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LIBRARY INSTRUCTION ROUND TABLE NEWS

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

June 1999 volume 21 no. 4

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from the
president

By Gale Burrow, gburrow@rocky.claremont.edu

The Learning Room

Recently I have spent a lot of time reflecting on designing and teaching in a hands-on classroom. At the LOEX Conference this spring, a colleague and I presented a paper on that topic based on our experiences with the Learning Room for the Libraries of The Claremont Colleges. In addition, we are coming to the end of our first year teaching in that very pleasant, very high-tech facility, so we're beginning to evaluate how well it works for us, how well we use it, and how we can continue to improve our teaching and our students' learning.

The Learning Room has provided our teaching librarians with solutions to many of the problems we faced in our old classroom and has offered some exciting new teaching possibilities. On the other hand, it has not solved all our problems and has created at least as many new questions as it has answered. I suppose that's always the way it is with change. And change is always with us. I think that's why it's so important to have an organization like LIRT that offers us so many practical ideas to help answer our questions about library instruction.

One of the questions we're trying to answer in Claremont is "How can we make faculty and students aware of the range and value of available library services, including library instruction, so they'll take better advantage of them?" At the LIRT Discussion Forum at Midwinter Conference, I joined a group of librarians talking about marketing library services, heard some success stories, and came away with several really good ideas. One we're going to try in the fall is a "library fair."

Are you looking for some good examples of web tutorials? The LIRT Research Committee has evaluated many and put links to the best at <<http://diogenes.baylor.edu/Library/LIRT/lirtproj.html>>. Do you need some ideas for evaluating various aspects of your instruction program? Have a look at Evaluating Library Instruction: Sample Questions, Forms, and Strategies, published in 1996 by ALA Editions. Written by LIRT members including Diana Shonrock, who also edited the book, it is packed with evaluation strategies for just about every library instruction need.

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20 LIRT's Top Twenty for 1998

By the Continuing Education Committee, Janet Sheets, Chair,
Janet_Sheets@baylor.edu

During 1998, members of LIRT's Continuing Education Committee, Mari Leverage, James Millhorn, Jonathan Helmke and Janet Sheets, read and evaluated scores of articles on library instruction and information literacy. At ALA Midwinter meeting in January of 1999, we chose these 20 articles as the best of the best.

The committee tries to cover all types of libraries in the articles considered. Although the majority of the articles examined and most of the articles chosen are written from a higher education perspective, there are four articles where the instruction is set in an elementary or secondary school, and three articles cover all types of libraries.

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From the Editor: Remarks and Invitations

This issue of the LIRT News is full of reviews: software and hardware, articles and books are all evaluated in these pages. Why not try out some new technology or read one of the recommended books or articles? Of special note in this issue is the Continuing Education Committee's "LIRT's Top 20." This annual feature usefully highlights the best of the year's instruction articles. You'll also find announcements about programs and meetings at the upcoming annual conference (June 24-June 30). If you will be in New Orleans, please accept LIRT's invitation to participate in LIRT meetings, attend the program, or at least share in a Bites with LIRT luncheon.

This is the last issue of the LIRT News that I will edit. Barbara Cressman, who has been assistant editor since February of 1999, will assume the editorship with the September issue (v.22 no.1). I know that Barbara will serve well. She will be assisted by a wonderful group of newsletter committee members and by Jana Edwards our very capable production editor. I invite you to welcome Barbara Cressman to her new role as editor.

Keep Up With LIRT

LIRT-L is a moderated discussion forum open to anyone with an interest in LIRT's activities. Joining the list is especially helpful those who cannot attend conferences, but who would like to remain informed about and contribute to the Library Instruction Round Table's work. Because traffic on the list is moderated, irrelevant and misdirected messages do not clog the inboxes of LIRT-L subscribers. (LIRT-L is not intended to be a forum for general discussion of library instruction issues. Those interested in such discussions should use BI-L at listserv@bingvmb.cc.binghamton.edu.)

Getting subscribed to the list

To subscribe to LIRT-L, send the following message:

subscribe lirt-l firstname lastname

To the following address:

listproc@baylor.edu

Sending messages to the list

After subscribing to LIRT-L, send your messages to:

lirt-l@baylor.edu

I offer my profound appreciation to those LIRT members who have consistently provided contributions to the newsletter in advance of the editorial deadlines: you know who you are. Your conscientiousness kept me from going completely gray before my time. I would also like to thank the two columnists whose regular columns have graced these pages throughout my tenure as editor: Mary Popp's bibliographic essays are an always helpful guide to current literature related to library instruction; and Billie Peterson's Tech Talk column always makes the technical understandable to those of us who are not computer gurus. If you enjoy their columns as much as I do, I invite you to send them an e-mail message to tell them so.

