Reference Work Changes Lives: Capturing Your Impact

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Available at: https://works.bepress.com/richard_stoddart/83/
Reference Work Changes Lives – Capturing Your Impact

Aligning Reference Transactions with Stakeholder/Community Outcomes

Erin Hvizdak, Washington State University
Rick Stoddart, Lane Community College
Hello, Hiya, Howdy....

Hi I am Erin...                Hi, I am Rick...

[Erin's photo]                [Rick's photo]
Overview:

1. Introductions
2. Building Blocks to Capture Impact
3. Activity - Building Blocks Mapping Exercise
4. University of Idaho - Experience
5. Washington State University - Experience
6. Reconsidering your Reference Form
7. Wrap up
Reference Services are what we measure...

If reference measures questions/answers... we are about questions/answers

- **Who?** -- Who is asking? (adult, child, student, faculty, etc.)
- **What?** -- What is the question?
- **Where?** -- Where did the question occur? (in-person, office, online, phone, etc.)
- **When?** -- When did the interaction take place? (time/length)
- **How?** -- How was the question answered? (resources used)
- **WHY?** -- DO WE CAPTURE THIS?
WHY do patrons ask reference questions?

In order to complete a homework assignment (Why?) so they can pass a class (Why?) so they can get a diploma or degree (Why?) so they can be successful in life.

-- Let’s start asking WHY? --

If we measure why people use libraries/reference services then we connect more with how libraries change lives -- then libraries/reference services become about changing lives not simply answering questions.
Building Blocks: Mapping to Community Value

WHO are your community/academic community stakeholders?

What is your community/academic community stakeholders’ “WHY”?
Why should they value the library?
## Toronto Public Library’s Strategic Plan

<table>
<thead>
<tr>
<th>TPL strategic plan 2016-2019 priorities</th>
<th>City of Toronto Strategic Actions 2015-2018</th>
<th>City of Toronto key strategies</th>
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<tbody>
<tr>
<td>advancing our digital platforms</td>
<td>Raising the Village</td>
<td>Toronto Middle Childhood Strategy</td>
</tr>
<tr>
<td>breaking down barriers to access, driving inclusion</td>
<td>Toronto Newcomer Strategy</td>
<td>Toronto Poverty Reduction Strategy</td>
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<tr>
<td>expanding access to technology and training</td>
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<td>Toronto Seniors Strategy</td>
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<td>establishing TPL as Toronto’s centre for continuous and self-directed learning</td>
<td></td>
<td>Toronto Strong Neighbourhoods Strategy 2020</td>
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<tr>
<td>creating community connections through cultural experiences</td>
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<td></td>
</tr>
<tr>
<td>transforming for 21st century service excellence</td>
<td></td>
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</tbody>
</table>

context & trends

poverty

One in five adults and one in four children live in poverty in Toronto. The City’s Poverty Reduction Strategy focuses on addressing immediate needs through essential services, creating pathways to prosperity through job creation and investment, and driving systemic change through more accountable and participatory government.

inequality

Toronto has been called a "divided city" with concentrated poverty, unemployment, and other socioeconomic problems in specific geographic areas. The City has identified 31 Neighbourhood Improvement Areas (NIAs) where investments in infrastructure and programs are aimed at strengthening communities and improving outcomes for local residents.

employment: the hourglass economy

Toronto’s unemployment rate has returned to its pre-recession level and now sits at 6.9% overall, but the types of jobs available have changed. The “hourglass economy,” where employment is concentrated at the high and low ends of the income spectrum, has created a gap between part-time, low-paid workers and those with high-skilled, high-paying jobs.

For all workers, including those in the high-skill, high-pay sector of the economy, short-term or contract work is becoming common, meaning people have less job security and greater responsibility for their own professional development.

