from the president

By Lynn Ossolinski, lynno@nsu.scs.unr.edu

The Big I

The **I** in LIRT stands for Instruction. This big **I** is symbolic of many things. First of all, it gives LIRT its purpose: we exist for instruction librarians. But who is an instruction librarian? Every librarian is. That is where the big **I** comes to stand for the individual. Each individual librarian has an important part to play in library use instruction. The individual is also the key to LIRT as an organization.

Because we stress the importance of each and every member in spreading knowledge about libraries, LIRT welcomes all librarians—not just those who carry the title "Instruction Librarian." We also know that as we

instruct library users, they can learn to access information for themselves and, in turn, become instructors for others.

In this way, we all share responsibility for instruction. Whether it is a parent teaching a child, a mentor his protege, a boss her employee, or peer teaching peer, we all must teach others and share what we know. Have you ever had the experience of a coworker receiving training, and then not sharing that with the staff? Keeping knowledge as a guarded edge may give a person the illusion that he is protecting an advantage over others. But that sort of thinking keeps the **I** from flowing. However, when a colleague does share and teach others, it is expansive and rewarding to all. In LIRT we flourish as instruction librarians and spread the big **I** to others.

LIRT's Top Twenty for 1997

By the Continuing Education Committee, Janet Sheets, Chair

Members of LIRT's Continuing Education committee worked all year reading and evaluating journal articles on instruction. Then we met in January of 1998 to discuss 37 articles recommended for consideration by committee members. From that number, we selected the 20 that we considered the best written and the most likely to interest all librarians.

INSIDE

FROM THE EDITOR

I often have exaggerated expectations about the amount of work that may be accomplished during a summer. And, I admit, amusements do insist on competing with more virtuous projects. Of course, no summer—no matter how hot and lazy the afternoons may seem—is long enough for everything I would like to do. So, after a few weeks, I come to my senses, make some choices, and set some priorities.

Summer can be a good time to pursue professional growth opportunities. This issue of the newsletter includes the Continuing Education Committee's "LIRT's Top Twenty," an annual feature that identifies the best articles on library instruction published in the preceding year. Reading the articles on this year's list would be a worthwhile project for those of us who have been too busy to read the professional literature for the past few months. As Martha Stewart would say, "Growth, it's a good thing."

I hope one of your priorities this summer will be to participate in LIRT in some manner. You may choose to participate by attending the annual conference in Washington, or by contributing to the discussion on the LIRT-L electronic discussion list, or by writing an article to be published in this newsletter. Whatever your mode of participation, rest assured that your efforts will be valued and appreciated by other librarians who, like you, are choosing among their own multitudinous worthy priorities.

Jefferson Memorial

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*The due date for submissions to the September issue of LIRT News is **July 17, 1998!!!***

LIRT Meetings
1998 ALA Annual Conference
Washington, D. C.

Saturday, June 27th

8:00 am - 9:30 am	Steering Committee I
9:30 am - 11:30 pm	All Committee Meeting
11:30 am - 12:30 pm	New Chair and Officer Orientation
	(Steering Committee I and the All Committee
	Meeting are held in the same room)
12:30 pm -	Bite with LIRT
2:00 pm - 4:00 pm	5 Year Financial Planning Sub-Committee
	Professional Associations Network

oh hiatus

Sunday, June 28th

9:30 am - 12:30 pm	LIRT Conference Program
12:30 pm -	Bite with LIRT
8:00 pm - 10:00 pm	Executive Board I

Monday, June 29th

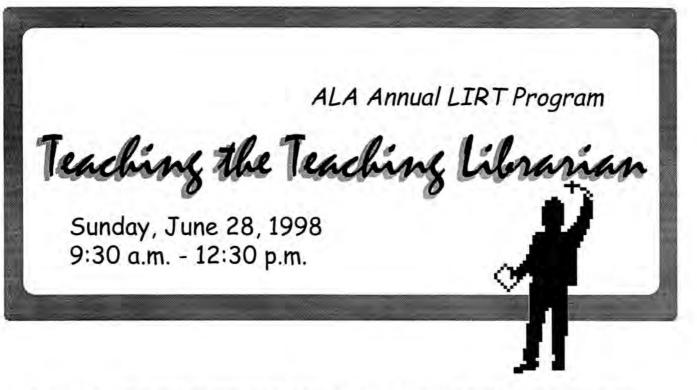|	
12:30 pm -	Bite with LIRT
2:00 pm - 4:00 pm	Continuing Education
	Computer Applications
	Elections (closed meeting) *miss*
	Instructional Materials
	Liaison
	5 Year Financial Planning Sub-Committee
	Newsletter
	Organization and Bylaws
	Public Relations/Membership
	Program Committee '99
	Publications
	Research
6:00 - 7:30 pm	Steering Committee Dinner (Place TBA)
8:00 - 10:00 pm	Steering Committee II *miss*

Tuesday, June 30th

8:00 am - 11:00 am Executive Board II *miss*

Note: Check the ALA program at the conference to confirm the time of each meeting and to determine the room location.

ALA Annual LIRT Program

Teaching the Teaching Librarian

Sunday, June 28, 1998
9:30 a.m. - 12:30 p.m.

Librarians learn to teach in many ways. We attend workshops, read professional literature and network with colleagues. The 1998 LIRT Annual Conference Program in Washington D.C. will present representatives from three different innovative programs to discuss additional opportunities to enhance teaching skills.

