



School**Public****Special****Academic**

LIBRARY INSTRUCTION ROUND TABLE NEWS

volume 19 no. 2

December 1996
issn 0270-6792

From the President

by Kari Lucas, Kari_Lucas@UCSDLIBRARY.ucsd.edu

The act of devoting a period of time to reflective introspection has a long and noble history. Thankfully, times have changed the manner in which we withdraw to contemplate our future. We can spend our period of thoughtfulness in the comfort of a university conference room rather than, say, 40 days in the desert. However difficult it is to tear ourselves away from our workaday lives, nowadays it is particularly important and useful to sidestep the hustle and bustle to assess our actions, intents, plans, and goals. Just prior to the Midwinter Conference of the American Library Association, LIRT is going to avail itself of this valuable exercise. The LIRT Long-Range Planning Committee, admirably led by Charles Dintrone, is organizing an invitation-only day-long retreat for Friday, February 14, 1997. The significance of that particular day is not lost on us. We will be "getting at the heart of LIRT."

Current LIRT officers, committee chairpersons, and past leaders of LIRT have been invited to gather to discuss important issues. We will explore how to create opportunities to leverage LIRT's unique cross-library approach to professional development to increase our recruitment efforts and to retain existing members, to position LIRT's organizational structure to meet the demands of 21st Century library professionals; and to establish goals we have for our organization that will meet, in a meaningful way, the needs of LIRT's diversity of members as they face a future of constant change, pressure, and uncertainty.

As mentioned in the previous newsletter, LIRT falls short of the amount ALA asks that we keep in a reserve fund. As a consequence of this shortage, LIRT has been placed on a "watch list" until we reach the recommended amount. Two related actions LIRT took to

ensure its fiscal security were to adopt a five-year financial plan and to constitute a Five-Year Financial Planning Subcommittee chaired by the Treasurer and reporting to the Long-Range Planning Committee to oversee the plan.

One aspect of the Five-Year Financial Plan is to increase LIRT membership dues. The process was started when the Executive Board passed a motion at the 1995 Annual Conference (Chicago) charging the Organization & Bylaws Committee to develop the language and do the necessary research to put forth a dues increase amendment to the Bylaws to raise personal membership dues from \$10 to \$15 and institutional membership dues from \$15 to \$25.

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FROM THE EDITOR

It's hard to believe that the ALA Midwinter Conference in Washington is almost here; it's also hard to believe that my favorite baseball team, the Atlanta Braves, is in another World Series. While an ALA conference is not the same as the World Series, many of us are anticipating the meetings and discussions in Washington, D.C. Although it's quite beautiful here in sunny Arizona, it will be nice to have a brief sense of winter again, especially for such a short time. Conferences are a great chance for a change of scenery and an opportunity for those of us who live in the warmer climes to wear those winter clothes again.

Speaking of baseball and great catches, the Internet is certainly catching on with everyone. As librarians begin using the Internet for instruction there are many new challenges and a host of opportunities. You can read about one such instructional opportunity in this issue, an article from Virginia Tech about web-based instructional pages. As always, articles are welcome on topics related to library instruction. And ideas on possible contributors are also appreciated.

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*The due date for submissions to the
March issue of LIRT News is
February 26, 1997!!!*

Are you on the Web?

Check out the WWW edition
of the *LIRT News*.

URL:

<http://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>

LIRT News is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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Contributions to be considered for the March issue must be sent to the editor by February 26, 1997.

Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Production Editor: Jana S. Edwards
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LIRT Midwinter Meetings

Washington D.C., 1997



Friday, February 14

8:30 am - 4:30 pm

LIRT Retreat (closed meeting)

Saturday, February 15

8:00 am - 9:00 am

9:00 am - 12:30 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

8:00 pm - 10:00 pm

Steering Committee I

All Committee Meeting

Computer Applications

Continuing Education

Elections (closed meeting)

Newsletter

PR/Membership

Publications

Executive Board I

Sunday, February 16

9:30 am - 11:00 am

9:30 am - 11:00 am

2:00 pm - 4:00 pm

Discussion Forum

97 Conference Program

TF for LIRT Internet Presence

Monday, February 17

9:30 am - 11:00 am

9:30 am - 11:00 am

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

2:00 pm - 4:00 pm

8:00 pm - 10:00 pm

2:00 pm - 4:00 pm

Organization & Bylaws

Research

Publications

Elections (closed meeting)

Long Range Planning

Newsletter

Continuing Education

Computer Applications

PR/Membership

Steering Committee II

Liaison

Tuesday, February 17

8:00 am - 11:00 am

Executive Board II



Bring your bright ideas to Washington!!