In the end, the LIRT News is a cooperative endeavor that the editor merely organizes. So I thank everyone who has written for us in the last two years: your contributions have made the newsletter what it has been. I know Barbara will join me in inviting you to help make the LIRT News even better in the future.

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Submissions for the September 1999 issue of the LIRT News are due by **July 16, 1999**. Please send submissions to the incoming Newsletter Editor, Barbara Cressman, at the following address, fax or email:

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

Editor: David G. Sherwood, Reinert/Alumni Library, Creighton University, 2500 California Plaza, Omaha, NE 68178.

Contributions to be considered for the September 1999 issue must be sent to the new editor by July 16, 1999. Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611. All material in the LIRT News is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement. Production Editor: Jana S. Edwards ©American Library Association.

LIRT Meetings

1999 ALA Annual Conference, New Orleans, LA

Saturday, June 26th

8:00 - 9:30 a.m.

Steering, FAIR-Explorer

9:30 - 11:30 a.m.

All Committees, FAIR-Explorer

11:30 a.m. - 12:30 p.m.

New Chair & Officer Orientation,
FAIR-Explorer

12:30 p.m. -

Bites with LIRT

Sunday, June 27th

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

LIRT Program, MAR-Acadia

12:30 p.m. -

Bites with LIRT

8:00 - 10:00 p.m.

Executive Board, HIL-Br. Salon 12

Monday, June 28th

12:30 p.m. -

Bites with LIRT

2:00 - 4:00 p.m.

Computer Applications, EMCC-351
Conference Program 1999 &

Program 2000, EMB-Diamond B

Elections, HIL-Gr. Salon 12

Publications, EMB-A. Jackson

6:00 - 7:30 p.m.

Steering Dinner

8:00 - 10:00 p.m.

Steering, HIL-Gr. Salon 3

Tuesday, June 29th

9:30 - 11:00 a.m.

Executive Board, EMCC-348



(EMB-Embassy Suites, EMCC-Convention Center, FAIR-Fairmont Hotel, HIL-Hilton New Orleans Riverside Hotel, MAR-Marriott Hotel)

From the President

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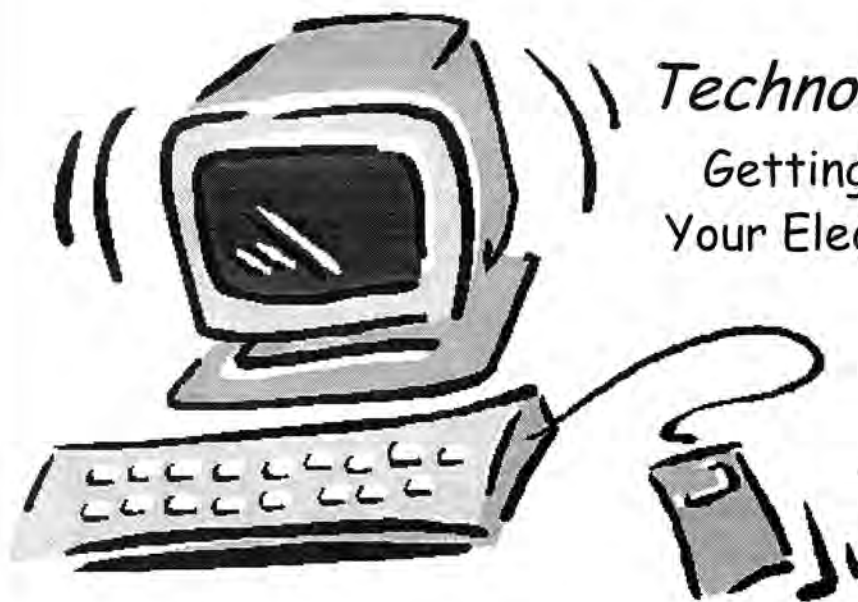
Would tips on classroom management be helpful? LIRT's Research Committee has developed a series of "Teaching Tips" pamphlets including one on classroom management. They'll be available at the LIRT Booth at Annual Conference. Stop by and pick one up.

Are you wondering how to design a hands-on classroom that will provide an effective environment for learning? You'll find some answers at LIRT's Annual Conference Program this summer. Speakers and poster sessions will address issues of designing and teaching in a hands-on classroom. You'll find a range of suggestions to help you. You'll also find lots of practical information right here in LIRT News. "Tech Talk" provides answers to questions on all sorts of issues, from broad concerns like distance learning to the specifics of

Dynamic HTML. You will also regularly find success stories describing programs that have been effective in different types of libraries and software reviews to keep you in the know and help you make the best choices.

