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# Psychosemiotics and Information Literacy Instruction: Identifying Signways in Library Tutorials

Barbara Laster

Barbara Blummer  
*Towson University, MD*

Olga Kritskaya

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# Psychosemiotics and libraries: Identifying signways in library informational guides, games, and tutorials

Barbara Laster, Towson University &  
Barbara Blummer, Center for Computing Sciences

# Methodology & research question

- Examined academic libraries' tutorials & informational guides for evidence of semiotics & instruction through multiple signways
- Research question: What are the multiple communication channels used for instructional or informational delivery?
- Chose tutorials; two independent raters; findings in chart form

# Peirce (1912)

- Founder of semiotics, or the science of signs
- Icons-represent the object
- Indexes- “connected” to an object
- Symbols- interpreted meaning

# Related Literature

- Wagner (1992) - literature review of the topic
- Ma & Diodata (1999) - users' meaning-making in interpretation of the icons as index pointers
- Newell (2005) - images of librarian-user reference interactions on library web pages
- Wells (2007) - users' meaning-making with library catalog signs

# Smith (2005)

- Triadic sign
  - 1<sup>st</sup> part: “unceasing process of semiosis”
  - 2<sup>nd</sup> part: Psychosemiotics--the study of how we learn, understand, and use the signs of culture
    - Various ways of knowing through signways in internal personal and external sociocultural-environmental worlds
    - Signways represent semiotic processes that contain meaning-making

# Smith's Seven Signways

- 2<sup>nd</sup> Part continued
  - Linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, social-personal, and naturalistic
  - Similar to Howard Gardner's multiple intelligences theory
- 3<sup>rd</sup> Part
  - pragmatic realm of formal education
  - a learning environment that recognizes various signways to support students' meaning making

# Smith's Seven Signways

- **Linguistic-** all types of written or spoken verbal language
- **Musical-** conventions, sounds, rhythms, and skills of music
- **Logical/mathematical-** linear and sequential knowledge & operations
- **Spatial-** visual-spatial arrays
- **Bodily-kinesthetic-** use of the body & its parts
- **Social-personal-** signs of knowing about others & oneself
- **Naturalistic-** recognition of patterns in the natural & cultural worlds & classification of objects and events



# Cardiff University's

## *When to cite exercise*

- Linguistic, logical mathematical, spatial, and bodily kinetic skills
- “Boolean search OR & AND” which offers many signways (linguistic, logical mathematical, spatial, and bodily kinetic), including music

# Stuff you can find at Owens library game

Northwest Missouri's Owens Library

**Controls**

↑ ..... Rotate Clockwise  
← → ... Move  
↓ ..... Drop

---

**Numpad Controls**

7 9 ..... Rotate Counter-Clockwise  
4 6 ..... Rotate Clockwise  
2 ..... Move  
..... Drop

---

P ..... Pause

# Stuff you can find at Owens library game

Northwest Missouri's Owens Library

## Scoring

Match three or more identical symbols when they fall, in any of the following shapes:

-  Vertical Line
-  Horizontal Line
-  Diagonal Line
-  Rectangle

 Set up cascading combos for huge bonus points!

# Ohio State Libraries Net.tutor *Head hunt: The game*

The screenshot shows a web browser window with the Ohio State University Libraries logo and the title "University Libraries Orientation Game". A navigation menu includes links for OSUL Home, Find, Borrow, About OSUL, Libraries, Learn, Off-campus Sign-in, My Record, and Help. The main heading is "Share Your Opinions: Head Hunt Orientation Game". Below this is a thank-you message and two survey questions. The first question asks for the user's identity, and the second asks for game ratings. A table is provided for the second question, with columns for "Your Rating:" and eight rating options from "Very interesting" to "Did not play".

**Share Your Opinions: Head Hunt Orientation Game**

Thank you for providing your evaluation of this project. Your answers will be anonymous, not linked to your name or game results in any way.