Featured Speakers:

Cerise Oberman,
Dean of Library and Information Services at the State University of New York at Plattsburgh, New York. She will discuss the National Information Literacy Institute.

Lynn Westbrook,
Assistant Professor, School of Library and Information Studies, Texas Woman's University. Her topic is the teaching of instructional skills within the library school curriculum.

Linnea Dudley,
Reference Librarian, Marygrove College. She will speak to PREMIER, a Michigan Library Association Information Literacy Roundtable project involving state-wide librarian peer support and instructional counseling.

PLEASE MARK YOUR CALENDARS!
Check the ALA Program at the conference for location.

Among the 20 described below, you will find that 10 are concerned with electronic resources, 3 with evaluation of instruction, 2 with information about tours and general orientation, 2 with information literacy, and 1 each with information-seeking behavior, design of instruction, and cooperation between school and public libraries. Also among the chosen 20, you will find that 9 focus on instruction at institutions of higher education; 2 focus on public libraries; and 3 on school libraries. In addition, 3 articles deal with instruction across types of libraries, and 3 articles are applicable to all libraries.

A comparison of this year's LIRT's Top 20 list with lists from the recent past reveals some interesting trends. For the past two years there were no articles written from a public library perspective and only 3 each year concerned school libraries. The number of articles on electronic resources has continued to grow from 6 in 1995, to 8 in 1996, to this year's 10.

The Continuing Education Committee would like to recommend the following articles to you as useful for stimulating your thoughts on the instruction that you are doing and for sharing the instruction experiences of your colleagues.

Anderson, Mary Alice. "Getting Off to a Solid Start." Library Talk 10 (March/April 97): 1,5,40.

Continually integrating technology into the curriculum from the beginning of the school year is the practice and instructional philosophy of Winona Middle School Media Center. The goal is the learning of transferable skills and concepts and the method used is total immersion. The students use technology primarily for productivity and information gathering. This is a solid article on what is possible and effective for schools.

The Capital

Balas, Janet. "Training the Internet Trainers." Computers in Libraries 17 (March 1997): 43-45.

The advent of the Internet has catapulted public librarians into the library instruction arena. This article correctly characterizes the current situation: with minimal expertise and no supporting resources, public librarians are struggling to develop training modules. The author identifies several excellent sites containing Internet training materials, some of which will be useful even for experienced instruction librarians.

Burford, Vanessa. "Public Library Instruction: a Novice's Experience." Research Strategies 15 (Spring 97): 106-111.

A successful user education program was developed in a large public library by a college graduate with no library work experience or training. The program consisted of library tours and basic instruction in use of the library. A tour information form and guidelines for those requesting tours are appended.

Daugherty, Timothy K., and Elizabeth W. Carter. "Assessment of Outcome-focused Library Instruction In Psychology." Journal of Instructional Psychology 24 (March 97): 29-33.

A pretest and posttest design was used to evaluate effects of bibliographic instruction in a core psychology course. Items such as skill development, library usage, and attitude change were assessed. The research yielded results that indicate that co-development of BI between the faculty member and librarian may be an effective approach to library instruction. These authors suggest that cooperative development of assignments and instruction would lead to positive measurable outcomes.

Drueke, Jeanetta, and Richard Streckfuss. "Research Skills for Journalism Students: From Basics to Computer-assisted Reporting." Research Strategies 15 (Spring 97): 60-67.

Join us for   BITES with LIRT
Washington D.C. June 27, 28, & 29, 1998

This is your opportunity to meet and eat with other librarians interested in library instruction. Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the Annual Conference in Washington D.C. LIRT welcomes all types of librarians (who have an interest in instruction) from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed and nourishing setting.

The nation's capital has some wonderful restaurants, but good food is always improved by good company and interesting conversation. We have a designated restaurant each day and will make the arrangements. All you have to do is reserve your spot and show up! The proximity to Chinatown to the Convention Center allows us to take advantage of a wealth of good Chinese restaurants. An announcement with additional restaurant details will be made in late May on BI-L and placed on the LIRT Web site. Deadline is June 22, 1998. Confirmations with directions to restaurants will be sent in return.
Send requests for reservations or additional information to:

Pixey Mosley
Coordinator of Instructional Services
Evans Library -- Reference   **OR**
Texas A&M University
College Station, TX 77843-5000

Phone: (409)862-1894
Fax: (409)862-4575
E-mail: pmosley@tamu.edu

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Name_____

Institution_____

Mailing Address_____

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Phone_____   Fax_____

E-mail_____

Join us as many times as you'd like. Please mark your preference(s) below:
Lunch Saturday   **June 27, 1998, 12:30 PM**
    ❑ Capitol City Brewing Company   *or*   ❑ Chinese Food (TBD)

Lunch Sunday   **June 28, 1998, 12:30 PM**
    ❑ Capitol City Brewing Company   *or*   ❑ Chinese Food (TBD)

Lunch Monday   **June 29, 1998, 12:30 PM**
    ❑ Capitol City Brewing Company   *or*   ❑ Chinese Food (TBD)

Are you a LIRT member?   ❑   yes   ❑   no

Journalism department and the Libraries at the University of Nebraska researched, prepared, and taught a three-part unit to enable journalism students to use basic print and electronic sources and to be ready to work with computer-assisted reporting. The authors surveyed business editors at 300 newspapers to learn which research skills would be useful to journalists. The units involved an active learning element following the presentations by the instructors. This was a well planned and integrated program.

Dupuis, Elizabeth A. "The Information Literacy Challenge: Addressing the Changing Needs of Our Students Through Our Programs." Internet Reference Services Quarterly 2 (1997): 93-111.