And what if you have a question you'd like answered or a success story you'd like to share? PLEASE let us know! LIRT Committees welcome suggestions for new projects. Your participation, your questions, and your successes shape the content of our programs and our publications. Together we can provide the best and most innovative instruction for our library users as they move into the 21st century.

Gale Burrow is President of LIRT and Coordinator of Library Instruction in the Honnold/Mudd Library, The Claremont Colleges. ■



Technology in Action: Getting the Most From Your Electronic Classroom

Sunday, June 27, 1999
9:30 a.m. - 12:30 p.m.
New Orleans, LA
Marriott New Orleans

The physical arrangement of the computer teaching lab has recently been under some scrutiny. Is there a "best" way to create or update lab space to maximize student learning? Does the librarian need to change or alter the teaching process in response to the physical environment? This program will offer practical insights to teaching librarians using computer labs as part of the instructional process. A poster session "Teaching with Technology" will cap the morning's activities.

Information Literacy

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The results did show a promising start and illustrated success for those institutions that had incorporated these programs into their curricula thus far. The survey did, however, indicate that many institutions confuse the term "information literacy" with computer literacy and/or bibliographic instruction which is still an issue today.

Two of the author's other appendixes are useful in that one gives a sample writing syllabus for a psychology class and another lists a particular college's competency growth plan (freshman through senior year) in library and information literacy for students with a marketing major.

A nice complement to *Student Learning* is the 1998 publication titled *As If Learning Mattered: Reforming Higher*

Education by Richard E. Miller. His book takes a look at past efforts to reform educational practice and what changes are possible by bureaucracies as social instruments.

For older publications in this same vein, you might want to consult the following:

Farmer, D. W., and Terrence F. Mech. *Information Literacy: Developing Students as Independent Learners*. (New Directions for Higher Education series, no. 78). San Francisco: Jossey-Bass, 1992.

Noble, Pat. *Resource-Based Learning in Post Compulsory Education*. NY: Nichols, 1980.

Shawn Thomas, a member of the LIRT Newsletter Committee, works at the Chicago Public Library Information Center. ■

Web-Based Library Instruction for Government Documents

by Stephen Patrick, patricks@etsu.edu

Depository librarians are charged with making their collections more accessible to different audiences in a variety of ways. One of the avenues available to academic librarians is through library instruction, either basic or specialized. With the advent of the Internet and other electronic means, Web-based library instruction is becoming more prevalent and can be used in multiple settings. While depository librarians generally tend to instruct users in a one-on-one setting, being able to reach larger groups or entire classes at a time is highly desirable and is becoming more of a necessity.

For those of us participating in library instruction at our respective institutions, there are a variety of challenges that prevail and serve as deterrents to overall learning. These basic challenges include the time of day, food or caffeine deprivation, sleep deprivation, the lure of different forms of entertainment, or the lack of teaching faculty present during the instruction session to name a few.

With the advent of electronic resources, various student or user important needs have been determined. These include the ability to define sound search strategies, how to select and use the multitude of search engines available, how to evaluate electronic sources for appropriateness and quality information, and how to cite the electronic sources selected. Web-based instruction can accommodate different learning styles and abilities of students and allow for unlimited drill and practice of important materials or resources. This allows greater flexibility for students who are self-directed or motivated, as well as provides a variety of resources to distance learners or users beside those who found your library's Web site serendipitously.

There are also a variety of librarian and faculty benefits to Web-based instruction ("Web-BI"). One of these benefits includes better facilitation of resource management. We all understand the importance of current information and most resources can be updated more frequently electronically. Instructors have easier access to information and they don't have to lug around book trucks loaded with potential resources. Many cost-saving factors exist and Web-BI can help reduce internal/external printing and photocopying handouts that become outdated the moment they are completed. It can allow instructors to cover additional or more appropriate materials in less time, as well as allow for flexibility during an instruction session that may go off on tangents and explore other possibilities. However, one of the greatest benefits to instruction, if pursued or marketed appropriately, is that it can increase collaboration between librarians and

teaching faculty in providing relevant bibliographic and electronic resources for students.

Of course, there can be a downside to this type of activity that includes increased expectations of students, users or faculty alike and increased workload for already overburdened librarians and staff. This may create a false sense of security when providing well-meaning and additional support for faculty.

A variety of primary objectives can be derived from Web-BI. Web pages can serve as an effective instruction tool. Personal notes can be tracked for future sessions, many of which may become Web pages in their own right. Resources, such as syllabi, class assignments and selected readings, provided by teaching faculty can enhance library instruction Web pages or, if provided by faculty, can serve as links to library Web pages.

The key rule to good Web page design used for library instruction is to keep it simple. An overabundance of graphics is not necessary. It is the information that is most important. However, if a graphic interface is used, remember to include a text version for those who don't have the capacity for viewing them or don't want to wait for them to load. Also use a bold font (size 3 or larger) if your library uses a projector for presentations. This should allow a greater number of students to read the information legibly from the back of the room.