Join in the LIRT Midwinter Discussion Forum
Sunday, February 16
9:30 a.m. - 11:00 a.m.

Are you using the Internet in your instruction? Or have ideas on how to develop Web pages for course-related instruction? Tips for teaching Internet skills? Big plans for Web pages? Share them with the group!

The LIRT Discussion Forum is informal. Whether you have a great new program or idea to share, or simply need advice from other librarians interested in instruction, bring it to the forum. Share ideas with your colleagues and gather new energy for addressing common concerns and challenges. Let the LIRT Discussion Forum re-energize you!!

(Please check the ALA Midwinter program for the location.)

JOIN LIRT-L

LIRT-L is a moderated discussion forum open to anyone with an interest in the activities and organization of LIRT. The listserv is used to announce LIRT conference programs, committee meetings and other activities as well as to post announcements that may be of special interest to LIRT members.

In addition, it will provide a forum to address questions and issues which can be used to set goals for the organization and its members.

Non-members of LIRT are encouraged to subscribe to LIRT-L to learn more about the organization.

To subscribe, send the following message to listproc@baylor.edu (using your first and last names):

subscribe lirt-l <first name last name>

If you have any questions or problems subscribing to the listserv, send a message to Billie Peterson (peterstonb@baylor.edu).

The "Net" Advantage: Library Instruction Using the World Wide Web

by Maggie Zarnosky, bruin@vt.edu

How do you ensure students acquire information literacy skills in a 30-50 minute time period? How can you possibly be available to guide the research efforts of 30-130 students once they have your name and face to connect with the library? The answer may not be as complicated as you think if you have a little help from the Internet. Thanks to the advent of the home page, librarians can be available to their patrons 24 hours a day, seven days a week. At Virginia Polytechnic Institute and State University, this unique approach to instructional activities has been experimented with in several disciplines. The approaches may vary, but the result is the same, expanding the reach of the library—and librarians—beyond the one-shot lecture.

At the Virginia Tech University Libraries, the use of the World Wide Web as an instructional tool is evident in several places, including the discipline-specific home pages designed by subject liaisons. In some cases liaisons have gone beyond creating general subject pages, and have taken advantage of the opportunity to reinforce classroom presentations with the help of course-specific pages. The Clothing and Textiles 2604—Introduction to the Fashion Industry Library Assignment page is an example of one such effort. As liaison to the Clothing and Textiles Department, I worked with the professor to create a "virtual handout" through which the students would have the assistance they needed available to them at the time they needed it the most. The goals of the home page I designed were threefold: 1) introduce students to the research process; 2) familiarize students with the University Libraries and; 3) reinforce information presented in a classroom orientation to library research.

In this course, the professor required students to complete two research projects involving company and biographical information resources. In order to assist these students, a library orientation was scheduled in

which students were introduced to reference materials they would need to consult in preparing their reports. A description of these materials and examples of their use were translated into "Steps for Success" on the CT-2604 Library Assignment page. These "Steps" ranged from samples of InfoTrac searches, to a listing of FirstSearch Business Databases, to a general overview of the University Library and library services. Links to business sites such as Yahoo's Company Page and Hoover's Home Page were also provided, as was a link to VTLS, the Library OPAC. Students always had access to a librarian via an e-mail link on the page and appreciated having a person to contact if they needed assistance.

The CT 2604 page was designed to complement a library orientation session. This page proved to be a relatively easy means of introducing students to core library resources needed during their studies in the Clothing and Textiles program. In addition, the template from this class can be easily adapted and used for a variety of other courses, at both the undergraduate and graduate level.

In taking advantage of the Internet for library instruction, all that is needed is a knowledge of some basic HTML commands, a text editing program, and a group of students with access to the World Wide Web.

To view the Spring 1996 CT2604 home page, as well as a listing of other schools taking advantage of the Internet to provide library instruction, visit:

<http://library.nvgc.vt.edu/LIRT/lirtnews.html>.

Maggie Zarnosky is a librarian at the Northern Virginia Graduate Center of Virginia Polytechnic Institute and State University. ■



CHECK THESE OUT!