This article discusses how the information literacy challenge is addressed at the University of Texas at Austin. An analysis of the variety of student experiences and needs is followed by a discussion of information literacy skills. The program offered at UT-Austin includes basic Internet instruction classes, a wide array of electronic library services, hands-on training rooms, and numerous Internet-based resources of high quality and diverse content. An extensive bibliography of works consulted is included. This article describes a comprehensive program of instruction at a large university.

Evans, Beth. "Building Bridges between New York City Public High Schools and a College." Research Strategies 15 (Spring 97): 289-99.

A specially funded project between Brooklyn College Library and two high schools provided instruction, a college OPAC terminal at the high schools, and college library access to high school students in selected classes. The organization of the project, its aims, and the methods used are discussed. The article concludes with responses of the students and of the college. A program that crosses type of library makes this article interesting.

Frantz, Paul. "Library Rats: Overcoming Resistance to Libraries." Research Strategies 15 (Winter 97): 48-51.

This article presents an alternative to the orientation tour that focuses on how and where to do research. With the goal of turning some freshmen into "library rats," the new tour emphasizes the variety of useful and enjoyable activities that can be performed in an academic library. The students are shown where the best study areas are, where to read home town newspapers, where to surf the net, and the library is presented as the place to hang out between classes. Although not a research study, this article can inspire and motivate librarians toward immediate improvement in their orientation tours.

Geffert, Bryn, and Robert Bruce. "Whither BI? Assessing Perceptions of Research Skills over an Undergraduate Career." RQ: Reference Quarterly 36 (Spring 1997): 409-417.

The authors present a research study of college seniors that measures the impact of course-integrated BI programs. The conclusion that BI contributes to improving student confidence in library use is gratifying. Even more useful is the complete questionnaire included at the end of the article, which could facilitate replication of the study at any library.

Hansen, Carol, and Nancy Lombardo. "Toward the Virtual University: Collaborative Development of a Web-based Course." Research Strategies 15 (Spring 97): 68-79.

Statewide curriculum development for library instruction produced a course that has been offered at ten colleges and universities throughout Utah. Called the Internet Navigator, it is a Web-based one-hour credit course focusing more on information literacy and less on mechanics of the Internet. Purposes of the course, a description of the course, discussion of how the course is set up and run are covered.

Kafai, Yasmin, and Marcia J Bates. "Internet Web-Searching Instruction in the Elementary Classroom: Building a Foundation for Information Literacy." School Library Media Quarterly 25 (Winter 97): 103-111.

This article describes a project between a graduate library/information science/education seminar and a variety of classrooms from first through sixth grade in which the students were taught use of the World Wide Web. Six different class projects, the teaching methodology used in each, as well as the results obtained are succinctly presented. This article is an excellent introduction and inspiration for anyone teaching elementary students about the Internet.

Latrobe, Kathy, and W. Michael Havener. "The Information-Seeking Behavior of High School Honors Students: An Exploratory Study." Youth Services in Libraries 10 (Winter 1997): 188-200.

In this study of how teenagers seek information, students were asked about lifestyle, health, and relationship information needs as well as course-related research. The students reported that they use not only libraries but peers, parents, television, and government agencies. Although validity requires replication with a more diverse population, the conclusions already provide guideposts for designing library instruction. The enthusiasm demonstrated by students for information relevant to personal needs is a key to maintaining student interest. The central role of people as information providers has implications for both library instruction and library staffing.

Laverty, Corinne Y.C. "Library Instruction on the Web: Inventing Options and Opportunities." Internet Reference Services Quarterly 2 (1997): 55-66.

This article describes not how to teach the Web, but how to use the Web to teach. Information is provided on utilizing the Web for desktop publishing, library tutorials, subject pathfinders, and how-to guides.

Brief descriptions are given for instructional homepages, the use of the Web to create overheads and the creation of backup systems for instruction when connections fail.

Lipman, Cynthia, and Marcia King-Blandford. "Innovation and Collaboration Brings Forth a New Approach to Bibliographic Instruction—Teach the Teachers." Journal of Interlibrary Loan, Document Delivery & Information Supply 8 (1997): 21-31.

Shifting their efforts from teaching the student to teaching the instructor, librarians at the University of Toledo redesigned their approach to the English Department's composition classes. Classroom instructors are invited to attended a 90 minute training session, talk with a librarian one-on-one and are provided with a resource office filled with instructional materials developed for their classes.

Moore-Jansen, Cathy. "What Difference Does It Make? One study of Student Background and the Evaluation of Library Instruction." Research Strategies 15 (Winter 97): 26-38.

A six-year study of students' backgrounds and their evaluation of library instruction showed the greatest correlation between subject interest (anthropology in this case) and evaluation of library instruction. There was little correlation between evaluation of instruction and demographics, previous library instruction, or prior use of library resources. This study is important for its scope and methodology and for the length of time the course was studied.

Neuman, Delia. "Learning and the Digital Library." Library Trends 45 (Spring 1997): 687-707.

The author presents ideas related to using the digital library as an environment for school-based learning. This scholarly review article presents research on the digital library as a venue for higher-level learning, information studies on students' interactions, and research from instructional technology.

Snavely, Loanne, and Natasha Cooper. "The Information Literacy Debate." Journal of Academic Librarianship 23 (January 97): 9-14.

The use and meaning of the term "information literacy" is covered in this interesting discussion. The strong and widespread disagreement over the term is presented, and the possibilities for reaching agreement are discussed.