**1. Who are you?**

- First quarter freshman
- Family of first quarter freshman
- Guest/Other

**2. What games did you play and what do you think of them?**

Your Rating:	Very interesting			Somewhat interesting			Not at all interesting	Did not play
Call Number Order	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> X
Click Zapp	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> X

# The library's *Social Networks* tutorial

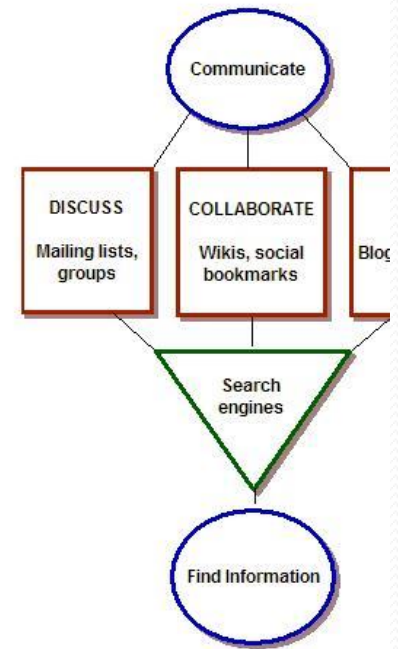
## Social Networks > Overview - Key Ideas

[net.TUTOR Home](#)

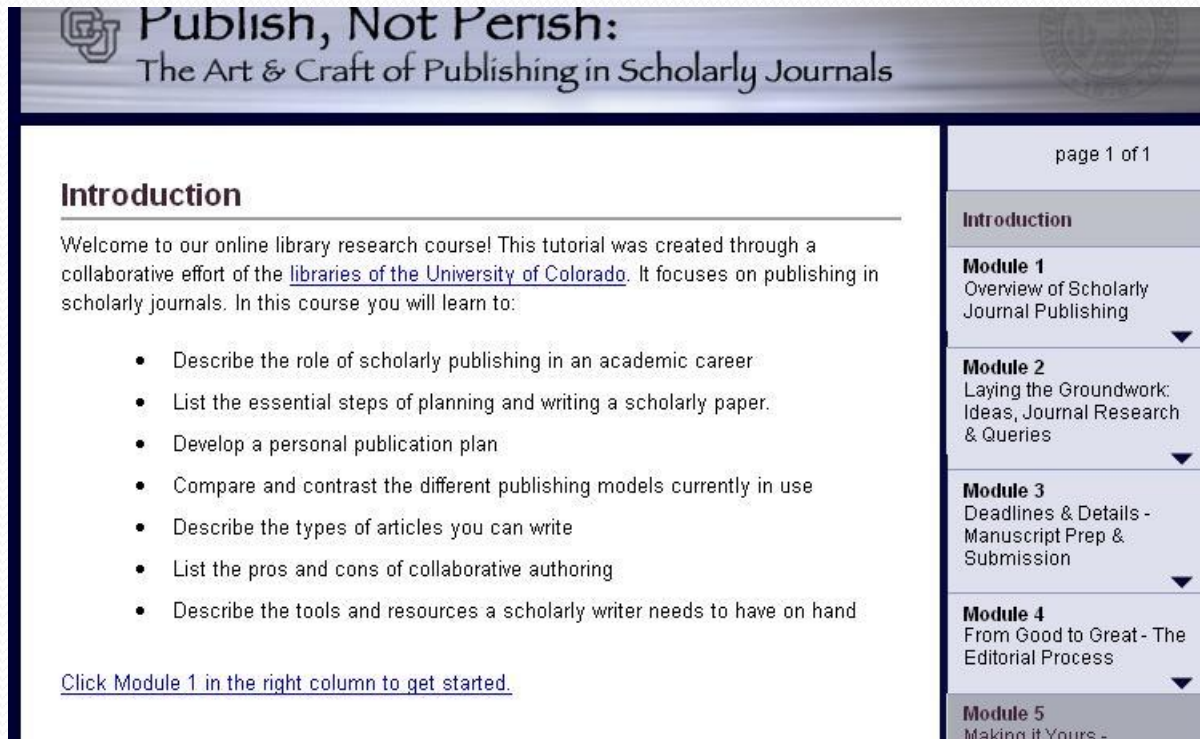
[Tutorial Overview](#) | [Glossary](#) | [Links](#) | [T](#)

Begin the tutorial by clicking the first link, or select any page to review.