When preparing Web pages for library instruction, try to include several basic features. Standard links should be made to a listing of search engines, a variety of electronic evaluation tools (<<http://www.etsu.edu/library/eval-www.htm>>) and examples on citing Web resources (<<http://www.etsu.edu/library/citing.htm>>). Your pages should also include a variety of both print and electronic bibliographic resources owned or accessed by your library.

Web pages designed by depository librarians should link other depository library home pages within your state or region, and GPO gateways. Other key links should include GPO Access (<http://www.access.gpo.gov/su_docs/>), the Federal Web Locator (<www.law.vill.edu/Fed-Agency/fedwebloc.html>), GovBot (<www.business.gov/Search_Online.html>), and the GODORT handout exchange (<www.lib.umich.edu/libhome/Documents.center/godort/bibl.htm>) to name a few. Hidden URLs should be avoided since many users print a hardcopy of your Web page for future reference.

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Join us for **BITES with LIRT** **New Orleans, LA, June 26, 27, & 28, 1999**

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 San Francisco. 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.

New Orleans is known for great cuisine, but good food is always improved by good company and interesting conversation. We have two restaurant options for each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with additional restaurant information will be made in May on BI-L and placed on the LIRT Web site. **Deadline is June 11, 1999.** Confirmations with directions to restaurants will be sent by e-mail, fax, or US mail (based on supplied addresses).

Send requests for reservations or additional information to:

Pixey Mosley
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Texas A&M University
College Station, TX 77843-5000

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



Name _____

Institution _____

Mailing Address _____

Phone _____ Fax _____

E-mail _____

Join us as many times as you'd like. Please mark your preference(s) below:

Lunch Saturday

June 26, 1999, 12:30 PM

☐ Mulate's (Cajun)

☐ Red Bike (Multi-cultural, Vegetarian)

Lunch Sunday

June 27, 1999, 12:30 PM

☐ Metro Bistro (Euro-bistro)

☐ Red Bike (Multi-cultural, Vegetarian)

Lunch Monday

June 28, 1999, 12:30 PM

☐ Metro Bistro (Euro-bistro)

☐ Mulate's (Cajun)

Are you a LIRT member?

☐ yes

☐ no

Should All Library Schools Offer Courses in Library Instruction?

THOUGHTS
FROM RECENT
GRADUATE,
MIMI PATTERSON

As I was thinking about this article I asked some of my colleagues what they wish they had known when they started teaching in libraries. One of them replied, "Something about the different learning styles." Her wish made me realize that everything I learned about instruction came from my background in education. There was very little offered in my library program to help me develop teaching skills.

Through further investigation I discovered that there is a course offered at the school I attended, but it is offered under the umbrella of the School Media program. My interest was piqued. I looked at the course offerings for several other library school programs to see if courses in instruction or bibliographic instruction were offered. I found that some library schools offered courses in bibliographic instruction, but many of those were offered for school media specialists, or as a special topics seminar that was not offered every semester. None of the schools I looked into required a course in instruction.

As I mulled over the results of my mini-investigation I grew concerned about two issues in particular: 1) the course titles and their content; 2) the fact instruction courses are not core requirements.

My concern with the name of the courses is that the name alone may affect who decides to take the course. Since most everyone who works in any kind of library will be teaching (even if only on a one to one basis), why only market these classes to those who specifically want to be instruction librarians? Why not focus the curriculum on very basic teaching skills—creating a syllabus, creating goals and learning objectives for the class, dividing the lessons into modules, assessing learning, and relating these to the library setting. Think of how helpful it would have been to know about the different learning styles before first giving a presentation to your colleagues.

My other concern is that instruction courses are not part of the core, required curriculum. Even if they are not required, all students should be encouraged to take the courses, not just students with a particular interest in instruction. The ideal course could be called "Instruction skills for library specialists" and all those who plan to work in a library setting could attend. I have the feeling that my friends who are now working in libraries are scrambling to learn teaching skills because no one in school mentioned that instruction would be such a large part of library work. I am sure they will learn the skills needed; there are lots of wonderful articles out there.

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Are instruction librarians receiving adequate preparation in library schools? Where do they develop,

- "the ability to delineate goals and objectives
- the ability to develop lesson plans
- instructional capabilities - an understanding of learning theory, educational methods, the appropriate use of assessment tools, etc." (Wittkopf)?