Turkle, Sherry. "Seeing Through Computers: Education in a Culture of Simulation." The American Prospect 31 (March/April 97): 76-82.

Written not for librarians, but for the general reader, this article takes a look at teaching about computers and computer literacy today. In doing so, the author explores fundamental issues of what people need to understand and thus what must be taught about computers, about the way they work, and about computer applications. The changing exhibits at Boston's Computer Museum are used as examples of the change in the prevailing way of approaching teaching about computers.

Vishwanatham, Rama, Walter R. Wilkins, and Thomas Jevec. "The Internet as a Medium for Online Instruction." College & Research Libraries 58 (September 1997): 433-444.

In order to reach remote users, an introductory course on the Internet was conducted over the email network of the University of Illinois at Chicago. This article presents the methodology of developing the course, design issues in online instruction, and course content organization, as well as the pre and post-course survey, and the results received.

Warmkessel, Marjorie M. and Joseph M. McCade. "Integrating Information Literacy into the Curriculum." Research Strategies 15 (Spring 97): 80-88.

With cross-library cooperation, a two-week course in information literacy models a resource-based learning approach, using active and collaborative learning. Taught to teachers and librarians in elementary and secondary schools by a librarian and a professor of industry and technology, the course provides, by means of an evaluation rubric, detailed criteria by which each project would be evaluated. ■

LIRT Research Committee Highlights Web-based Library Tutorials

The LIRT research committee has created a set of web pages that should be a useful source of ideas for those who are developing web-based tutorials for any type of library. To locate the pages, simply look on the LIRT home page under LIRT Publications, then click on the "Library Instruction Tutorial" link, or access them directly at this URL: <http://diogenes.baylor.edu/Library/LIRT/lirtproj.html>.

Research for the project was based on the question: "What are all types of libraries doing with library instruction and using the World Wide Web?" Since the spring of 1996, the committee has been collecting and reviewing web-based library instruction tutorials. The project is ongoing, and updates will take place on a regular basis.

The list of tutorials is divided into separate pages, one each for general guides to research, subject-specific guides, Internet guides, and interactive tutorials. Additional pages give advice on tutorial design and describe the criteria the committee used in evaluating sites. A bibliography of articles and websites where additional background information may be found is also included.

Short annotations for each listed tutorial describe the site's content and provide brief critical analysis.

The committee invites suggestions and comments. Send them to Jim Kapoun, LIRT Research Committee Chair, Reference Librarian, Southwest State University, Marshall MN 56258.
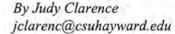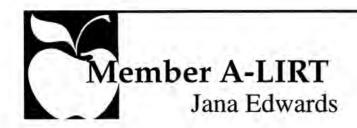email: kapoun@ssu.southwest.msus.edu ■

ALA Program
LITA Internet Resources IG &
RUSA/MARS Education, Training,
and Support Committee

*Critical Skills for
Evaluating the Web*

Saturday, June 27, 2-4 p.m.

Member A-LIRT
Jana Edwards

By Judy Clarence
jclarenc@csuhayward.edu

When I became editor of the LIRT Newsletter in 1992, I was blessed with a wonderfully gifted Production Editor who was a joy to work with. New to the task, I relied on Jana Edwards' skills and advice constantly. Now it's a pleasure to write about her in "Member A-LIRT".

An adult reentry student, Jana did not enter college until she was 24 years old. Working for AT & T in its offices and factory was lucrative, but very unsatisfying, so she decided to move from the Chicago area back to her roots in Southern Illinois to enter the local junior college. It was hard adjusting, but she stuck with it until she got her Associate's degree and moved on to the local university.

At Southern Illinois University in Carbondale, Jana earned a degree to teach Social Sciences (history) at the secondary school level and minored in Educational Media, which she took to like a duck to water. She says, "It was cool playing with all those film projectors, overhead transparencies and other media while also delving a little into librarianship." She had hoped to get a position teaching in Southern Illinois upon the completion of her bachelor's degree, but she also applied for and received a fellowship to attend graduate school at SIU-C, where she completed a Masters degree in Curriculum and Instruction. She volunteered as a librarian at John A. Logan College (the local community college where she received her AA degree.) The job was mostly cataloging, but the experience turned out to be very valuable when she applied for her first professional position, as Reference Librarian at Rend Lake College.

Rend Lake College was a great place to work! During her five years there, Jana gained a wide variety of experience: she was in charge of technical services (acquisitions and cataloging), managed the reference desk and reference services, and coordinated BI. Sounds horrendous, but when you are one of five staff members in a small library serving a community of 2,500 students, "you have to diversify or die." After a

couple of years, Jana realized that she wanted to move into a higher level of academic librarianship; for this she needed an MLS. Quitting the regular paycheck and job security was scary, but she knew that the intellectual atmosphere and stimulation of working with well-known librarians and professors were just what she needed.

Jana was granted an assistantship at Indiana University, Bloomington, where she managed the Collins Living/Learning Center Library (a library in a small residence hall) as she earned her degree. Later she worked as a reference assistant, experience she feels is essential for any library school student. "You learn twice as much," says Jana, " working with an experienced librarian on the desk as you do from reference courses (which are invaluable, too.) The same goes for Library Instruction. The theory classes are a necessity, but you need experience in the classroom, too."

