

INFO 652 Reference and Instruction

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Libguide Final Report:

Live NYC: A Guide to Getting Involved in Local Radio and Broadcasting

LibGuide URL: <https://prattlis.libguides.com/live-nyc>

ACRL Frames

Information Creation as a Process

ACRL frameworks are built upon social justice principles, calling upon information professionals to interrogate how systemic power relations affect information literacy practice (Beilin, 2015). One way to address power relations is to make the labor of putting together information resources visible. In the LibGuide format, users are presented with profile boxes and images of the creators of the LibGuide, creating an opportunity for users to reflect on how the information resource was produced by real people, who provide contact information and are available for follow-up questions. Citational care in image captions also gives credit to media creators, promoting the idea of information creation as a process (Mott & Cockayne, 2017). The complicated corporate structure of the LibGuides pathfinder format may create usability challenges for users, which librarians can interrogate in design practices and in the visibilization of the labor of who is behind the LibGuides, to offset perceptions of objectivity.

Information Has Value

The LibGuide as a vessel for information demonstrates understanding of the value in publishing a free and comprehensive knowledge base for users to refer to. Through its accessible format, it can be seen as an act of resistance to systemic lack of access to information sources for marginalized communities. The LibGuide also exemplifies the importance of giving credit to the ideas of others through proper attribution and citation – by citing images and being transparent about sources through external links or proper citations, LibGuide authors respect the original ideas of others.

Discussion

This LibGuide aims to empower aspiring broadcasters and radio enthusiasts seeking to engage with the dynamic New York City live radio scene. We provide users with the information and resources necessary to understand the fundamentals and technical aspects of radio broadcasting and production, explore educational pathways and professional development opportunities within the field, connect with New York City's radio community, and learn about the history of radio in both New York City and the United States. Radio is a powerful access point for

news and information, music, entertainment, and cultural exchange. Recognizing radio's significance as a relevant field for community engagement and professional development, we have organized the LibGuide to cater to users with varying levels of knowledge, both in terms of working in radio and their specific information needs. This approach empowers users to effectively navigate the medium and further their involvement in the industry.

In accordance with UNESCO's (n.d.) description, we consider our LibGuide an Open Educational Resource (OER). Per UNESCO, OERs are "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others." All information presented within our LibGuide is freely accessible and we provide links to additional free sources and materials that are readily available, either freely online or through library resources.

We approach this LibGuide with a user-centered perspective, recognizing that users may have varying levels of prior knowledge about radio. As Dohe (2019) emphasizes in her article "Care, Code, and Digital Libraries: Embracing Critical Practice in Digital Library Communities," we strive to "decenter [ourselves] and focus on the needs of the ensemble." This concept is drawn from a section in Dohe's article where she describes an improv workshop focused on communication between partners. While direct user input was not feasible for this assignment, we actively considered potential user questions throughout our research and writing process, such as "What tools do I need?", "Where can I find job opportunities?", "How did radio become so important?", and more. We ourselves had limited prior knowledge of New York City radio and broadcasting at the start of this project, so we were able to educate ourselves and users at the same time. While user input and feedback would undoubtedly benefit this LibGuide, it serves as a valuable starting place for future work that prioritizes user needs and embodies an ethic of care.

Contributions

Jace Steiner

Role: I focused on creating the "History of NYC Radio" page of the Libguide and contributed ideas during the planning stage to help organize and narrow the scope of our project.

Personal Statement:

I created a timeline of important American radio history events largely sourced from NYC radio station websites, such as for WNYC, and the Free Speech Center, a nonpartisan, nonprofit public policy center focused on educating the public on the First Amendment. I had to rely mostly on secondary sources as many books or documents related to radio history were inaccessible due to paywalls or being in physical archives. Images were sourced from Wikimedia Commons, mainly in the Public Domain, Library of Congress, and Flickr, as I prefer to use free, public images that anyone would have access to. I included 5 books on specific

aspects of radio history with their respective WorldCat links and three archives users could navigate to find primary historical documents related to NYC radio and broadcasting.

I made sure to include links for all of my sources, tools, references, and images to allow users to dig deeper into topics that interest them to support exploration and knowledge gathering. The timeline was what I spent most of my time on as I find it paramount to include some level of interaction in a website to engage users. Bergstrom-Lynch (2019) names “behaviorism, cognitivism, and constructivism” as prominent learning theories in their article “LibGuides by Design,” and these theories guided my structure and resource variety for my page. I kept sections short and provided multiple avenues (timeline, books, websites, archives) for learning to allow users to customize their knowledge gathering. I enjoyed learning how to make a Libguide – I even made a Libguide for another final after I dug deeper into the Libguide documentation and found it to be much more customizable.