Mary Pagliero Popp, Indiana University Libraries

Critical thinking skills are increasingly vital in the information age where users are confronted with a bewildering array of information resources. Check out these recent articles:

Fox, Lynne M. "Some On-Line (and Off-Line) Resources for Evaluating Information on the World Wide Web." Colorado Libraries 22.2 (1996): 46-47.

Kautzman, Any M. "Teaching Critical Thinking: The Alliance of Composition Studies and Research Instruction." RSR 24.3 (1996): 61-66.

Proposes a 50 minute research component in composition courses that encourages critical thinking. The author argues that integrating a library component into writing courses demonstrates the direct connection between writing and research.

Martorana, Janet and Carol Doyle. "Computers On, Critical Thinking Off: Challenges of Teaching in the Electronic Environment." Research Strategies 14.3 (1996): 184-191.

Discusses obstacles to critical thinking inherent in the use of an electronic classroom and describes the instructional methods used at the University of California, Santa Barbara, to de-emphasize the equipment and re-emphasize the research process.

Nahl, Diane and Violet H. Harada. "Composing Boolean Search Statements: Self-Confidence, Concept Analysis, Search Logic, and Errors." School Library Media Quarterly 24. 4 (1996): 199-207.

Not for school librarians only, this article reports results of research into students' ability to analyze and construct search statements as they prepare to search electronic information sources. Problems and errors are described in detail and the positive effect of self-confidence is demonstrated.

Rankin, Virginia. "Get Smart: The Crucial Link Between Media Specialists and A+ Student Projects." School Library Journal 1 August 1996: 22-26.

Practical advice to help media specialists assist students in using the information found in library research to create a good project. Emphasizes the need to help students understand the criteria for a good project and to teach them the skills they need to meet these criteria.

POTPOURRI

Here are several specialized articles you won't want to miss:

Costanza, Joe. "Diving into Digital." Training & Development 50 (August 1996): 55-56.

Developed for trainers in business, this is a concise summary of the issues to consider when planning a multimedia educational program.

Daragan, Patricia and Gwendolyn Stevens. "Developing Lifelong Learners: An Integrative and Developmental Approach to Information Literacy." Research Strategies 14. 2 (1996): 68-81.

Describes a 4-year college program of course-integrated library instruction developed to take into account William Perry's theories of intellectual development.

DeBrower, Amy M. and Robert F. Skinder. "Designing an Internet Class for a Scientific and Technical Audience." Special Libraries 87.3 (1996): 139-146.

Detailed description of a full-day workshop whose focus is the use of the Internet as a work tool.

Perry, Stephen and Lutishoor Salisbury. "The Ten Most Effective Ways to Search WorldCat on First Search: A Practical Guide for Scholars and Practitioners." RQ 35. 4 (1996): 505-518.

Summary of a WorldCat workshop at the University of Arkansas, including a truly comprehensive list of the commands and examples used.

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CHANGES PROPOSED IN LIRT BYLAWS

Bylaws Change Notice for Midwinter Meeting

The Bylaws can be amended by a 2/3 majority vote of personal members of the Round Table in attendance and voting at any Annual or Midwinter Conference provided that notice of the proposed revision has been sent to members at least thirty days prior to the meeting. (Article VI) The Executive Board recommends the following amendments to the Bylaws at Midwinter 1997:

Section IV. Dues

Original bylaw: A. Dues for personal members shall be \$10.00 per year.

Proposed change: A. Dues for personal members shall be \$15.00 per year.

Original bylaw: B. Dues for organizational members shall be \$15.00 per year.

Proposed change: B. Dues for organizational members shall be \$25.00 per year.

Rationale: LIRT has had no dues increase in well over 10 years. In the meantime, the growth in the organiza-

tion and activities has consistently outstripped available funds for the last three years. We need to build up our reserve, not continue to dip into it to make budget. To achieve organizational goals, funds must be available to continue to build on LIRT's accomplishments.

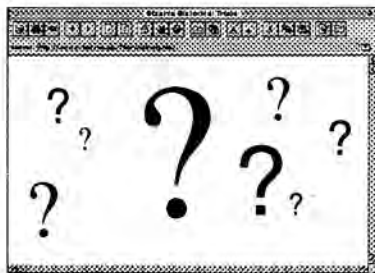
Section I.D Treasurer

Add. The Treasurer will chair the Five Year Financial Planning Subcommittee.

