy was developed over the summer. Ideas were drawn from presentations at the APLA annual conference in Moncton. Partnerships were forged with the Student Union, Careers Services and Scholarships/Bursaries. Support times for resume writing and bursary applications were scheduled in the library throughout the year. A board game area was developed and has been a hit. Co-sponsored events include St John Ambulance Therapy Dogs visit, meditation, and yoga sessions during exam times. The Student Union also sponsored a charging station for mobile devices.

News from New Brunswick

Doaktown Community-School Library

Submitted by CHRISTIN SHERIDAN, York Library Region, Fredericton

Doaktown Community-School Library underwent renovations recently and had their grand opening at the end of October. After five years of fundraising efforts, they were able to expand their library space by 75%. This rural library is an example of partnerships at work and the library as a true community space.



Photo: Library Manager, Belva Brown, and Library Assistant, Bonnie Robbinson, at the grand opening ceremony.

News from Newfoundland and Labrador

MUN Board Games Tournament

Submitted by CRYSTAL ROSE, Public Services Librarian, Grenfell & Harlow Campuses, Memorial University of Newfoundland

The Ferriss Hodgett Library on the Grenfell Campus of Memorial University holds an orientation event every September to welcome new and returning students. Previous activities that have been held in the library during orientation week include videogame tournaments, movie nights, and trivia, and have attracted as many as 100 students. This year, the library hosted a board game tournament and invited faculty members to play too. Over 50 students and faculty played games from the library's own board game collection and also brought along some of their own games.

The library started a collection of board games in 2013 that users can borrow for 2-day loan. Traditional favourites, like Monopoly, are available as well as popular new games like Settlers of Catan. The board games were part of the campus-wide initiative to support student mental health and wellness. During the especially stressful end of semesters, students are encouraged to take a break and unwind through the library's various healthy "de-stressing" activities, like our St. John Ambulance therapy dog visits, yoga and mindfulness sessions, free coffee, tea and snacks, or by playing a board game.

The library's orientation event has usually been scheduled for Friday evening after the library closes. It provides students with a dry, all-ages event in a safe environment and also promotes the library as a welcoming and fun place to be. This year, students especially enjoyed getting to meet and socialize with their professors. Prizes and snacks for the tournament were provided by orientation sponsors.



Feature

Waking up the library tour: Keeping it interesting with Instagram

Submitted by LINDSAY McNIFF and MELISSA HELWIG, Dalhousie Libraries

Introduction

For many students, the library tour is an inevitable stop on their orientation circuit. The tour model is very familiar, and looks something like this: a librarian leads a (sometimes cumbersomely large) group of students around the library, acknowledging points of interest for those standing close enough to hear. This year, we approached our orientation on three premises: (1) library orientations can be repetitive and boring for students, (2) students are heavy users of mobile technology, and (3) mobile technology trends change very quickly. For the past few years, Dalhousie Medicine Librarians have introduced the incoming Medicine class to the library using a QR code scavenger hunt activity (see Parker, Helwig, & Phinney, 2012). While maintaining elements of the scavenger hunt model, we transitioned this year from QR codes to Instagram, one of the most currently popular social media tools used by the student-aged demographic. During Fall 2014 orientation, we used the activity successfully with Medicine, Dental Hygiene, and Social Work students in two campus libraries, with groups ranging in size from 10 to over 100. The energy and feedback generated have been outstanding.

Background

Instagram is a social networking application used for photo and video sharing. Users can "like" and comment on each other's posts and convey meaning creatively via hashtags. The Pew Research Center [PRC] (2014) reports that as of September 2013, 17% of online adults use Instagram. Instagram has become very popular with younger urban as well as non-white internet users, and appeals to men and women alike; most notably, Instagram elicits a high level of engagement and dedication from its users, who are accustomed to checking the site multiple times a day (PRC, 2013). Given the app's appeal for a youthful and diverse demographic who are also dedicated and engaged users, Instagram seemed like a natural fit for reaching out to first year students. While the Pew Research Center still reports Facebook as the most heavily-used social networking site, anecdotal evidence from our students and incidental observation of their habits made Instagram the right choice for this exercise.