While many librarians bring these skills to their work from a background in elementary or high school teacher education, just as many enter the field without this underpinning. Preparation of teaching librarians has been the subject of numerous forums and programs, articles and hallway discussion among LIRT members and other instruction oriented groups in ALA for several years. Why? Because as Cerise Oberman (1998) so aptly put it,

Within librarianship, the demand for information literacy programs and instruction librarians has grown exponentially over the last 25 years. However, despite the incorporation of instruction programs as a main stream activity in academic libraries, there are still few signs that information literacy is recognized as a core component of librarianship. Rather, the concepts of information literacy and its pedagogy have largely been self-taught, nurtured by colleagues, or learned through attendance at a wide variety of professional conferences and programs.

Readers who attended LIRT's program, "Teaching the Teaching Librarian" at ALA Annual, Washington, D.C., 1998, will remember Professor Lynn

VETERAN
LIRT MEMBER
JANA EDWARDS
RESPONDS

Westbrook's presentation. Westbrook reported that according to her research, only 26 library schools in the United States offer courses in instruction (Jones). A quick look at the ALA web site <<http://www.ala.org>> reveals that there are currently 48 ALA Accredited schools of library and information science in this country (not counting Puerto Rico). My search of each of these schools' course descriptions on the WWW reveal that as of April 1999, there are 27 ALA accredited library schools that offer a specific course devoted to the principles of teaching and how to do it in a library setting. An additional three schools offer other courses that include a bibliographic instruction component. So an argument could be made that approximately 62% of students attending library school have the opportunity to take a class in bibliographic instruction. But, as Ms. Patterson points out, do they avail themselves of this opportunity? And how do the remaining 38% acquire the skills, if needed?

This is a problem that LIRT and other library organizations are working to address.

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Library Schools

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The teaching preparation of new librarians was discussed at the February 1997 LIRT Retreat (Dintrone), where representatives were planning directions for LIRT in the years to come. The ACRL/IS Education for Library Instructors Committee has been laboring on a white paper for hopeful presentation at the ALA Congress on Professional Education, "Strategic Options for A Professional Education," in an effort to lobby library schools to introduce more instructional methods courses in the curriculum. The committee is also mounting a website with links to established courses of library instruction in library schools. Then there is the Institute for Information Literacy (initially called NILI), that seeks to impart pedagogical skills to new librarians and experienced bibliographic instructors (Stepanovich). The Institute's first intensive four and one half-day training session, Immersion '99, will take place on July 23-28, 1999 at Plattsburgh State University of New York. Complete information is available at the IIL website, <<http://www.ala.org/acrl/nili/nilihp.html>>. I can't wait to see how the first IIL session goes, and register to attend the next training session.

For those of us who are able to attend ALA conferences, there are usually good programs and poster sessions offered. This June in New Orleans the LIRT program, "Technology in Action: Getting the Most From Your Electronic Classroom," should help us acquire some practical techniques for teaching with computers. And the Education, Training and Support Committee of RUSA/MARS is offering a program called, "Riding the Merry-Go-Round: Models for Training Public Services Librarians in a Continually Changing Electronic Environment." But let's not forget that the "creme de la creme" of library instruction articles published in 1998 are cited in this very issue (see "Top Twenty," page 1). More great articles are cited in Mary Popp's column (page 13).

Yes, LIRT is doing an admirable job of promoting and enhancing teaching skills among librarians. But it's very time consuming to pick up these skills on your own, especially when starting a new job. Ask any new hire who is scrambling to learn teaching skills on top of learning the local reference collection, acquisitions system, committee work, etc. I hope that LIRT members and others involved in teaching at any level (public, school, special or academic libraries) will continue to voice their concerns, in the hopes that, one day, every library school will offer a course devoted to library instruction.



LIRT Archives

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References:

- Dintrone, Chuck. "Getting to the Heart of LIRT." *Library Instruction Round Table News* 19 (March 1997): 1+.
- Jones, Phil. "Teaching the Teaching Librarian." *Library Instruction Round Table News* 21 (September 1998): 5-6.
- Oberman, Cerise. "Formal Training is a Critical Need." *College & Research Libraries News*. (October 1998)
Available online: <<http://www.ala.org/acrl/iiltrain.html>>
- Stepanovich, Mitch. "LIRT Midwinter Discussion Forum: NILI." *Library Instruction Round Table News* 20 (March 1998): 1+.
- Wittkopf, Barbara. "Proficiencies for BI Librarians: Who Defines Them?" *Research Strategies* 8 (Summer 1990): 102-103.
- Jana Edwards, Production Editor for the LIRT News, is Reference Librarian & Outreach Specialist for the Department of Humanities and Social Science at the University of Florida, Gainesville. E-mail: edwards@ufl.edu. ■

Riding the Merry-Go-Round:

Models for Training Public Services
Librarians in a Continually Changing
Electronic Environment

**Saturday, June 26, 1999
2:00 - 4:00 p.m.
Morial Convention Center**



Speakers:

Diane Brown, OCLC Services, Solinet
Anne Lipow, Library Solutions Institute & Press
Carol Tenopir, School of Information Sciences,
University of Tennessee, Knoxville

The speakers will explore models for training librarians to use new electronic resources. They will discuss how their models may be applied depending on the type of library - public, academic or consortia. We will also focus on commonalities across electronic resources. This will aid librarians in learning new databases through the transfer of skills which they have already mastered as well as provide them tools for instructing their patrons.