Section V.D.8 Long-Range Planning Committee

Add: 8a. The Five-Year Financial Planning Subcommittee will meet once a year at Midwinter to update the five-year financial plan. The Treasurer will make a report at the second Long-Range Planning Committee Meeting at Midwinter conference. Members will include the Treasurer, Vice-Treasurer and others selected by the chair of the subcommittee.

Rationale: This Subcommittee will update the work of the Five-Year Financial Planning Task Force to ensure adequate funding for future projects. ■



Has Your Library Developed Criteria for Evaluating Web Sites? Do You Have Tutorials on Your Library Web Page?

If so, the LIRT Research Committee is interested in hearing from you! We are involved in a project to develop a set of criteria for evaluating Web sites, then using those criteria to evaluate instructional sites on the Web. We are looking for sites from all types of libraries that involve some type of instruction. If you have such a site in your library that you would like to share with us, please send it along. Also, if your library has developed a set of criteria for web pages, we are collecting as many of these as we can to help in formulating a master list. Our progress will be published in this newsletter. Information and URLs can be sent to:

Sherry DeDecker, Davidson Library, University of California, Santa Barbara, CA 93106-9010
E-mail: dedecker@library.ucsb.edu



Library Instruction Round Table

WANTS YOU

to join us for

BITES with LIRT

*in Washington, D.C.
February 15, 16, & 17, 1997*

Meet and eat with other librarians interested in library instruction. LIRT is again organizing groups for lunch at modestly priced restaurants during the midwinter conference in Washington, D.C. LIRT welcomes librarians from all types of libraries. You need not be a member of LIRT to participate. We hope you'll join us and exchange your ideas and experiences about library instruction.

Washington has a great selection of restaurants, especially in Chinatown near the Convention Center, but good food is always improved by good company. Let us select the place and all you have to do is show up! A detailed posting with restaurant listings will be made in December on BI-L. **Deadline is January 15, 1997. Confirmations with directions to restaurants will be sent by e-mail or fax. Send reservations requests to:**

Linda J. Goff, Library Instruction Librarian
California State University, Sacramento
2000 State University Drive, Sacramento
CA 95819-6039

Phone: (916) 278-5981
FAX: (916) 278-7089
e-mail: ljgoff@csus.edu

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Name _____

Institution _____

Mailing Address _____

Phone _____

E-mail _____

FAX _____

Join us all three days if you'd like.

Are you a LIRT member? ☐ yes ☐ no

Mark your preference(s) below:

- | | | |
|--------------------------|----------------|------------------------|
| <input type="checkbox"/> | lunch Saturday | Feb 15, 1997, 12:30 PM |
| <input type="checkbox"/> | lunch Sunday | Feb 16, 1997, 12:30 PM |
| <input type="checkbox"/> | lunch Monday | Feb 17, 1997, 12:30 PM |



Member A-LIRT

Marie Hayden

by Pixey Anne Mosley,
lib.p01.pmosley@cis-gw.tamu.edu

Currently in her second year of LIRT committee participation, Dr. Marie Hayden brings us ideas gathered from over 20 years of professional involvement in library and information science. After receiving her MLS from Louisiana State University, Marie began working in the University Library at Sam Houston State University. From teaching the Library Orientation program as a new librarian to becoming a Professor of Library Science at Sam Houston State University, she has been involved in many different library units. During the 1980s, she progressively moved from being an Acquisitions Librarian, over to Reference, then becoming the Assistant to Director for Special Projects, and finally serving as the Head of Access Services before becoming a teacher of other librarians. Along the way, she obtained a Ph.D. in Education Administration from Texas A&M University.

Today, Marie is busy teaching Information Access Services and serving as Chair of the Faculty Senate. Up until the past May, she had been serving on the University presidential search committee. Now she is learning about the behind-the-scenes work and planning necessary for a formal investiture ceremony. As the presidential appointment left a Vice President for Academic Affairs position open, she is also serving on that search committee as well. During the summer months, Marie teaches classes in Reference, Instructional Media and Design, and Research Writing in the graduate program. She also participated in a special Lower Rio Grande Valley teaching program that required her to fly 800 miles round-trip from Huntsville to Edinburgh every week during the second summer session and teach two sections of Instructional Media and Design to south Texas residents. She left each Sunday and returned home on Thursday nights, giving new meaning to the idea of distance education.