Like many other popular social networking tools, Instagram is used widely for visual marketing. Many universities have recognized the power of Instagram for connecting with students and alumni. Instagram is used by many prominent universities to promote scenic and little-known spots on campus, student events, elections, achievements, and fundraisers.

An established hashtag, #ThrowbackThursday, is now used by many universities when posting university heritage photos (Mollett & Fazal, 2014).

Academic libraries are also beginning to discover Instagram's value in engaging with students and promoting library spaces and services. Powell Library at UCLA has noticed more interaction and user activity on their Instagram account than on any of their other social networking sites (Salomon, 2013). Beyond simply interacting with students by reposting their photos of the library, Powell Library photographed and allowed students to guess the identity of objects from a historical exhibit. Like institutions such as the Smithsonian Museum of Natural History, whose popular Instagram account is used for both education and interest (Salomon, 2013), Powell Library was able to promote objects of interest while also teaching their users. Mollett and McDonnell (2014) note that many libraries are using Instagram to ask readers about their favourite authors, and to show off their collections, events, and history.

The Dalhousie Libraries Instagram initiative is adapted from that of Lauren Wallis, a librarian at the University of Montevallo in Radcliffe, Virginia, and is an effective orientation activity for a number of reasons. The communal photo-sharing aspect of Instagram provides an interesting answer to the problem of library anxiety (Wallis, 2014). While many students may feel alone in their perplexity toward library resources, the user-generated content and the group nature of the activity allows participants to acknowledge and even joke about their common apprehensions. Hashtagging provides an opportunity for the students to think about and articulate what they have learned; as Wallis (2014) notes, this extra layer of interaction promotes metaliteracy, one of the new additions to the ACRL Framework for Information Literacy. As outlined by Mackey and Jacobson (2014), metaliteracy embraces the collective producing and sharing of information in digital environments as key information skills. The activity also allows students to teach each other, flaunt their ingenuity, and make each other laugh.

Design & tools

Session details

We provided the group of 115 Medicine students with a quick 20-minute introduction the day before the Instagram activity. During this presentation, we introduced some key points on our website and LibGuide, and recommended students view an introductory video about the library space and services before the next day's session. The Dental Hygiene and Social Work student groups were smaller, and preparation time was minimal. We provided these groups with brief introductions on the same day as the activity, and made sure they were aware of the location of the LibGuide to assist them with some of the questions.

We spent less than 10 minutes organizing the students into groups of five (maximum), describing the activity, and distributing instruction sheets. Each instruction sheet contained a set of locations or resources the groups would have to locate and photograph over the course of 30 minutes. The Medicine students were asked to find and Instagram five items or locations, and the Dental Hygiene and Social Work students, given the smaller numbers, were given seven items or locations. Students were instructed to ensure that at least one

member of their group owned a mobile device equipped with Instagram (this was not difficult with any of the groups); the students with Instagram were instructed to log out of their personal accounts and log into an account we had created specifically for this activity.

During our introduction, we explained that the goals of the activity were to learn about the resources and spaces in the library and to share correct information with colleagues. Students were instructed to be both creative and informative in their captions and hashtagging.

Preparation

The first step was deciding to take the plunge and do something new with orientation. Falling into stasis with orientation activities in the busy month of September is easy to do, but considering that technology and resources evolve quickly, frequent re-evaluation of delivery methods and materials is important. After we committed to the switch, we set up an Instagram account and tested/confirmed that multiple users (in our case over 20) could be logged into the same Instagram account simultaneously. We also prepared the Library public services staff for the increased volume of questions they would receive; because of the high volume of Medicine students, we also posted an announcement to warn patrons about the temporary noise in the W.K. Kellogg Library. Lauren Wallis used a set of library-owned iPads for her version of this activity; this was not an option for us, so the success of this activity was contingent on enough students having Instagram accounts on their devices. However, we were not particularly concerned about this issue given the evidence of heavy Instagram use among adults under 30 (PRC, 2013). This assumption proved correct; students both had Instagram accounts and required no instruction on how to use them.

