



LIBRARY INSTRUCTION ROUND TABLE NEWS

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FROM THE PRESIDENT

Timothy P. Grimes, Ann Arbor Public Library

Before we begin looking forward to planning for LIRT's 16th year,

I would like to call attention to the forces responsible for LIRT's most recent 15th Anniversary celebration in San Francisco. The Task Force behind this event should be commended for their years of work preparing for this special celebration. I have been a member of the Steering Committee for some time, and I cannot remember a Steering Committee meeting where Mary Popp and Lois Pausch were not there, generating excitement for this event. They never lost their enthusiasm despite various setbacks - many of these financial in nature - which forced them to change and re-change their original plans.

Mary and Lois had the assistance of an outstanding Task Force (with never ending

groups of subcommittees), whose list of members seemed endless. When I was vice-president and had to reach a LIRT member whose address I did not have, I could usually find the person and address I was looking for in the 15th Anniversary Task Force member list. The Task Force was so enthusiastic that once, during a meeting where we shared a room, I had to ask them to tone down!

The final results of this hard work were, as we know, a great success. When I think back on the several 15th Anniversary events, I do not think first of the well attended program featuring Robert Silverberg and a distinguished panel discussing the implications of technology... *continued on page 11...*

Motivating Students in Library Instruction: Practical Suggestions

by Phillip White, Reference Librarian, San Diego State University

One of the biggest challenges for librarians is making library instruction interesting, and motivating patrons to learn to use the library effectively. The challenge (should we use the word "problem"?) with library instruction is that we are not teaching a subject. We are teaching a process. I do not believe that the process of conducting library research is in itself interesting to most students, based on how bored they look when I talk to groups of patrons about the steps necessary to go through to find

the information they need. They are interested in getting their hands on information, and not interested in going through the steps of research for the sheer joy of spending time in the library. Therefore, since we do not have the advantage of teaching a subject, such as history or biology, in which we could use lots of fascinating facts and examples, we must use motivation techniques, combined with examples of research topics, to spice up the lectures and tours

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MESSAGE FROM THE EDITOR

A special thanks to those who submitted materials for this issue! A special appeal to those of you who have good practical suggestions for improving library instruction, or who have had successful experience with diverse clientele or new technologies, to share these suggestions and experiences with the LIRT membership. Or if you can recommend a prospective author who has particular insight or experience in library instruction, please let me know. Articles from all areas of librarianship are welcomed. We particularly need submissions from people with experience in library instruction in public libraries and school libraries. Please send your submissions or recommendations to the address below. Do it now!

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Contributions to be considered for the March issue must be sent to the editor by February 5, 1993

Send claims to Jeniece Guy, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Production Editor: Jana S. Caldwell

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Unmasking Technology: A Prelude to Teaching

LIRT Program at 1993 Annual
Conference, New Orleans, LA

June 27, 1993

9:30 a.m. - 12:30 p.m.

Location: TBA

The LIRT Conference Program Planning Committee 1993 is pleased to be presenting a program that addresses the needs of instructional librarians for learning about new technology and its application for enhancing instruction. How does one learn about what's in the marketplace? How to talk with administrators about funding. Where to seek funding when budgets are limited. If you've pondered these issues and want to know more, please plan on attending. See you in New Orleans!

Kari Lucas
University of California, San Diego

Preliminary LIRT Midwinter Meeting Schedule

Friday, January 22

8:00-10:00 p.m. Steering Committee

Saturday, January 23

8:00-12:30 p.m. All-Committee

1:00 BITE with LIRT

2:00-4:00 p.m. Continuing Education Committee

Conference Program Committee (1993)

15th Anniversary Task Force

8:00-10:00 p.m. Executive Board

Sunday, January 24

8:30-11:00 a.m. Elections Committee

9:30-11:00 a.m. LIRT Discussion Forum

11:30-12:30 p.m. Publications Committee

Long-Range Planning Subcommittee

1:00 BITE with LIRT

Monday, January 25

9:30-12:30 p.m. Professional Association Networking

11:30-12:30 p.m. Public Relations/Membership Committee

1:00 BITE with LIRT

2:00-4:00 p.m. Conference Program Committee (1994)

Liaison Committee

Long Range Planning Subcommittee

Tuesday, January 26

8:30-12:30 p.m. Steering Committee

2:00-4:00 p.m. Executive Board

Synopsis of Questionnaires from the 1992 LIRT Program

by Susan Carpenter, Cornell University

The evaluation forms from the LIRT '92 program "Information for a New Age: Fantastic Technology or Institutionalized Alienation" illustrated the great diversity of interests among LIRT members. The committee which devised the '92 annual conference program was hoping to provoke controversy and thought among the membership. These goals were attained. Much of the controversy was evident in the discussion that followed the panelist's presentations and in the comments that were collected through the questionnaire. The panel consisted of a science fiction writer, librarians from a variety of settings, and with a variety of perspectives on technology, and a psychologist who has done extensive research in the area of human-computer interaction.