More seniors are remaining in the workforce either by preference or due to financial necessity, but those over age 55 who lose their jobs struggle to find new employment. Access to technology, along with training and support, can help older adults refresh their skills and stay connected.

youth unemployment

Unemployment among youth is significantly higher than for the population as a whole, hovering between 15 and 20% over the past decade. Youth from newcomer, visible minority, indigenous, low-income, and LGBTQ communities are more likely to be unemployed.

Barriers to youth employment include a lack of networks, mentors, role models, and opportunities for meaningful work experience. The City’s Youth Equity Strategy seeks to coordinate efforts across different City agencies and departments to address these issues.

education

An educated workforce is key to the city’s ability to attract investment and employment. Technology-driven change and an emphasis on continuous learning and other 21st century competencies mean that education is now a lifelong process. Formal education is increasingly supplemented with online courses and tutorials, as well as in-person experiential learning at meet-ups, hackathons and maker spaces.

Schools are changing their traditional emphasis on language-centered learning as part of the “multiple literacies” approach, which recognizes the need to support visual, auditory, spatial, and other learning styles. There is a greater focus on shared learning experiences, interactive skills, and problem solving, with extensive use of multimedia and information technologies.

families and freedom

The influence of early childhood experiences on success in later life has been widely documented, as have the risks to children growing up with social and economic disadvantages. Services and supports are available to help children and families in Toronto, but the system is complex, fragmented and often difficult for parents to navigate. Organizations across the child and family services sector are coordinating their strategies and developing shared outcomes to better serve Toronto families.

the digital divide and the cost of connectivity

Internet access has become essential to full participation in society. While the divide separating internet users from non-users has diminished over time, factors including income level, age and education persist as barriers.

Canadian families spend between $100 and $212 a month for communications services, depending on household size, and in low-income households, this expense represents, on average, 7.7% of their monthly income - their largest expenditure after shelter, transportation and food.

digital government

In Canada and internationally, governments and their agencies are applying the culture, practices, processes, and technologies of the Internet era to respond to citizens’ expectations and deliver services more efficiently and effectively.

By leveraging new developments (including Cloud technology, the widespread adoption of mobile devices and more sophisticated analytics tools), governments seek to improve access to services, increase civic engagement, and better evaluate program outcomes.

lifestyle trends

Despite the constant connectivity, new technologies enable, many people report feelings of social isolation. For an aging population, this problem is more acute: 22% of Torontonians age 65 and older, and 44% of those over age 85, live alone.

23% of Torontonians report having high levels of stress. Family, job, and money worries contribute to stress levels, and working adults who care for children or aging parents struggle with time management. To meet the needs of busy families, services must be convenient and easy to use.

culture

Participation in arts and culture activities has been linked to civic engagement, volunteering, and community connectedness. Toronto residents believe the arts make the city a better place to live, but 55% say cost is a barrier to attending cultural events.

literacy and reading

Reading is a foundational skill for success in education and work. Canada has a higher-than-average proportion of its population at both the high and low ends of the literacy proficiency scale - many Canadians are avid readers, but 17% of the adult population has low literacy skills.

Reading for enjoyment has been linked to benefits ranging from higher incomes to better mental health. Between 2010 and 2014, the percentage of Ontario children who report they like to read declined from 50% to 47% among students in Grades 3 and 6.
Can library reference interaction data be mapped to stakeholder value?

Are libraries gathering appropriate data that demonstrates the value of our library’s reference services to stakeholders?

Can we re-examine our reference interactions both big and small in order to realign them to community impact?
Building Blocks: Re-examine Every Question

Small interactions can matter -- for example:

The humble “How do I print?” question can be...

...a digital divide issue
...a workplace readiness issue
...a lifelong skill issue.
Building Blocks: Deconstructing Interactions

Much happens during a reference interaction... but do we capture it all?