1. **Discuss:** Mailing lists, Web forums and online groups all facilitate discussion between members. Various search engines allow others to find useful postings.
2. **Collaborate:** Wikis are tools for sharing information and collaborative writing. Social bookmarking sites allow users to save and identify content with unique tags or use those developed by others.
3. **Share:** Blogs are created by individuals to share news, ideas and opinions. Many have a comment feature. A variety of other applications allow you to share photos, personal content.
4. **Find Answers:** Specialized search engines and other tools help you locate useful information.



# Publish Not Perish: the Art and Craft of Publishing in Scholarly Journals, University of Colorado Libraries



**Publish, Not Perish:**  
The Art & Craft of Publishing in Scholarly Journals

page 1 of 1

## Introduction

Welcome to our online library research course! This tutorial was created through a collaborative effort of the [libraries of the University of Colorado](#). It focuses on publishing in scholarly journals. In this course you will learn to:

- Describe the role of scholarly publishing in an academic career
- List the essential steps of planning and writing a scholarly paper.
- Develop a personal publication plan
- Compare and contrast the different publishing models currently in use
- Describe the types of articles you can write
- List the pros and cons of collaborative authoring
- Describe the tools and resources a scholarly writer needs to have on hand

[Click Module 1 in the right column to get started.](#)

<b>Introduction</b>
<b>Module 1</b> Overview of Scholarly Journal Publishing ▼
<b>Module 2</b> Laying the Groundwork: Ideas, Journal Research & Queries ▼
<b>Module 3</b> Deadlines & Details - Manuscript Prep & Submission ▼
<b>Module 4</b> From Good to Great - The Editorial Process ▼
<b>Module 5</b> Making it Yours -



# University of Calgary's Workshop on the Information Search Process for Research (WISPR)

## Workshop on the Information Search Process for Research (WISPR)

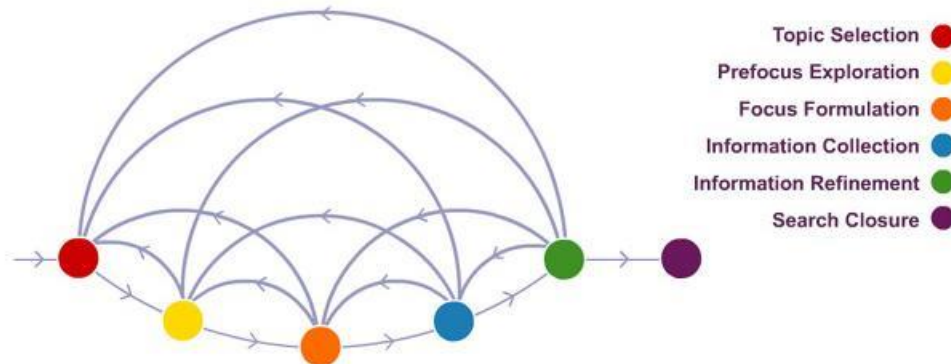


[Overview](#) | [Log In](#)

### The Information Search Process | [Overview](#)

The WISPR workshop will guide you through these phases of the Information search Process. Each of the phases is represented by a different colour in the workshop. Each section will explain the task of the phase, give you some actions and strategies to move you along to the next phase, and outline some of the thoughts and feelings researchers normally experience at that point of the Information Search Process.

This diagram represents the information search process.



# California State University's

- [Fullerton Library's Streaming Video Tour](#)
- the library is “place to get information and get it fast”
- disputes the stereotype of libraries as boring places



# Findings/Limitations

- Achieved 96% agreement in assessment
- Disagreed over the mathematical-linear channel
- Small number of tutorials examined
- Lack of users' input; future research should interview users

# Implications

- **Receiving instruction and information from diverse channels expands the meaning-making experience.**
- **Librarians should attempt to utilize as many signways as possible to maximize students' ability to make meaning.**
- **Using the open source materials from PRIMO allows librarians to adopt tools to enhance their service to users.**

# Thank You

- Dr. Barbara Laster , [blaster@towson.edu](mailto:blaster@towson.edu)
- Barbara Blummer, [bblummi@students.towson.edu](mailto:bblummi@students.towson.edu)