Many positive comments were made about bringing non-librarians in to speak and discuss issues in librarianship as a whole and in library instruction specifically. Mr. Robert Silverberg, the science fiction writer, and Mr. Robert Kieft, a librarian from Haverford College, were the most provocative speakers. The positive and negative reactions to both of these panelists were very strong.

Michael Pavel, a psychologist, of all the panelists, was perceived as the most focused on the questions that were posed about human-technology interaction.

Virginia Tiefel, Director of Library User Education at Ohio State, and Jody Gehrig, the state school librarian in Nevada, were panelists which attendees found to be informative and interesting.

The technology issues that were raised are things that librarians are encountering in their professional lives, according to 57% of the respondents. The subject matter was deemed appropriate, but many would like to have heard the panelists speak about practical ways

of dealing with technology in a library instruction context.

In planning for the 15th Anniversary program, it was agreed by the LIRT Steering Committee that the program be organized using a different format through the elimination of break-out sessions. Many respondents indicated a preference for a shorter program with break-out sessions, or would have liked a break in the program at some point. It was also suggested that fewer panelists be invited, so that each person could become more involved in discussion of the issues in detail.

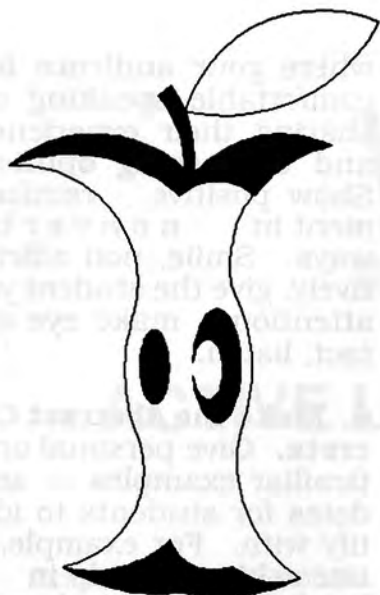
Thanks to all who participated in the program evaluation. Your comments help us improve the quality of LIRT conference programs. ■



Midwinter Forum on Electronic Government Information Scheduled

ACRL's Law and Political Science Section Library Instruction Committee is sponsoring a forum at Midwinter on Instructional issues related to government information in electronic format. Emphasis will be on Geographic Information Systems (GIS), U.S. Code, National Trade Data Bank, and National Economic

Social and Environmental Data Bank (NESE). Discussion will center on who is being instructed, the level of instruction, methods of instruction, staffing issues, and classroom assignments. Check the program for date, time and place. ■



**Library Instruction Round Table
Invites you to go out for a
BITE with LIRT
in Denver
January 23 - 25, 1993**

Meet and eat with other librarians
interested in library instruction. LIRT is
organizing small groups for lunch at
modestly priced restaurants during the
ALA midwinter conference in Denver.

LIRT includes librarians from all types of libraries: school, academic, public and special.
You need not be a member of LIRT to participate. We hope you'll join us and exchange
your ideas and experiences with library instruction.

Return the reservation form below. You will be notified when and where to meet your
group. Bon Appetit!

Return the reservation form by January 5, 1993 to:
Carol Derner
Lake County Public Library
1919 West 81st Avenue
Merrillville, IN 46410
(219) 769-3541

Name _____

Institution _____

Mailing Address _____

My preference is:

☐ Lunch Saturday January 23 1:00
☐ Lunch Sunday January 24 1:00
☐ Lunch Monday January 25 1:00

Are you a LIRT member?

☐ yes
☐ no

Motivating Students in Library Instruction:

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to make library instruction interesting to students.

Librarians need practical suggestions for making library lectures, tours, and orientations interesting for students. Since library instruction classes do not normally involve a grade, we do not have the advantage of extrinsic motivation inherent in classroom settings. Librarians must use all the techniques, weapons, firepower, and tricks-of-the-trade available to meet the challenge of making library instruction interesting. The following suggestions may help in meeting that challenge.

1. State Learning Objectives at the Beginning. Let your audience know what the "payoff" is for learning to use the library effectively. Emphasize the life-long benefits learning how to use the library effectively can have. Give practical examples.