Q. “How do I find a book on whales?”
   1. Show library website
   2. Explain keywords
   3. Explain shelving system (e.g. Dewey / LC)
   4. Interlibrary Loan
Activity: Mapping Building Blocks

1. Break into 3-7 groups
2. Each group will be given a topic (poverty, digital divide, employment, etc.) and brainstorm as a group the building blocks from reference interactions or reference encounters that might relate to that topic.
3. After 5 minutes we will change topics and repeat brainstorm.
### Community Topic

Example: *Unemployment*

### Reference Questions that support topic

How do I become a nurse?

### Reference Actions that Support Topic

Keywords about employment
- Reputable job sites
- Searching catalog for nursing books
Why the reference building blocks mapping exercise?

We would like you to take this idea of reference building blocks and reconsider our reference in-take forms. Deconstruct what happens at the reference desk and rebuild our forms to reconsider the WHY of the reference interaction and map to areas of impact and value to your communities or stakeholders.
University of Idaho Experience

Pilot Project
Pilot Project

Three Phases

Phase 1:
Analyze current statistics

Phase 2:
Redesign reference form

Phase 3:
Analyze pilot project statistics
Phase 1: Stakeholder value, building blocks and mapping

- Analyzed 300 questions from original in-take form
  - Types and frequency of interactions
    - Ignored “directional” questions
  - Tested possible mapping to:
    - ACRL Information Literacy Standards
    - AACU Value Rubrics / Campus Learning Outcomes
<table>
<thead>
<tr>
<th>Action / Building Blocks (with Reference Question Level)</th>
<th>AACU VALUE Rubric</th>
<th>University of Idaho Learning Matters Learning outcomes</th>
<th>ACRL Information Literacy Competencies</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Directional Question</td>
<td>Directional Question</td>
<td>Directional Question</td>
</tr>
<tr>
<td>Known Item Search (Basic)</td>
<td>1. Access Needed Information (Information Literacy) 2. Evidence (Critical Thinking)</td>
<td>Sources and Evidence to Accomplish a Specific Purpose (Communicate)</td>
<td>Access (Standard 1)</td>
</tr>
<tr>
<td>Clarify Information Need/Source (Intermediate)</td>
<td>Determine Info Need (Information Literacy)</td>
<td>Sources and Evidence to Accomplish a Specific Purpose (Communicate)</td>
<td>Determine Info Need (Standard 2)</td>
</tr>
<tr>
<td>Suggest Keywords (Intermediate / Advanced)</td>
<td>Define Problem (Problem-Solving)</td>
<td>Define Problem (Think and Create)</td>
<td>Access (Standard 1)</td>
</tr>
<tr>
<td>Refine Research Topic (Intermediate / Advanced)</td>
<td>1. Topic Selection (Inquiry &amp; Analysis) 2. Define Problem (Problem-Solving)</td>
<td>Define Problem (Think and Create)</td>
<td>Access (Standard 1)</td>
</tr>
<tr>
<td>LC Call Number Overview (Basic)</td>
<td>1. Access Needed Information (Information Literacy) 2. Transfer (Integrated Learning)</td>
<td>Transfer Adopts and applies skills... (Learning and Integrate)</td>
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<tr>
<td>Database/Catalog Demo (Intermediate / Advanced)</td>
<td>1. Access Needed Information (Information Literacy) 2. Transfer (Integrated Learning)</td>
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</tr>
<tr>
<td>Evaluated Resources (Advanced)</td>
<td>1. Evaluating Information (Information Literacy) 2. Evidence (Critical Thinking) 3. Existing Knowledge (Inquiry/Analysis)</td>
<td>1. Evidence (Think and Create) 2. Sources and Evidence to Accomplish a Specific Purpose (Communicate)</td>
<td>Evaluates (Standard 3)</td>
</tr>
<tr>
<td>Citation / Copyright Info (Advanced)</td>
<td>Access Ethically/Legally (Information Literacy)</td>
<td>Application of Ethical Perspectives and Concepts (Practice Citizenship)</td>
<td>Ethically &amp; Legally (Standard 5)</td>
</tr>
</tbody>
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Phase 2