Sponsored by:
RUSA MARS Education, Training & Support Committee

LIRT's Top Twenty for 1998

continued from page 1...

We searched specifically for articles focusing on public libraries, but we found few, and none made our final list.

This year the committee considered a number of articles published outside of the United States. Making our list of 20 is an article from Great Britain and one from Canada. Other articles from New Zealand and Australia were discussed but not chosen.

Excellent articles on library instruction were published in many different journals. Articles on our list appeared in 14 different journals. Four were found in *College and Research Libraries*, while *The Journal of Academic Librarianship*, *College & Undergraduate Libraries*, and *Emergency Librarian* are all represented by two articles.

The Continuing Education Committee would like to recommend the following articles to you. Among these articles you will find successful programs, stimulating ideas, useful research and encouragement for your future planning and your daily teaching.

Arnold, Judith M. "I Know It When I See It": Assessing Good Teaching." *Research Strategies* 16.1 (1998): 1-28.

Do you know whether your instruction is effective or what traits and behaviors could increase your instructional performance? The author of this article conducted a study to determine a set of desired traits and their accompanying behaviors for librarians who teach. The article contains a literature review, a description of the study, and the survey results. Discussion covers the relationship between instruction behaviors and reference behaviors. An appendix lists the seven traits and their associated behaviors.

Bell, Steven J. "Weaning Them from the Web: Teaching Online to the MBA Internet Generation." *Database* 21 (June/July 1998): 67-70.

Bell believes business students must learn that online business databases are a vital resource for obtaining quality business information. He finds that many of his current students overlook wonderful online resources with eyes only for the World Wide Web. In this article, he emphasizes strategies for getting the "webcentric" students to remove their Internet blinders and open their minds to ALL online access to business information.

Bopp, Mary Ellen "Tips for Teaching the MTV Generation." *College & Undergraduate Libraries* 5 (1998): 91-94.

This library instructor cites new techniques for teaching the challenging age group of 18-25 year olds — "The MTV Generation." These techniques include: breaking material into modules, maintaining a brisk pace, using interesting graphics, using humor and real-life anecdotes,

and encouraging a high level of interactivity. Her approach sounds like a fun and intelligent way to quickly engage young minds and keep their attention long enough to impart some library instruction!

Burdick, Tracey A. "Pleasure in Information Seeking: Reducing Information Aliteracy." *Emergency Librarian* 25 (Jan./Feb. '98): 13-17.

A sizable number of high school students lack the motivation or desire to locate, evaluate and use information in a meaningful and effective way. Burdick labels these students as reluctant and discusses possible causes, both external and internal. The author concludes that making information literacy relevant to their lives is the key to changing these students from reluctant to involved. She then provides suggestions on preventing information aliteracy by ensuring active involvement.

Callison, Daniel. "Time on Task: Effective Timing of Instruction." *School Library Media Activities* 14 (April 1998): 32-4.

"Time on task" is defined as that period of time during which a student is actively engaged in a learning activity. The author contends that time must be efficiently allocated for the process of learning. He offers great ideas about factors governing "time linked to learning." For example, two factors that are critical in the effectiveness of information skills instruction are timing the instruction to take place at the time-of-need and placing the instruction within a meaningful context.

Craver, Kathleen W. "Internet Search Skills for the College-Bound." *School Library Journal* 44.11 (November 1998): 33-35.

In this article, Craver, head librarian at a private high school, describes how she has taught the Internet to college-bound students. In four hour-long sessions, she covers how to navigate the Internet, how to search online catalogs and their limits, how to choose which electronic database to use, and how to evaluate electronic information. This is an excellent article from which to garner ideas and to gain inspiration.

Geffert, Bryn, and Beth Christensen. "Things They Carry: Attitudes toward, Opinions about, and Knowledge of Libraries and Research among Incoming College Students." *Reference and User Services Quarterly* 37.3 (Spring 1998): 279-285.

This article uses information gathered from a short quiz and questionnaire administered to 521 incoming students in order to examine their attitudes toward, opinions about, and knowledge of libraries and research. The findings both reinforce and contradict stereotypical assumptions about incoming students and provide information that can be used when developing bibliographic instruction programs. In addition this information about the students should go into the classroom with every instruction librarian.

continued on page 10...