While Jana was at IU, she became attracted to LIRT because she had the opportunity to work with two very dynamic women involved in the organization, who served as her mentors. Mary Popp was head of the instruction services at IU when Jana was in school, and she was fortunate to work with Mary as a graduate student assistant in her office, and then to collaborate with her later as the Undergraduate Libraries Instruction Assistant, and then as the Technology Coordinator. Jana reports that Mary was always immersed in LIRT issues and projects, which she often shared with her graduate assistants. It was excellent training. "I can't thank Mary enough for all that she taught me about teaching, management and life in a large academic library", says Jana.

Emily Okada was another influential person Jana worked with, while at IU. "The things that Emily modeled for me were self-confidence, how to provide superior reference service and how to be a team-player. She also encouraged me to get involved with LIRT and

✓ CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

Summer's here! It's time to sit back and catch up on your learning. In this issue I have included a few good readings from outside the library literature.

INFORMATION LITERACY COMPETENCIES

The February/March issue (volume 3, no. 2) of Internet Trend Watch for Libraries, published on the World Wide Web, includes two useful articles about work on information competencies.

Shaleen Barnes talks in "Developing Information Literacy Competencies for a Five-Campus University System" <http://www.itwfl.com/umass.html> about development of a list of common goals for the University of Massachusetts system, including questions discussed and the actual goals adopted. She includes a link to the final planning report on the Web, which contains specific objectives, including objectives about the use of electronic resources.

Judy Swanson, in "Information Competencies - California Style!" <http://www.itwfl.com/csu.html> describes the work of the California State University System and includes their ten core competencies, as well as links online to a self-paced World Wide Web instructional module to teach the competencies, an electronic workbook for use with an online catalog, and information about a 3-unit Information Competence Class.

Please NOTE: The April 1998 issue of Internet Trend Watch for Libraries is the last issue of this innovative journal. The back issues will be kept on the Web for 1 year. We'll miss it!

GOOD READING FROM LIBRARY SOURCES

Cleary, Jane Scott. "Asking the Right Question: Formulating Effective Search Strategies for Electronic Databases." Research Strategies 15.3 (1997): 199-203.

Describes a simple active learning technique to teach students how to develop search strategies, suitable for use in a 50 minute class and with both graduate and undergraduate students. Student groups are given a topic and asked to select a database and create a strategy. The strategies are then used and discussed in class, a process taking from 15-25 minutes from start to finish.

Jacobson, Frances F., and Greg D. Smith. "Teaching Virtue in a Virtual World." School Library Journal 44 (March 1998): 100-103.

Describes a program to teach high school students about ethical conduct on the Internet, with a particular focus on email and on copyright and intellectual property. Sample scenarios used with students and helpful Web sites are included.

Jayne, Elaine, and Patricia Vander Meer. "The Library's Role in Academic Instructional Use of the World Wide Web." Research Strategies 15.3 (1997): 123-150.

Suggests a collaboration between libraries and computer centers to teach faculty about instructional uses of the Web and provides tips for successful programs. Includes criteria for choosing instructional Web sites to demonstrate and has a useful appendix describing specific sites that meet such criteria.

Mosley, Pixie Anne. "Creating a Library Assignment Workshop for University Faculty." Journal of Academic Librarianship 24 (Jan. 1998): 33-41.

Describes an interactive workshop for faculty about library assignments offered at Texas A & M University. Contains a copy of the promotional flyer, the complete content of the workshop, including group exercises and an assignment checklist, and scripts for short role-playing skits presented by library staff. This workshop could be adapted for high school teachers as well.

☑ *CHECK THESE OUT!*

HELPFUL ARTICLES FROM THE TRAINING AND EDUCATION LITERATURE

Dochy, Filip J. R. C., and Liz McDowell. "Introduction: Assessment as a Tool for Learning." Studies in Educational Evaluation 23.4 (1977): 279-298.

Librarians interested in an overview of research about assessment (defined as the use of tools to systematically evaluate learning) will find this bibliographic essay a useful starting point.

Larson, Angela Kay, and Tom Mucciolo. "All the Right Moves." Currents 24 (April 1998): 12-18.

Practical advice for public speakers on presentation style, covering four areas: body movement, voice, hand gestures, and controlling the audience. Includes pictures. Worthwhile reading for all of us— whether novice or expert speaker.

Schraw, Gregory, "Promoting General Metacognitive Awareness." Instructional Science 26 (March 1998): 113-125.

Examines recent research on metacognition (thinking about how one learns or performs a task such as research) and describes four instructional strategies for improving student metacognitive skills. Includes clear definitions of important concepts.

Two recent articles describe currently available software packages for use in designing World Wide Web tutorials:

Kursh, Steven. "Going the Distance with Web-Based Training." Training & Development 52 (March 1998): 50-53.

Phillips, Vicky. "Selecting an Online Authoring System." Training 35 (April 1998): 53-61.

IN BRIEF

Arnold, Judith M., and Elaine Anderson Jayne. "Dangling by a Slender Thread: The Lessons and Implications of Teaching the World Wide Web to Freshmen." Journal of Academic Librarianship 24 (Jan. 1998): 43-52.

Burdick, Tracey. "Pleasure in Information Seeking: Reducing Information Aliteracy." Emergency Librarian 25 (Jan.-Feb. 1998): 13-17.
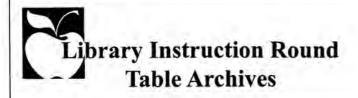
Dickstein, Ruth, and Kari Boyd McBride. "Listserv Lemmings and Fly-brarians on the Wall: A Librarian-Instructor Team Taming the Cyberbeast in the Large Classroom." College & Research Libraries 59 (Jan. 1998): 10-18.