● Redesigned form
  ○ Make it easier to capture librarian learning interactions
    ● Menu of actions = less typing
  ○ Sought librarian input for possible additions / wording
    ● Added *Navigate Building / Website*
Phase 3

- Analyze use of new form
- Time Period: 10 weeks - Fall 2016
- Questions: 1125
  - 428 associated with information literacy/learning outcomes (38%)
  - 344 student interactions associated with information literacy/learning outcomes (31%)
<table>
<thead>
<tr>
<th>Reference Interaction</th>
<th>Primary</th>
<th>Secondary</th>
<th>Third</th>
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<td>Clarify Information Need / Source</td>
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<td>Suggest Keywords</td>
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<td>19</td>
<td>4</td>
<td>63</td>
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<tr>
<td>Develop Research Strategy</td>
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<td>32</td>
<td>7</td>
<td>70</td>
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<td>LC Call Number Overview</td>
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<td>20</td>
<td>70</td>
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<tr>
<td>Summit / ILL Borrowing Process</td>
<td>22</td>
<td>38</td>
<td>13</td>
<td>73</td>
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<tr>
<td>Evaluate Resources</td>
<td>14</td>
<td>6</td>
<td>14</td>
<td>34</td>
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<tr>
<td>Refine Research Topic</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Citation / Copyright Info</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>8</td>
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<tr>
<td><strong>Total Learning Outcomes</strong></td>
<td><strong>428</strong></td>
<td><strong>209</strong></td>
<td><strong>95</strong></td>
<td><strong>732</strong></td>
</tr>
</tbody>
</table>
Information Literacy - ACRL Standards

Of the 732 learning interactions that were captured 82% (597) can be associated with ACRL Standard 1 - Access.

13% of reference learning interactions can be associated with ACRL Standard 2 - Determine Information Need. (93/732)

Only 5% (34) can be associated with ACRL Standard 3 - Evaluate and only 1% can be associated with ACRL Standard 5 - Ethically/Legally (8).
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Evidence-Based Learning Outcomes Statements

Library level:

“Suggest a Keyword and Refine Research Topic are mapped to the University of Idaho critical thinking learning outcome of Define Problem. With data from this new form, the library can say that University of Idaho librarians had 113 student interactions that supported the campus-wide learning outcome of Define Problem.”
Evidence-Based Learning Outcomes Statements

Librarian level:

I had 117 research related reference questions with students from Pilot Project. Based on the data provided from this pilot project, 66% of these students interactions were associated the Transfer competency found in the Think and Create outcome of University of Idaho Learning Matters learning outcomes. An additional 40% of my student reference interactions were associated with the Communicate/Sources and Evidence to Accomplish a Specific Purpose outcome. At the reference desk, I worked with students 7% of the time to help refine their research topic and suggest associated keywords. These encounters allow students to work on building the competency of Defining the Problem under the Think and Create university learning goal. Finally, 4% of these student reference encounters supported the learning outcome competency of the Application of Ethical Perspectives.

(Note, these percentages do not add up to 100% because often multiple learning outcomes were being addressed during each student interaction.)
More info on Idaho experience...

Washington State University

How we did it! (In progress)
How we did it

- Reviewed all REFERENCE-coded transactions from the past year (=2103) at our largest library’s reference desk.
- Reference services coordinator (me!) created a set of transaction types that matched the more specific interactions (=8). Reference librarians met as a group to work out wording and definitions.
- Also based on what we assist students, faculty, and the public with in general!
- Added primary and secondary interaction clicks to the form.
How can you tell if an article is peer reviewed?

- Evaluate Resources

How to find peer-reviewed articles about the Volga River, what is an encyclopedia article, how do I cite these things?

- Evaluate Resources
- Source Discovery
- Citation Help

I am just SO SO confused by the stack chart?!?!?!

- Item Location
- Navigate
- Building/Website
Fall: Results (85% completion!)