Heckart, Ronald J. "Machine Help and Human Help in the Emerging Digital Library." College and Research Libraries 59.3 (May 1998): 250-259.

The author envisions a future where there is virtually no mediation between patron and librarian. He focuses on recent advances in customer interaction software that, he argues, are not only smart, but allow users a high degree of self sufficiency. Heckart does not claim that we have yet arrived at the point where traditional reference can be dismissed, but projects that over the next fifteen years we will see a significant decrease in reference transactions. In this scenario there would be no need for BI, period.

Holmes, Barbara DeVeaux, and Arthur A. Lichtenstein. "Minority Student Success: Librarians as Partners." College & Research Libraries 59 (July/August, 1998): 496-498.

This article profiles the contribution of library instruction to the APT (African Americans Partnering Talent) summer program at the University of Central Arkansas. It provides rich details about the program and how library instruction can be used to increase the success rate of participants. Although the program focuses on retention rates for a specific population, the article applies to a broader audience with specifics on the program, the research skills' portion taught by librarians, and what each of the 10 research sessions contains.

Kaplowitz, Joan, and Janice Contini. "Computer-Assisted Instruction: Is It an Option for Bibliographic Instruction in Large Undergraduate Survey Classes?" College & Research Libraries 59.1 (Jan. 1998): 19-27.

This article describes a computer-assisted library instruction program developed by librarians at UCLA for a large undergraduate course and includes a formal summary evaluation of the program's effectiveness. This study, with quantitative pre and post tests and a qualitative follow-up survey, featuring open-ended questions, provides a good look at computer-assisted instruction.

Kilcullen, Maureen. "Teaching Librarians to Teach: Recommendations on What We Need to Know." RSR: Reference Services Review 26.2 (Summer 1998): 7-18.

Few librarians have had any formal coursework in teaching. However, librarians continue to need to learn how to teach. This article begins with a look at what librarians need to know in order to teach. Then, for each need identified, the author suggests appropriate resources. Areas included are 1) creating the information literate person, 2) methods of instruction, 3) learning and motivational theories, 4) planning instruction, 5) the lecture, 6) basic how-to, and 7) working with faculty. The second half of the article is an annotated list of recommended books and web sites.

LaForty, Jo-Anne. "A New Literacy for a New Age: A High School Course in Information Technology." Emergency Librarian 25.5 (May/June 1998): 8-10.

This teacher/librarian turned Information Studies teacher talks in depth about a course created in Information and Electronic Literacy for Grade 11 of high school. Since there is hardly a job untouched by information and technology today, the need will only grow for tomorrow's workers. The suggestion is that this course, which is outlined here in detail, be mandatory for all high school students. The technology is not optional—it is here to stay!

Macdonald, Janet, and Robin Mason. "Information Handling Skills and Resource-Based Learning in an Open University Course." Open Learning 13.1 (February 1998): 38-42.

The British have been working with distance education (often called "open learning") for many years now. This article focuses on an Open University course, "Information Technology and Society." In the course students used core articles, provided in both print and CD-ROM, accompanied by related papers, video clips, animations and computer based training on CD-ROM. The information supplied for each article included hypertext links to parts of related documents. Use of e-mail, a wide variety of electronic conferences, and the Internet were also provided. A survey of 21 students from two tutorial groups found an almost equal division between those who liked resource-based learning and those who did not.

Mosley, Pixey Anne. "Creating a Library Assignment Workshop for University Faculty." Journal of Academic Librarianship 24.1 (January 1998): 33-41.

Dealing with assignments based on the use of library resources is a familiar activity at any reference desk and the concept of working with faculty to improve assignments is not new. The author of this article presents a more assertive approach, an interactive workshop to introduce faculty to the mechanics of designing appropriate assignments that include information seeking and processing skills. The article describes the workshop's framework and explains the interactive teaching methods used. Appended is the flyer advertising the workshop as well as role playing scripts and teaching exercises used.

Simpson, Anthony E. "Information Finding and the Education of Scholars: Teaching Electronic Access in Disciplinary Context." Behavioral and Social Sciences Librarian 16.2 (1998): 1-18.

This article represents the complete opposite point of view to the previously mentioned piece by Ronald Heckart. Simpson argues that the new information technologies have reached such an advanced level of sophistication, especially with regard to upper level courses, that librarians should now play an integral role in teaching and initiating students to research practices. As a consequence BI should no longer be restricted to one-shot sessions where the librarian plays the role of

guest lecturer. In short, Simpson insists on the need for librarians to play a vital role in shepherding students through the research process.

Stamatoplos, Anthony, and Robert Mackoy. "Effects of Library Instruction on University Students' Satisfaction with the Library: a Longitudinal Study." College & Research Libraries 59.4 (July 1, 1998): 323-334.