Kaplowitz, Joan, and Janice Contini. "Computer-Assisted Instruction: Is It an Option for Bibliographic Instruction in Large Undergraduate Survey Classes?" College & Research Libraries 59 (Jan. 1998): 19-28.

Ragains. Patrick. "Evaluation of Academic Librarians' Instructional Performance: Report of a National Survey." Research Strategies 15.3 (1997): 159-175.

Smith, Anne Marie, and Caroline A. Drakeley. "12 Tips for Using Hypertext." Training & Development 52 (January 1998): 68-69. ∎

Mary Pagliero Popp is Information Technologies Public Services Librarian in the Indiana University Bloomington Libraries.

♦ Library Instruction Round Table Archives

Kari Lucas, Archivist
Undergraduate Library, C-075-D
University of California, San Diego
LaJolla, CA 92093 email: klucas@ucsd.edu

News-Bites

Pixey Anne Moseley (Coordinator of Instructional Services, Evans Library, Texas A&M University and LIRT PR/Membership committee member) was elected 1998/1999 Chair of the Library Instruction Round Table of the Texas Library Association. Her term began in April 1998. She also had an article published in the Journal of Academic Librarianship. See the full citation in the "Check These Out" article elsewhere in this issue.   Email: pmosley@tamu.edu

For the May 98 issue of The Journal of Academic Librarianship, **Julie Still** (Paul Robeson Library, Rutgers University) wrote "The Role and Image of Libraries and Librarians in Discipline Specific Pedagogical Journals."
Email: still@crab.rutgers.edu

Janelle Wertzberger, a brand new member of LIRT, was appointed Reference/Instruction Librarian at Gettysburg College, Gettysburg, Pennsylvania. She completed her MLIS at the University of Texas at Austin in May 1997.
Email: jwertzbe@gettysburg.edu

The Big I

But what about the **RT** in LIRT? **RT** stands for Round Table, a picturesque phrase we have adopted from the great symbol of King Arthur's Round Table. In the spirit of King Arthur, we invite others to pull up a chair and participate as equals. This is a good reason to join one or more of ALA's thriving coalition of Round Tables. As LIRT President, I attend meetings with the leaders of other groups, and there is now solid support of Round Table activities by ALA.

The most exciting thing about LIRT is the incredible future we have spreading before us. So, pull a chair up to the table, and join us. ■

Lynn Ossolinski is Librarian at Incline High School, Incline NV. Email: lynno@nsn.scs.unr.edu

Member A-LIRT

then later had enough confidence in me to turn over the production reins of the LIRT News and mentor me in that position." Jana adds, "I've met many wonderful people in LIRT since then, who are a constant source of support, new ideas and just plain fun. Sometimes we forget that we can have fun while teaching and working with our users."

After graduation from library school, Jana held two positions with the Undergraduate Library Services of the Indiana University Libraries. The first was Instruction Coordinator (an assistant to the UGL Instruction Librarian), then the position of Technology Coordinator or "computer wrangler" as Jana likes to call it. She fell into this because, "I knew that computers were the wave of the future and wanted to be there in the crest."

After her divorce in 1993, Jana wanted to spread her wings and look for a faculty position in a good university. Since geography was no longer an issue, she ended up at the University of Florida, where she is today—working with "a great group of people who are very interested in teaching information skills and in providing quality service." She thoroughly enjoys her job as Reference Librarian/Outreach Specialist in the Humanities & Social Sciences Services Department of the George A. Smathers Libraries because "I get to teach classes and because I have the latitude to exercise my creativity in such outlets as being the department webmaster, and (of course) production of LIRT News. It's a great place to be!" Jana is especially excited about the upcoming fall semester, because she will be coordinating a three hour honors course called, "Research in the Virtual Library."

In her spare time, Jana likes to travel and likes the water (boating on the local lakes and of course, the ocean!) And she's recently formed a little business with a colleague in the Networked Writing Environment at UF, designing web sites.

Creative, eclectic, enthusiastic, vivacious, are all adjectives that suit our wonderful Jana Edwards. What an asset she is to our LIRT family! ■

Judy Clarence is Music Librarian and a member of the Instructional and Interpretive Services Department at the Library at California State University Hayward. She is a member of LIRT's PR/Membership Committee.

TECH TALK

By Billie Peterson, Baylor University

Dear Tech Talk—

In a previous column you discussed Cascading Style Sheets and their impact on web pages. I've recently heard about a new mark-up language, XML. Will I have to completely redesign my library's instructional web pages so they work with this new standard?

—Xpecting an Xplanation about XML

Dear XXX—

In the beginning (1986), there was SGML (Standard Generalized Markup Language, ISO 8879), an international standard for defining descriptions of the structure and content of different types of electronic documents. SGML is the "mother tongue" used for describing thousands of different document types from transcriptions of ancient languages to technical documentation of sophisticated machines.

HTML is only *one* of these SGML document types. It defines a single, fixed type of document that lets you describe a simple, office-style report (headings, paragraphs, lists, illustrations, etc.), with some provision for hypertext and multimedia. HTML is relatively easy to learn, but as was mentioned in the December 1997 Tech Talk column on Cascading Style Sheets, HTML is rife with limitations. (See Mace, "Weaving a Better Web," for additional details.) To reduce these limitations, HTML needs to be extended, and there are only 2 ways to "extend" HTML:

1. The World Wide Web Consortium could approve a new HTML standard, a very slow and cumbersome process.

2. Browser developers could implement new features that are not part of the HTML standard and, therefore, are not uniformly supported by other browsers, causing incompatibility and design problems.