In the past, Marie was involved in the Texas Library Association and the Texas Association of College Teachers. She has served on numerous committees and

was the Regional Vice-President of the Texas Association of College Teachers, 1989 to 1990. This is a lady who does NOT shy away from participatory involvement in professional organizations. Most recently in LIRT, she organized the San Antonio Midwinter Bites with LIRT event. Then for the Annual Conference in New York, she lined up the volunteers to staff the LIRT exhibit hall booth. Her selfless level of dedication to her commitments and professional peers was revealed when Marie mentioned that during the New York conference, her pet of 14 years was in a hospital back in Texas. As tempting as it was to stay in Texas, her conscience demanded that she not let her fellow LIRT members down by leaving them with unmanned booths or unprepared volunteers.

Asked about what she perceives to be the challenges of the future in the profession, Marie believes there are two areas that must be addressed. "We must teach the Faculty how to use technology and how they can make meaningful assignments using these resources. Also, we have to teach the students how to access information." If these two areas are successfully resolved, then "we are well on the way to making research easier."

On the personal side, Marie is a widow of many years with two adult children. She loves to travel and specifically mentioned having been to most European countries, China, Japan, Canada, Africa, Russia, Australia, New Zealand and North, Central, and South America. She credits her wanderlust to National Geographic magazines which her parents subscribed to during her childhood and still keeps in touch with the friends that she has made around the world. LIRT is very fortunate to have such a member with this experience and giving nature.

Pixey Anne Mosley is Coordinator of Instructional Services at Texas A&M University. ■

Dear Tech Talk—

My colleagues and I are involved in an ongoing discussion over evaluating Internet resources. Do we use "traditional" criteria for evaluating and adding them to a library's "virtual" collection, or is that inappropriate and impractical criteria for Internet resources?

—Criteria-Conscious Consumer

Dear CCC—

Recently a significant amount of information on this issue has appeared on the Internet and in a number of journals. In particular, readers with Web access might want to examine Nicole Auer's page, "Bibliography on Evaluating Internet Resources" <URL: <http://www.uwgb.edu/~auern/crithink.htm>> and Alastair Smith's page at the WWW Virtual Library, "Evaluation of Information Sources," <URL: <http://www.vuw.ac.nz/~agsmith/evaln/evaln.htm>>. This column will present some evaluation considerations which have been culled from a variety of Internet and journal resources.

AUTHORITY

Verifying the authority of a Web document is one of the most challenging and important aspects of evaluating Internet resources. In looking for authority, consider the following:

- Examine headers, footers, and the site address to see who is producing or sponsoring the document;
- Be aware of misleading URLs; (e.g., "www.whitehouse.com" or

"www.mit.com" would not be likely URLs for official pages from the White House (a government agency) or MIT (an educational institution) since the ".com" implies a company domain);

- Look for an "About This Page" or "About This Company/Organization" link;
- Look for a link back to a home/main page or an individual author's home page;
- Enter the URL for the site, excluding the path information, in order to go to the top level of the site to see who is hosting the resource; (e.g., given the URL: http://www.aspc.org/this_dir/file.html, use the URL: <http://www.aspc.org/>);
- Look for a "date stamp" to see when the information was created or last updated;
- Send an e-mail message to the creator of the page (if an address is provided), and ask the author about his/her experience, education, background, etc.
- Is there reason to believe that this person/organization/company/institution would be an authoritative source for this kind of information?
- Were you referred to this resource through another trusted Internet resource or a person whose opinion you trust and respect?
- Has the resource been rated or given any awards and, if so, what criteria was used for the ratings/awards?

SCOPE/CONTENT

Examining an Internet resource for scope and content is more straightforward. Consider:

- What is its purpose: to provide new information; to link to additional information; to explain; to persuade?
- Who is the intended audience: adults; children; teenagers; people with specific interests (either professional or non-professional)?
- How comprehensive is this resource; and how important is comprehensiveness to this area?

- How current is the information; and is currency important for that particular topic?
- Does the information appear to be presented as "fact" or "opinion"?
- Does the affiliation of an organization/company/institution to the resource present a potential for bias, or does it lend more credibility to the content?
- Are there other resources that present the same information and, if so, how do they compare with this one?

DESIGN

In evaluating design, both the aesthetic and functional aspects of how the resource is displayed should be considered.

- What navigation tools are provided within the resource: links that help navigate through a page, such as a table of contents or "return to top"; links that return the user to other important pages associated with the resource; a search engine specific for that resource, etc.?
- How readable/printable is the information displayed?
- Does the use of graphics, animated gifs, java scripts, sound files, etc. enhance or inhibit the use of the resource? Are there text-based alternatives for the graphics?
- Are consistent and helpful design features used throughout the resource?