Things you need

- Instagram account
- Instruction sheet with login/password information and 5-7 questions. Try to vary the questions and sequence so each group follows a slightly different route.
- Some knowledge of hashtags
- Prizes (optional)

Appropriate content – Question creation

Lauren Wallis' questions were used as an inspiration for some of ours; in other cases, we either created new questions or adjusted our past scavenger hunt questions to fit the new format. The Medicine librarians decided that each group should have a question that fell into one of the following categories: something confusing (attributed to Lauren Wallis); using an online resource; using a service; and finding a librarian. The Social Work students were the only group that did this activity in the largest campus library, the Killam Memorial Library, and we ensured that their questions would have them travelling to different floors of the library.

Example questions

Find and Instagram:

- Your group successfully locating the following reserve book: Neuroanatomy: An atlas of structures, sections, and systems [Hint: ask the staff member how long you can keep a reserve item checked out. Indicate how long you can keep this book checked out in your caption or picture. Get creative!]
- The coolest/weirdest/most interesting book in the Social Work section [Hint: the Social Work section is in the HV range... you might have to ask somebody where that is!]
- Your group working hard in a study room [Hint: you'll have to book the study room. Hint: you'll have to find out how to do that...]
- Your group locating the following eResource: Dynamed. In Dynamed, look up the adult oral dose of Nexium for GERD. Include the suggested dose in your caption
- Your group printing something at the library
- Something confusing

Student & Staff experiences

As the photos indicate, the students had fun with this activity: <http://instagram.com/hellodallibraries/>. They were creative with the hashtags and with demonstrating the resources and tools of the library. Informal feedback from the students post-exercise also suggested they had a positive experience. While the staff also enjoyed interacting with the students in this capacity, we may alter some questions in the future to avoid congestion at the service point. One minor hiccup we did encounter was that not everybody updates their devices regularly; a few students experienced problems uploading photos because their app or operating system was not updated. However, in these cases another group member took over uploading to Instagram on their device.

Future directions

We will continue to evaluate this activity as technology evolves. We look forward to continuing to introduce new orientation activities that match students' interests in social media and gaming. Social media apps like Drop Messages, which allow for location-based group messages, are of interest to us for future activities. Similar to Instagram, Drop Messages is very open and public; other options such as Seahorse may provide less public online spaces where sharing is limited to participants only.

Conclusion

Instagram has proven to be a valuable tool for outreach, marketing, and connecting with students and users. Incorporating Instagram into our library orientation was beneficial in a number of ways. As the photos and feedback suggest, the students had fun at the library. They interacted with staff, they learned about the space, they accessed and used some of the resources, and they got to wield a technology they are comfortable with and enjoy using. They got to teach, show off their knowledge and creativity, and make us and their

classmates laugh. The learning process felt more social, and the exercise gave us an opportunity to dispel the idea that the library is a cold and intimidating place. Their engagement with this activity also left us with an artifact: an Instagram feed filled with inspired pictures of students from different programs discovering spaces and resources in two different campus libraries. The success of an activity like this teaches us how important it is to stay alert to the trends in mobile technology, and to be able to distinguish between those technologies students actually like to use and those that are no longer of interest to them. We look forward to continuing to update and refresh our library orientations to incorporate new trends and interests.

Acknowledgments

This activity would have been impossible without the good-natured help of our Access Services staff at both the W.K. Kellogg Health Sciences Library and the Killam Memorial Library. Robin Parker and Jackie Phinney were active contributors to the design and execution of the activity with the Medicine students, and Gabrielle Brydges was instrumental in supporting the Social Work students during the activity. Finally, we would like to thank Lauren Wallis for dreaming up such a great idea, and for being so forthcoming in her advice on how to implement it here at Dalhousie.