Because SGML is completely extensible, it could be used to overcome all of the limitations associated with HTML, but SGML is very complex and difficult for a lay person to use. Hence, the development of the eXtensible Markup Language, XML, a bridge between the rich complexity of SGML and the restrictive simplicity of HTML. Whereas HTML describes how information is presented (to a certain extent), XML describes the **content** and the **hierarchy** of the information that is presented. XML makes use of the Document Type Definition (DTD) to define a page's elements and its attributes as well as the relationships among the elements and attributes; the eXtensible Style Language (XSL), style sheets for XML documents; and the eXtensible Link Language (XLL) to increase the power of links in web pages.

The beauty of XML is that new tags and hierarchies can be developed by any web page author, without waiting for a new standard; and, as long as the document is "well-formed," any XML (or SGML) application will be capable of interpreting the information. What's the catch? As of this writing, no HTML browser is optimized for XML. Internet Explorer currently offers limited support for XML, and Netscape promises that the next major upgrade (5.0) of its Navigator software will be XML compliant.

In many ways, XML documents appear similar to HTML documents, except for the provision of nonstandard HTML tags. So, does that mean that HTML pages are automatically XML compliant? If the HTML document is "well-formed," then it is XML compliant; otherwise, it is not. But what makes a document "well-formed?"

1. All tags must be properly nested and must match, and there must be an enclosing element for the whole document.

2. All attribute values must be enclosed in quotes, for example, <font size="5" color="blue"> is correct but <font size=5 color=blue> is incorrect.

3. All elements with empty content must end with "/>" instead of ">". For example, the HTML tags <br>, <hr>, and <img> would have to be changed to <br/>, <hr/>, and . This is required in XML because the "parser" needs to know that the <br> tag is empty so it won't look for a matching </br> tag later in the document.

If all web page developers precisely followed the HTML standards, their web pages would be XML compliant. However, web browsers are purposely forgiving of "incorrectly" written HTML code, so there are millions of web pages that work with current browsers but are not XML compliant. With some time and patience, any HTML page can be converted to XML, but it's probably not necessary because XML and HTML are meant to complement, not compete with, each other. For details on converting HTML documents to "well-formed" XML documents, see the XML FAQ (Frequently Asked ...).

According to Jon Bosak, chair of the XML Working Group which developed XML, the best applications for XML will be those that can't be accomplished with the current HTML limitations.

1. Applications that require the Web client to mediate between 2 or more heterogeneous databases.

2. Applications that attempt to distribute a significant proportion of the processing load from the Web server to the Web client.

3. Application that require the Web client to present different views of the same data to different users.

4. Applications in which Web intelligent agents attempt to tailor information discovery to the needs of individual users. (Bosak   "XML . . .")

XML EXAMPLES

These elementary examples of XML compliant documents show nested hierarchies and developer invented tags.

Example One:

```
<?XML version="1.0" standalone="yes"?>
<food>
<salty>
<snack>Corn Chip</snack>
<snack>Potato Chip</snack>
<snack>Tortilla Chip</snack>
</salty>

<sweet>
<cookies>Chocolate Chip</cookies>
<cookies>Peanutbutter Chip</cookies>
</sweet>
</food>
```

Example Two:

```
<?XML version="1.0" standalone="yes"?>
<computer>
<description>
<memory>64k</memory>
<harddisk>2.5gb</harddisk>
<processor>Intel Chip</processor>
</description>

<description>
<memory>132k</memory>
<harddisk>3gb</harddisk>
<processor>Power PC Chip</processor>
</description>
</computer>
```

Example Three:

```
<?XML version="1.0" standalone="yes"?>
<web page>
<name>George (Chip) Davies</name>
<e-mail>chip@company.com</e-mail>
<body>yada yada yada</body>
</web page>
```

Another real advantage to XML is the power of the eXtensible Link Language. According to Neil Randall, with XLL, web authors "can provide a link that will take users to a particular resource" just as HTML currently does; but in XML, "a cross-reference link will then show all the links that lead to that resource, and the user can follow these links to their sources."

In addition, "XML authors can . . . specify what happens when a link is not found," with possibilities including following the link without further action on the user's part or perhaps even embedding the linked document within the original (319).

Where does XML fit in with library web pages? To a certain extent, it's too early to say. However, a couple of possibilities come to mind:

1. Designing library or library instruction web pages that change, based on the user's sophistication or physical capabilities.

2. Instructing users to use Internet search agents or databases that employ the XML standard. Use of tags (fields) that describe the content of specific elements of the database should result in the retrieval of more relevant information, just as it does in standard library databases. Given the three examples of XML documents in the sidebar, imagine the difference in search results for the topic "chip" if your search agent could look for "chip" as part of the <computer> tag or the <processor> tag.

How *will* libraries make use of XML — only time will tell as browsers become XML compliant and XML development tools evolve.

For more information:

Beale, Stephen. "XML Ascends on the Web: New Web Authoring Standard Offers Advantages over HTML." Macworld 15 (February 1998): 28-29.

Bosak, Jon. "XML, Java, and the Future of the Web". 10 March 1997. <http://sunsite.unc.edu/pub/sun-info/standards/xml/why/xmlapps.htm> (19 April 1998).

Connolly, Dan. XML Principles, Tools, and Techniques. Sebastopol, CA: O'Reilly & Associates, 1997.