FUNCTIONALITY

This area of evaluation focuses on the "Internet" characteristics of the site and includes the following issues:

- Is the server frequently busy or unavailable?
- Are the pages, content and design, changing constantly, making it difficult or unreliable to use?
- Do links to other resources appear to be regularly maintained?
- What is the impact of graphics, animated gifs, etc. on download time of the pages associated with the resource?
- What additional plug-ins or helper applications are necessary in order to make the most effective use of the resource?

COST

The number of vendors now delivering information over the Internet to libraries is increasing almost exponentially. Access to these resources via the Internet can be expensive; ultimately, an individual cost vs. benefit analysis should be included in any evaluation process for such resources.

■ **Advantages** — The resource has the potential of being available anywhere, anytime, any place, for any qualified patron; it can be platform (DOS, Macintosh, Windows) independent, especially if it uses a Web browser; the information provided is often updated more frequently; there may be less upkeep at the library's end.

■ **Disadvantages** — The search interface may lack sophistication; problems associated with providing assistance to remote users; there is less control over the system's availability since it's no longer maintained locally; there may be technical issues that have to be addressed/resolved at the library's end.

Some questions to ponder when considering the addition of an Internet resource to a "virtual library" might be:

- Would this resource be of interest to and used by the library's primary clientele?
- Is this a better way (more convenient, easier to use) to provide this information?
- Are there other resources (not necessarily Internet ones) that provide the same information, and if so, how do they compare with this one?

Using a form or checklist to evaluate Internet resources can help maintain consistency in evaluations, especially if the evaluations are done by a variety of people. Some examples can be found at:

- Kathy Schrock's Guide for Educators:

<http://www.capecod.net/wixon/eval.htm>

There are 3 guides here: one for elementary school level, one for middle school level, and one for secondary school level.

continued on page 12...

TECH-TALK

continued from page 11..

■ Teacher's Cyberguide: <http://www.cyberbee.com/guide1.html>

ADDITIONAL INFORMATION

Alexander, Jan and Marsha Tate. "Teaching Critical Evaluation Skills for World Wide Web Resources." URL: <http://www.science.widener.edu/~withers/webeval.htm>

Brandt, D. Scott. "Evaluating Information on the Internet." Computers in Libraries (May 1996): 44-46.

Ciolek, T. Matthew (maintainer). "WWW Virtual Library: Information Quality." URL: <http://coombs.anu.edu.au/WWWVL-InfoQuality.html>

Collins, Boyd R. "Beyond Cruising: Reviewing." Library Journal (February 15, 1996) 122-124.

Demas, Samuel, Peter McDonald, and Gregory Lawrence. "The Internet and Collection Development: Mainstreaming Selection of Internet Resources." Library Resources and Technical Services (July 1995): 275-290.

Ertel, Monica. "Brave New World: What a Working Librarian Should Know about Living on the Internet." Searcher (March 1995): 28-30+.

Grassian, Esther. "Thinking Critically about World Wide Web Resources." URL: <http://www.ucla.edu/campus/computing/bruinonline/trainers/critical.html>

Kirk, Elizabeth. "Evaluating Information Found on the Internet" URL: <http://milton.mse.jhu.edu:8001/research/education/net.html>

Makulowich, John. "Quality Control on the Net." Database (February 1996): 93-94.

Ormondroyd, Joan, Michael Engle, and Tony Cosgrave. "How to Critically Analyze Information Sources." URL: <http://urisref.library.cornell.edu/skill26.htm>

Pratt, Gregory F., Patrick Flannery, and Cassandra Perkins. "Guidelines for Internet Resource Selection." College and Research Libraries News (March 1996): 135-136.

Rader, Hannelore, Billie Reinhart, and Gary Thompson. "University of Tennessee at Chattanooga Guide to Information Literacy." URL: <http://www.lib.utc.edu/info.html>

Rettig, James. "Putting the Squeeze on the Information Firehose: The Need for 'Neteditors and 'Netreviewers.'" URL: <http://www.swem.wm.edu/firehose.html>

Ryder, James and Tom Hughes. Internet for Educators. Upper Saddle River, NJ: Merrill, 1997. Chapter 3, "Internet Resources: Evaluating and Instructing", pages 85-122.