References

- Mackey, T.P., and Jacobson, T. (2014). *Metaliteracy: Reinventing information literacy to empower learners*. Chicago, IL: ALA Neal-Schumann.
- Mollett, M., & Fazal, N. (2014, April 8). Five ways universities are using Instagram. *The London School of Economics and Political Science Review of Books*. Retrieved from <http://blogs.lse.ac.uk/impactofsocialsciences/2014/04/08/five-ways-universities-are-using-instagram/>
- Mollett, M., & McDonnell, A. (2014, April 12). Editor's column: Five ways libraries are using Instagram. *The London School of Economics and Political Science Review of Books*. Retrieved from <http://blogs.lse.ac.uk/lsereviewofbooks/2014/04/12/editors-column-5-ways-libraries-are-using-instagram/>
- Parker, R., Helwig, M., & Phinney, J. (2012). Engaging students with new technology: Using a QR code scavenger hunt for library orientation. *APLA Bulletin*, 76(2). Retrieved from <http://apla.ca/?q=76/2.qr>
- Pew Research Group. (2013). Social media update 2013. Retrieved from <http://www.pewinternet.org/2013/12/30/social-media-update-2013/>
- Pew Research Group. (2014). Social networking fact sheet. Retrieved from <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/>

Salomon, D. (2013). Moving on from Facebook. *College & Research Libraries News*, 74(8), 408-412.

Tekulve, N., & Kelly, K. (2013). Worth 1,000 words: Using Instagram to engage library users. Brick and Click Libraries Symposium. Retrieved from http://ecommons.udayton.edu/roesch_fac/20

Wallis, L. (2014). Selfies in the stacks: Library instruction with Instagram. Presentation at The Innovative Library Classroom. Retrieved from <http://www.slideshare.net/lmwallis/library-instruction-with-instagram>

More information: Drop Messages and Seahorse

- <http://techcrunch.com/2014/08/05/drop-the-location-based-messenger-closes-1-25m-from-atlas-ventures-spark-capital/>
- <http://techcrunch.com/2014/09/04/seahorse-lets-you-collaborate-with-friends-to-build-lasting-photo-and-video-albums-shared-privately/>

Contributors & Credits

PATRICIA DOUCETTE – VP Prince Edward Island

MELISSA HELWIG - Dalhousie University Libraries

CATHERINE KELLY – Nova Scotia Provincial Library

MARLO MacKAY – Dalhousie University Libraries

LAURINDA MATHESON - Angus L. Macdonald Library, St. Francis Xavier University

LINDSAY McNIFF – Dalhousie University Libraries

CRYSTAL ROSE - Grenfell & Harlow Campuses, Memorial University of Newfoundland

TRECIA SCHELL - Pictou-Antigonish Regional Library

CHRISTIN SHERIDAN – (York Library Region, Fredericton NB)

Join the APLA Discussion List

APLA-L is an un-moderated discussion list for people who are interested in library issues in Atlantic Canada. The APLA list is:

- a place to post notices about workshops, seminars, and other events
- a source of current information about the actions of the APLA Executive
- a forum for sharing questions, comments and ideas about library services
- a place to post job advertisements.

To subscribe to the APLA list, send the command `sub apla-list` to listserv@lists.dal.ca.

To send a message to everyone on the list, use: apla-list@lists.dal.ca.

To stay on the list but suspend your messages (while on vacation, for instance), send the command `set apla-list nomail` to listserv@lists.dal.ca.

When you want to receive message again, send the command `set apla-list mail`.

To unsubscribe from the list, send the command `unsub apla-list`.

If you have any questions about the APLA list, please contact the postmaster, Anita Cannon, at acanon@mta.ca.

Publication Information

The APLA Bulletin (ISSN 0001-2203) is the official organ of the Atlantic Provinces Library Association.

Frequency: The APLA Bulletin is published four times per year.

Availability: The APLA Bulletin is an open access periodical. Claims for missing print issues should be sent to the Bulletin co-editors. Back volumes are available from UMI, Ann Arbor, MI.

Submissions: Submissions should be sent to the editors. Deadlines for submissions are: October 1, January 1, April 1 and July 1.

Advertising: Correspondence regarding advertising should be sent to the Editors. A rate card is available upon request.

Copyright: Individual authors hold the copyright to articles published in the APLA Bulletin. In accordance with copyright law, those who wish to reprint articles for any use must contact the individual author for permission. The opinions expressed in articles are not necessarily those of the editors or the Association.

Corinne Gilroy, Co-Editor
Mount Saint Vincent University
corinne.gilroy@msvu.ca

Patricia Langille, Co-Editor
Halifax Public Libraries
langillepatricia@gmail.com