Daniela Ortiz

Role: I focused on creating the “Training, Education, & Opportunities” page of the LibGuide as well as the initial team contributions as we discussed when developing and finalizing our LibGuide topic and its intended purpose.

Personal Statement:

On my assigned page I included educational and career resources in the form of courses, internship opportunities, and free online resources in New York City. When gathering and analyzing sources, I considered users' needs by breaking down such resources into courses that require pay, free resources, and career opportunities. All resources included were either local to the New York City area or were easily accessible through the internet for users based in New York City. Particularly for the classes and courses in radio education, I chose to present the information with emphasis on cost, logistics, and timeline, to be transparent with the LibGuide's users. Although the way information is formatted within the libguide for users to easily click links, some with thumbnail images, that take them directly to the external source being referenced, I wanted to be upfront about the implications of what enrolling in these courses might mean for users because of their potential financial implications.

My greatest challenge when completing my portion of the LibGuide was understanding the temporal restrictions of the resources I included. I had to consider what should be included and what should be omitted while keeping in mind the need for potential maintenance of the LibGuide. This issue was most pertinent for me when completing the “Internship” portion of the page. I had to limit my scope to internships available in New York City and specifically in radio, as we as a group decided not to veer into the territory of podcasting. This came up with very limited results and was frustrating to me because I want my users to encounter as much relevant information as possible. This is where I made the decision to include what scarce opportunities I had to share, including the information about The New York Public Radio Internship program being suspended. In the LibGuide, I disclosed the temporary suspension of

the program, but included a link to set up a job alert for when it reopens. This is where I met the challenge of understanding how temporality can affect the contents of a LibGuide and the way its information is presented.

Willem Helf

Role: I worked on the LibGuide page for “NYC Radio Stations and Resources,” sourcing various radio stations and radio organizations based in New York City, collating them into a list, and writing brief descriptions of each list item.

Personal Statement:

For my page, I spent time researching various New York City-based radio stations and local organizations based around radio and put together three lists broken into local organizations, public radio stations, and web radio stations. Before adding an item to a list, I made sure to spend time on its website, making sure that the resource was based in the New York City metro area and getting a feel for the type of programming it offered and who it was run by. To my surprise, I was able to find far more web radio stations than public radio stations; while I am unsure of exactly why this is, I believe it is related to the relative reach and varied programming that web radio has to offer. It was particularly difficult finding radio organizations specific to New York City – despite my numerous Google queries, many of the results were either focused more on podcasting, were not NYC-specific, or were defunct.

When writing out descriptions of each resource, I found myself considering how to strike a balance between an informative amount of information and a description brief enough that readers might not see an overwhelming page full of text and just skim it. Ultimately, I decided on a one-sentence description alongside a link to each resource’s website; my rationale for this was that the main focus of the list was to encourage users to navigate to the resources’ websites themselves versus simply reading about them on the LibGuide.

During my presentation, I noted that over time resources may change their website URLs, rebrand, or fold entirely. New resources may also crop up. This asks the question of how often it is necessary to update a LibGuide – when information isn’t static, how does one gauge when to check to see if anything has changed so that the resource remains relevant? As it stands, I have no concrete answer to this, but it is a compelling question that I see myself considering in future projects.

Mai Amit

Role: I independently researched, wrote, and designed the “Radio Broadcasting 101” section of this LibGuide. Moreover, I provided research support to other group members, sharing relevant sources and resources. I also actively participated in the formatting and provided design revisions for the entire LibGuide, ensuring consistency in its presentation.

Personal Statement:

Producing this LibGuide presented both challenges and valuable learning opportunities in creating approachable and accessible online resources. Guided by Gessner et al.'s (2015) recommendations, we prioritized user experience by focusing essential information on the "Home" page, including a brief but informative introduction to the LibGuide's purpose and clear navigation map to guide users through its pages. Aligned with my commitment to accessible scholarship, I designed and revised this LibGuide with Nicol's (2024) principles of "Writing for the Web" in mind, prioritizing clarity, usability, and accessibility for the growing segment of the population with internet access interested in radio in New York City.

Gessner et al.'s (2015) observation that students often prioritize "locating the resource itself" over "seeking [...] instruction on locating resources" significantly influenced my approach when writing my section: I recognized the need to provide concise, synthesized information on the fundamentals of radio broadcasting rather than directing users to too many external resources.