Santa Vicca, Edmund F. "The Internet as a Reference and Research Tool: A Model for Educators." The Reference Librarian (no. 41-42 1994): 225-236.

Scholz, Ann. "Evaluating World Wide Web Information." URL: <http://thorplus.lib.purdue.edu/research/classes/gsl75/3gs175/evaluation.html>

Schrock, Kathy. "Kathy Schrock's Guide for Educators." URL: <http://www.capecod.net/wixon/eval.htm>

Smith, Alastair. "Criteria for Evaluation of Internet Information Resources." URL: <http://www.vuw.ac.nz/~agsmith/evaln/index.htm>

Stepno, Bob and Bob Henshaw. "Quality of Information...and Disinformation Online." URL: <http://blake.oit.unc.edu/~rbstepno/disinfo.html>

Tillman, Hope. "Evaluating Quality on the Net" URL: <http://www.tiac.net/users/hope/findqual.html>

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson
Moody Memorial Library
P. O. Box 97148
Waco, TX 76798-7148
E-mail: petersonb@baylor.edu

IS ACRL Instruction Section DISCUSSION FORUM 1997

Mark your calendar! You are invited to attend the 1997 ACRL Instruction Section Discussion Forum at the ALA Midwinter Meeting in Washington D.C. The Forum topic is: "Learning Styles and Diverse Populations."

Sponsored by the Instruction for Diverse Populations and Continuing Education Committees, this discussion will focus on ways to make our instruction accessible to the diverse learning styles of our patrons and the ways patrons can adjust to the teaching styles of their instructors. Brief opening remarks will be made by Kriza Jennings, Consultant for Diversity and Minority Recruitment/Retention, and Katherine Branch of the Anne Arundel Community College. Ms. Jennings will address the necessity of identifying the needs and learning styles of diverse populations. Ms. Branch will describe the 4MAT approach for addressing diverse learning styles. The discussion will be moderated by Gerald Holmes, University of Cincinnati Libraries. Participants in the Discussion Forum will have an opportunity to share experiences as well as gather techniques and tips for improving their instruction.

The Forum will take place on **Sunday, February 16, 1997, from 4:30 to 5:30 p.m.** Check the Midwinter Meeting program for the exact location. Bring your questions and suggestions and join us for a lively discussion.

Paul Beavers, Assistant Director
Purdy/Kresge Library
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Detroit, Michigan 48202

(313) 577-2360 (voice)
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President

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Implementing the Five-Year Financial Planning Subcommittee and a dues increase entail amending the Bylaws. According to Article VI. Amendments, the Bylaws may be amended by a 2/3 majority vote of the personal members of the Round Table in attendance and voting at any Annual or Midwinter conference provided that notice of the proposed revision has been sent to members at least 30 days prior to the meeting. It may also be amended by 2/3 majority vote of those responding to a mail referendum to personal members. This issue of the newsletter contains the two amendments to the Bylaws that will be voted on during the Midwinter Conference in Washington, D.C. If passed, the amendments will be effective immediately after the conference.

Kari Lucas, Head of the Undergraduate Library at the University of California at San Diego, is the president of LIRT. ■

Check These Out!

continued from page 6...

Stover, Mark and Steven D. Zink. "World Wide Web Home Page Design: Patterns and Anomalies of Higher Education Library Home Pages." *RSR* 24.3 (1996): 7-20.

Discusses the major principles of home page design and shares results of a survey to evaluate library home pages on these principles. The literature review and the appendix, "Points to Consider When Constructing a Home Page," are especially useful.

Mary Pagliero Popp serves as Electronic Services Librarian at Indiana University Libraries at Bloomington. ■

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 Lynn Ossolinski, telephone: (702) 832-4260, x33, email: lynno@nsn.scs.unr.edu, or see the address on the Committee Volunteer Form on next page.



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:

Lynn Ossolinski
Incline High School Library
P.O. Box 6860
Incline, NV 89450

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.

LIBRARY INSTRUCTION ROUND TABLE NEWS COMMITTEE VOLUNTEER FORM



Join in the LIRT Midwinter Discussion Forum

Sunday, February 16,
9:30 a.m. - 11:00 a.m.

(see page 4 for more details)



Library Instruction Round Table News
c/o Coleen Sullivan, Liaison Officer
American Library Association
50 E. Huron Street
Chicago, IL 60611

Address Correction Requested

First Class Mail