Extensible Mark-up Language. 22 April 1998. <http://www.w3.org/XML> (23 April 1998).

Extensible Mark-up Language (XML) 1.0. 10 Feb. 1998. <http://www.w3.org/TR/1998/REC-xml> (19 April 1998).

Frequently Asked Questions About the Extensible Markup Language: The XML FAQ. 3 Feb. 1998. <http://www.ucc.ie/xml/> (19 April 1998).

Gee, William and John Gartner. "Xpand Your Site With XML". TechTools 25 March 1998. <http://www.techweb.com/tools/proddesign/9803/980325xml.html> (19 April 1998).

Light, Richard. Presenting XML. Indianapolis, IN: Sams.net Publisher, 1997.

Mace, Scott, et. al. "Weaving a Better Web". BYTE. (March 1998):58-68. <http://www.byte.com/art/9803/sec5/sec5.htm> (19 April 1998).

Randall, Neil. "XML: A Second Chance for Web Markup." PC Magazine. 16 (November 4, 1997):319-320.

XML.com. 11 April 1998. <http://xml.com> (19 April 1998). ∎

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

ALA Program
ACRL, Instruction Section
Research with a Small r: Approaches for the Instruction Practitioner
Sunday, June 28, 1998, 2 - 5 p.m.

Using WINSelect Kiosk Software in the Library Classroom

By Barbara L. Cressman, LIRT Computer Applications Committee

What is kiosk software?

Kiosk software is a security program that allows users to access only those hyperlinks listed on the kiosk home page. It prevents unauthorized access to computer systems and web sites that are not designated, and it allows the administrator/instructor to decide exactly which programs the user will be able to access. No longer visible are the typical browser buttons, location box, and pull-down menus, and this software locks out the desktop, the taskbar, and the drive controls. In essence, it effectively disables every escape route, thereby limiting the use of the computer to specific functions while the kiosk program is turned on.

Why use it in the library classroom?

Have you ever taught a library class and noticed students checking their e-mail or surfing the web while you are talking? Have you ever started your class, only to find that students in a previous class have left the computers in a state of la-la land? Would you like to spend less time resetting each machine and practically no time worrying whether you will be able to reset the machines? Kiosk software might be for you.

Using kiosk software at Booth Library

WINSelect kiosk software protects the 20 Technology Teaching Facility workstations and the Reference Services public workstations at Eastern Illinois University's Booth Library. We've designed the kiosk home page to display clickable buttons accessing our collection of electronic resources, including the online library catalog and article indexes.
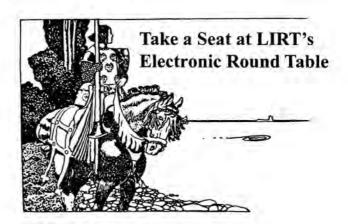
During teaching situations when you want the students to be able to freely browse the web, you won't want the kiosk homepage to be turned on. The primary reason we prefer WINSelect is for the ease with which it may be turned on and off without rebooting the computer . Other programs we tried required a computer restart to turn off, then a restart to turn back on (very annoying!). The WINselect program is always automatically on when you restart.

WINSelect version 3.0 works only with Netscape 3.1 or earlier, although an upgrade making it compatible with Netscape 4.0 is expected this spring. Another negative is that the current version of WINSelect doesn't recognize all the menu features of Netscape 3.0. Consequently, while the email feature is blocked out, the news and the history files aren't. This isn't much of a problem at Booth Library since few of the students try to use these unblocked features.

Can I try it out first?

As with several other kiosk software products, you may download a free trial version of WINSelect to see if you like it. For 60-day free-trial information and pricing, visit http://www.winselect.com where you will also find their product overview and details about its control features. ∎

Barbara L. Cressman is Assistant Head, Circulation Services, Booth Library, Eastern Illinois University. Email: cfblc@eiu.edu

Take a Seat at LIRT's Electronic Round Table

LIRT Web Page
<http://diogenes.baylor.edu/Library/LIRT/>
LIRT Newsletter
<http://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>
LIRT-L
(A moderated discussion about LIRT activities.)

Subscribe by sending the following message to listproc@baylor.edu:
subscribe lirt-l firstname lastname

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.
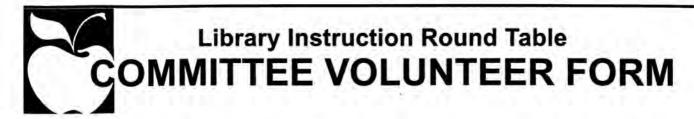
PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food 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 Gale Burrow, telephone: (909) 621-8150, e-mail: gburrow@ rocky.claremont.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:

Gale Burrow
Honnold/Mudd Library
800 Dartmouth Avenue
Claremont, CA 91711

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.

Volunteers are ⌄*still* needed to staff the
LIRT booth in <u>Washington, D.C.</u>

The Public Relations/Membership Committee of the Library Instruction round Table (LIRT) is sponsoring an exhibit booth at the annual ALA conference in Washington D.C. By volunteering to staff the booth you have the opportunity to greet potential LIRT members, distribute information about LIRT and its activities, and exchange ideas with other librarians about library instruction.

If you can contribute a couple of hours of your time, please fill out the form below. If you are not a member of LIRT, helping at the booth is a great way to meet current members and find out more about the organization. Several two-hour slots are open, please contact Marie Hayden for details, or use the volunteer form printed in the <u>LIRT News</u>, March 1998, page 10.

Please reply to:

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Library Instruction Round Table News
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First Class Mail