Primary Interaction Statistics

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<thead>
<tr>
<th>Value</th>
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<tr>
<td>Navigate Building/Website</td>
<td>71</td>
<td>6%</td>
</tr>
<tr>
<td>Evaluate Resources</td>
<td>27</td>
<td>2%</td>
</tr>
<tr>
<td>Citation Help</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
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</tbody>
</table>

Secondary Interaction Statistics

<table>
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<tr>
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<td>Item Location</td>
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<td>Refine Topic</td>
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<tr>
<td>Source Discovery</td>
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<td>6%</td>
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<td>IR/Summit/Request</td>
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<td>Navigate Building/Website</td>
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<td>Evaluate Resources</td>
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<td>1%</td>
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<tr>
<td>None</td>
<td>123</td>
<td>10%</td>
</tr>
</tbody>
</table>
“Known Item Search”
Mapping it: What we can do now?

- Most important to us now: Student Learning Outcomes (UCORE) - we are lucky enough to have “information literacy” be a university-wide learning outcome, but what else do we contribute to? [UNIVERSITY-WIDE] The map!

- Drive to 25: The University is aiming to be a top-25 public research university within the next few years. Eleven (11) metrics are being used to reach this goal. Can we map any of our transactions at the desk to these metrics? [UNIVERSITY-WIDE]

- ACRL Standards: Skills in information literacy to determine if we are meeting professional standards for educating students. [PROFESSION AND LIBRARY-WIDE]
Evidence-Based Learning Outcome Statement

The reference desk supported the WSU UCORE outcome Creative and Critical Thinking goal of helping students develop skills in using “reason, evidence, and context to increase knowledge.” We did this by interacting with 1,197 patrons in areas such as research topic refinement, resource discovery, and resource evaluation during the Fall 2018 semester.
Evidence-Based Learning Outcome Statement

The reference desk interacted with 458 patrons in Known Item Searches during the Fall 2018 semester. By assisting patrons in using the online catalog to find appropriate sources for their research, this supports the WSU UCORE outcome of Creative and Critical Thinking through increasing student skills in using “reason, evidence, and context to increase knowledge.”
How did it go? Successes!

- 85% participation rate! We have students work the desk more hours than librarians and they are pretty good at doing what they are told.

- Visually highlighted what we do and do not do at the desk. Can work in tandem with library instruction, workshops, etc. to ensure students get the skills they need outside of help-seeking. (Example: Evaluation; but maybe this is so integrated that it’s difficult to quantify?)

- Highlighted where we need to do more outreach to let people know what we do. We’re not just about finding books, but how do we let people know that?
How did it go? Needs Improvement.

- Continual negotiation of meaning of the clicks. Navigate building/website - how does that differ from item location/database navigation/etc.? Do I need to click for tech-or just reference?
- Discovered inconsistencies with recording (mostly basic mistakes, but how often does this happen and how does it impact our data collection?).
- Low “Evaluation” numbers - but how do we really separate this from something like “source discovery?” Aren’t we helping them evaluate too? Perhaps these categories over-simplify what we do?
- Things don’t always cleanly map to one another.
Conclusion #1

You are what you measure

Consider adding community context to reference forms

Measure the “why” of the question to communicate value to community
You are what you measure

Revisit your reference form. Consider...

1. Adding a question mapped to community outcomes (e.g. digital divide question)

2. Full-blown mapping of reference actions to community outcomes like UIIdaho or WSU
<table>
<thead>
<tr>
<th>Activities that Occur at Your Reference Desk</th>
<th>Common Questions at your ref Desk</th>
<th>Topics of value to your community that this might map to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: <em>Keyword brainstorming</em></td>
<td><em>How do I print?</em></td>
<td>Digital Divide, Technology Training, etc.</td>
</tr>
</tbody>
</table>

Reference Summit 2019 : Activity #2: Reconstruct your Own Reference Form
Questions? Comments? Suggestions?