2. Induce Curiosity. A mysterious question or statement on the board can get the attention of the class. For example, write on the board: "How many floppy-disks would it take to hold all the information on one CD-ROM?" After discussing periodical indexes on CD-ROM, ask for guesses from the group. Answer: 1500 for a 5.25 inch disk.

3. Show enthusiasm, Creativity and Playfulness. Learning should be fun; keep them interested. For

example, when teaching periodical indexes, select search topics your audience can relate to, like "test anxiety and college students." "Accidentally" drop a sample CD-ROM disk to demonstrate durability.

4. Speak Clearly and with Variation. Speak loud enough to be heard and clearly. Vary the rate and intensity of your speech. Move around the room. Write things on the board. Use media to illustrate examples. Present important information with intensity. Give them verbal cues to critical information.

5. Encourage Comments and Questions. Announce at the outset of the session that it is okay to ask questions at any time. Phrase questions to find out what the audience knows. Pause long enough after asking a question to allow for more thoughtful responses. Encourage risk taking. Create a climate

where your audience feels comfortable speaking out, sharing their experiences, and expressing opinions. Show positive reinforcement in nonverbal ways. Smile, nod affirmatively, give the student your attention, make eye contact, listen.

6. Make the Abstract Concrete. Give personal or familiar examples or anecdotes for students to identify with. For example, relate asking for help in a hardware store to locate a hard to find item, with library research. Encourage them to save time and start with a reference librarian.

By remembering to use these various techniques in our library instruction, I believe we can motivate library users to learn to use the library more efficiently, and to enjoy doing research. *Learning should be fun.* This is our challenge. ■

Teaching Diverse Populations: Do We Need to Change? BIS Midwinter Meeting Program

A two hour discussion forum co-sponsored by the BIS Instruction for Diverse Population Committee and the Teaching Methods Committee will take place on Sunday, January 24, 1993 from 2:00 - 4:00 p.m. Check program for location.

During the first hour, discussion starters and participants will address why, or why not,

programs to serve diverse populations should be considered. The controversy over whether or not learning needs/styles are different amongst diverse populations will also be discussed.

A second team of discussion starters will present three short alternative teaching methods as a prelude to discussion of instructional strategies for diverse populations. ■

WANTED

ACTIVE LEARNING STRATEGIES

Active learning involves students in discussion, writing, conducting experiments, solving problems and a range of other activities which help them assume responsibility for their own learning. The Teaching Methods Committee of the ACRL Bibliographic Instruction Section wants to help BI practitioners expand their teaching repertoire to include a variety of active learning approaches and interactive instructional techniques. So that the Committee can compile and disseminate a listing of alternative strategies for use in BI, we would like to hear your ideas and success stories!

Please send us descriptions of active learning strategies, and include:

1. *The instructional goal of the activity.*
2. *The time allotted to the activity.*
3. *A full description of the activity, including any handouts.*

Descriptions and ideas may be sent to:

Alphonse Vin
Yale University Library
PO Box 1603A Yale Station
New Haven, CT 06520
VIN@YALEVM.BITNET

Please respond by January 4, 1993. Thank you for sharing your creativity!

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

COMPUTER APPLICATIONS: Examines how computers are used in library instruction. Promotes the use of computers by publishing a bibliography on computer applications for BI and maintaining a clearinghouse for information on computer software.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTIONS/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION AND BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

PROFESSIONAL ASSOCIATION NETWORKING: Maintains information about and communicates with national, state, and regional library instruction groups. Maintains the Directory of Bibliographic Instruction and Related Groups.

PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for a meal and discussion) at the Midwinter and Annual conferences.

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication. The LIRT newsletter editor and assistant editor are ex-officio members of this committee.

RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Emily Okada, telephone: (812) 855-9857, e-mail: OKADA@INDIANA, or see address on Committee Volunteer Form in this issue.

LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT:

Emily Okada
UGLS Main Library W121
Indiana University
Bloomington, IN 47405

NAME and TITLE:

TELEPHONE:

HOME:

WORK:

FAX:

E-Mail:

INSTITUTIONAL ADDRESS:

(star * preferred mailing address)

HOME ADDRESS:

DATE OF APPLICATION:

LIRT COMMITTEE PREFERENCES: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference with the letter "R")

____ Computer Applications

____ Conference Programs

____ Continuing Education

____ Elections/Nominations

____ Liaison

____ Long-Range Planning

____ Newsletter

____ Organizational/Bylaws

____ Professional Association Networking

____ PR/Membership

____ Publications

____ Research

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL CONFERENCES? ____ YES ____ NO

PLEASE ATTACH A SEPARATE SHEET LISTING COMMITTEES OR OFFICES (IF ANY) PREVIOUSLY HELD IN LIRT, ALA OR STATE/REGIONAL ASSOCIATIONS, WITH YEARS OF SERVICE.