Perhaps most significantly, this project underscored the importance of collaborative work. Learning to trust my group members' perspectives and at times let go of my own initial ideas proved to be a valuable exercise. This experience aligns with the core values of librarianship, emphasizing the importance of acknowledging diverse perspectives. As I pursue a career in LIS, I will strive to form strong collaborative relationships, actively seek diverse viewpoints, and value the expertise of users in all my work.

Dorothy Howard

Role: I focused on the LibGuide page on radio equipment resources, and also provided images and the first draft of the summary on the LibGuide home page. I also assisted with providing information for team member's to use in their pages in research documents, and wrote the first draft of the Midpoint report, identifying the C.R.A.P. method, and sharing links to Wikimedia Commons image categories with the group.

Personal Statement:

I researched equipment needed for at-home radio and studio radio, investigating hardware and software recommendations and media covering these topics. The page is broken down into different tool and technology types. In practice, I had to consider how to provide accessible information written in a tone for non-experts, when information on audio equipment online appears to be heavily influenced by advertising/native advertising. Fact-checking and evaluating sources such as technology reviews is difficult, yet it can be a trade-off sometimes between referring people to a vetted but complex resource, and a less reliable but more accessible source.

In my part of the presentation, I also reflected on parallels between LibGuides and Wikipedia articles, specifically how reference articles about technology require regular maintenance, when technology stacks move quickly. If information resources are not kept

up-to-date, they can misguide audiences and create a bad reputation for platform reliability. I am a 11+ year Wikipedia editor, and consider the reach and SEO an important asset. I am not confident in the SEO and reach of LibGuides in comparison to Wikipedia articles, and would argue that contributing to Wikipedia would have a bigger impact than contributing to LibGuides. That said, LibGuides can be more targeted to specific audiences than Wikipedia articles, which have to be written for anyone.

Learning Outcomes

Project Title: Live NYC: A Guide to Getting Involved in Local Radio and Broadcasting

Project Description: We developed a LibGuide topic and contents, focusing on creating a resource for adults over 18 who are interested in getting involved in New York City radio. We developed resources for understanding the technical aspects of the industry, job opportunities within the industry, equipment, and New York radio history for context. We considered material from the course related to navigating reference encounters when selecting contents and how to develop the LibGuide.

Methods: We identified the C.R.A.P. Method (Currency, Reliability, Authority, Purpose/Point of View), a strategy for fact-checking and evaluating sources. We prioritized current and recently published/posted sources, sources that are supported by evidence, resources by experts knowledgeable in the field, and those written to inform, rather than to sell products or entertain. We selected openly licensed images and attribute per license information.

Another challenge we faced was with regards to the question of the future of maintenance of the LibGuide. If we don't maintain the LibGuide, links may "rot", technology discussed may become out of date, radio stations may come and go or change their communication platforms. This is a class assignment, so we are not required to maintain the LibGuide, but if we were doing this work as part of a paid position, it would be wise to come up with a maintenance plan, or establish an institutional policy about reviewing LibGuides on a regular basis to "sunset" obsolete material.

We also had trouble finding images related to NYC radio in the public domain. Historical radio events may have not been consistently photographed, due to it being an audio media, and many images remain in physical archives or were not licensed for the creative commons. Wikimedia Commons does have many categories for radio, which we drew from for visual aids, which were suitable for stock imagery on radio, rather than specifically about New York radio.

Roles: This was a collaborative project, with Mai Amit, Daniela Ortiz, Willem Helf, Dorothy Howard, and Jace Steiner collectively contributing to research and design.

Learning Outcome Achieved: User-centered services

Rationale: Throughout this project, our group focused on making our LibGuide as visually accessible and easy to read as possible. We made sure to follow accessibility guidelines,

avoiding the usage of tables, making sure links opened in a new tab, and utilizing cascading headings in our navigation bar. We also followed best practices for writing for the web, breaking text into manageable chunks with subheadings, bulleted lists, and white space for ease of viewing and reading. Images were used when applicable but not to the point of distraction. As information professionals, it is crucial that we make our resources as accessible and usable as possible to all users by following recommended guidelines around writing and visual accessibility.

Additional Learning Outcome Achieved: Foundations of Library & Information studies

Rationale: Through this project, we were able to learn how to create and customize a LibGuide with a specific topic and subtopics. Through research, we identified 5 focuses: defining radio broadcasting, radio equipment options, training and education opportunities, local stations, and a history of broadcasting. We organized these subtopics in an easily accessible navbar. Each subtopic was broken up into a variety of tools and resources, such as book recommendations, an interactive timeline, videos, links, etc. All resources were linked to their source to allow users to confirm credibility and dive deeper into topics that interest them. We understand as information professionals that we cannot provide all of the answers, but rather guide the user and ourselves to understanding by providing multiple accessible tools and resources.

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