CALL FOR ABSTRACTS

The Impact of Technology on Library Instruction: Changing Methods of Teaching and Learning

For the 21st Annual LOEX National Library Instruction Conference to be held in Racine, Wisconsin on May 14-15, 1993, LOEX solicits abstracts of presentations for Short Instructive Sessions (45 minutes) or Poster Sessions. Topics should relate to methods of teaching and learning and the impact of technology such as the online catalog, CD-ROM indexes, network communications, but may also deal with aspects that have not changed . . . you can explain why! Especially desired are submissions that deal with:

Community Colleges
Instructional Design
Design of Instructional Materials
Adult and Returning Students—How to Teach Them
The Usefulness of CAI vs. Workbooks vs. Credit Courses, etc.
Specific Hard-to-Use Databases or CD-ROM products
Collaborative Learning, Active Learning, etc.
Teaching Low-Achieving Students
The Best Ways to Teach Technology

Please send a one page abstract outlining your session along with your name, address, and telephone number and any audio-visual or special equipment needs to:

ABSTRACTS
LOEX Clearinghouse,
Eastern Michigan University Library
Ypsilanti, MI 48197

For more information call: Linda Shirato, (313) 487-0168 (12:00 - 5:00 p.m., EST).
Deadline: January 22, 1993.



Member A-LIRT

Kwasi Sarkodie-Mensah

by Marcellus Turner, East Tennessee State University

Almost all of us have seen the name Kwasi Sarkodie-Mensah in passing, but we are not sure just what we were passing when we came across the name. The name was seen every quarter during the 1991-92 term when Kwasi was editor of the LIRT Newsletter.

Though we know Kwasi as

former editor of the newsletter, he was known by others as Coordinator of Library Instruction at Northeastern University Libraries in Boston, Massachusetts. In this role, he was responsible for the scheduling of classes and librarians for library use instruction and the teaching of some of these sessions. Some of his previous

positions include Head of Public Services at Xavier University in New Orleans. Dr. Sarkodie-Mensah earned his Master of Science in Library Science at Clarion University in Pennsylvania and his Ph.D. from the School of Library and Information Science at the University of Illinois at Urbana-Champaign. He has a diploma in Spanish language and literature and a certificate in French language and literature. Among his many professional memberships are ALA, ACRL, BCALA, and he has been active in LIRT since 1985.

At Northeastern, where directing library tours and teaching library use sessions consumed a great portion of Kwasi's time, he was also responsible for collection development in English Literature, Modern Languages and Literature, and American Sign Language. As Library Instruction Coordinator, he also scheduled the Library Instruction staff to attend university open house functions to represent the library, and to provide students and faculty a familiar face in the library.

And now for a news flash! Effective September 28, 1992, Kwasi has a new appointment at Boston College! At BC, Kwasi is working with a dedicated and dynamic library staff as Head of Reference, and plans to continue providing state of the art reference service to the university community. With his wealth of experience in BI, he is certain to be successful. Congratulations, Kwasi! ■

FROM THE PRESIDENT

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nor the outstanding reception that followed. The event that I choose to remember is the much quieter evening at LIRT's hospitality suite. Here, I got a chance to converse on a one-on-one basis with current LIRT members, former members who wished to reacquaint themselves with the organization, and several ALA members who just wandered in out of curiosity. It is a conversation with someone from this last group that I am most proud. As one non-LIRT member left the suite, she turned and told me that this was the most welcome that she had ever felt with any ALA group. Her sentiment is one of the reasons LIRT is so special - we strive to welcome librarians

from across the country in all types of libraries - school, special, public and academic. It is important that we continue to make all librarians as comfortable within the structure of our organization.

The 15th Anniversary Task Force spent many hours planning and executing an event to make us proud of LIRT's achievements and heritage. Let us all take their examples of dedication, hard work and most of all, their optimism and enthusiasm (attributes which are much needed in this time of library cutbacks) - and let us use these attributes to make the next 15 years as productive and special as the first!! ■



MANAGING LIBRARY INSTRUCTION

Current Concerns, Problems, and Ideas

ALA Midwinter Conference, Denver

Sunday, January 24, 1993

9:30 - 11:00 a.m.

***Discuss YOUR problems
associated with MANAGING:***

Evaluation of programs vs. evaluation of librarians

Instructional literature development

Librarians teaching librarians

Library instruction classroom development

Credit instruction, course development, and funding

External library users vs. remote users



Library Instruction Round Table News

c/o Jeniece Guy

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Address Correction Requested

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