Do our library instruction efforts improve user satisfaction with the library? A partial answer is provided by this study which evaluated changes in student expectations following library instruction and how they were related to overall, long-term satisfaction with the library. Students in several sections of an introductory English composition course received library instruction sessions. Data about expectations of the library collection, library staff and computer- and print-based information; about confidence level regarding library use; and about basic demographics was collected from the students at 3 times during the semester.

Still, Julie M. "The Role and Image of the Library and Librarians in Discipline-Specific Pedagogical Journals." Journal of Academic Librarianship 24.3 (May 1998): 225-31.

The author begins with the premise that "if teaching faculty consider librarians to be a part of higher education, to some degree, and include library instruction into their course work, then surely this would be demonstrated by descriptions or mentions of library resources and personnel in discipline-specific teaching journals." There followed a search of the discipline specific teaching journals in ERIC and a more in-depth look at selected titles. The authors conclude that regardless of what teaching faculty might say, the work of librarians is seldom implied let alone visible or acknowledged.

Tomauiuolo, Nicholas G., Richard Churchill, and Joan Garrett Packer. "Access to Government Publications and Library Instruction: Views of Faculty and Librarians." College & Undergraduate Libraries 5.1 (1998): 127-138.

Librarians know that government publications are underused. A survey of 400 faculty members shows that they agree on the importance of government documents as resources but admit that they are seldom cited on students' papers. Faculty members do note the increased use of the Internet by students. The authors encourage librarians and teachers to use new technologies to design instruction and to incorporate examples of documents in classes. The authors also offer an excellent list of which documents to include in BI and include the surveys used for this research.

What the difference between a "portal," and a "search engine?" See *TECH TALK*, page 15.

Tompkins, Philip, Susan Perry, and Joan K. Lippincott. "New Learning Communities: Collaboration, Networking, and Information Literacy." Information Technology and Libraries 17.2 (June 1, 1998): 100-106.

The Coalition for Networked Information's "New Learning Communities Program" brought together pioneer teams from higher education institutions. These teams, which included faculty, librarians, information technologists, students, and instructional designers, developed new courses and curricula that used networking technologies, involved collaboration, and placed an emphasis on the use of networked information resources. Through a series of workshops and conferences, a videotape and a Web site, CNI supported the pioneer teams and disseminated the lessons learned from their projects to others in the higher education community.

Zimmerman, Corrinne, Gay L. Bisanz, and Jeffrey Bisanz. "Everyday Scientific Literacy: Do Students Use Information about the Social Context and Methods of Research to Evaluate News Briefs about Science?" Alberta Journal of Educational Research 44.2 (1998): 188-207.

The authors report a study in which twenty-eight psychology students evaluated news reports about scientific topics. The students were asked to rate the credibility of the report and to tell their justification for that judgment. Although this article does not deal with instruction per se, it does provide a useful background when designing instruction. ■

Instruction for Government Documents

continued from page 5...

Value-added information will enhance your library instruction Web site in the eyes of your users, besides giving you extra help or reminders to special materials found in your collection. Suggested value-added resources may include a list of topics from useful ready reference materials, outlines of articles from major related reference tools, specialized or customized bibliographies on hot topics, case and legislative histories, as well as those all important guides to government CD-ROM products.

Well-prepared Web-BI can be a means to provide improved access to depository items, resources and collections in a way that enhances the overall learning experience for students and allows for constructive interaction and collaboration between teaching faculty and librarians.

Stephen Allan Patrick is Professor and Head of the Documents / Law / Maps Department at East Tennessee State University Libraries, Johnson City, Tennessee. ■



What Exactly is Information Literacy Anyway?

By Shawn Thomas, sthomas@chipublib.org

Breivik, Patricia Senn. Student Learning in the Information Age. Phoenix, AZ: The Oryx Press, 1998. ISBN 1-57356-000-6.

Information literacy is more than the incorporation of technology and computers in the classroom. And it is more than showing students how to use information resources in the library. According to the author, information literacy is a resource-based learning process that fosters student's abilities to identify, locate, evaluate, and use information from a myriad of sources both technological and print. Information literacy fosters active learning by teaching students to critically analyze and synthesize information.

The author, Patricia Senn Breivik, is currently the Dean of the University Libraries at Wayne State University. She has written and/or edited five other books with subjects focusing on higher education and the empowerment of the academic library's role in instruction. Her works include:

Planning the Library Instruction Program, 1982
Information Literacy: Revolution in the Library, 1989
Libraries and the Search for Academic Excellence, 1988
Funding Alternatives for Libraries, 1979
Open Admissions and the Academic Library, 1977

The first chapter of Student Learning in the Information Age introduces information literacy and higher education's response to it in the U.S., Australia, South Africa and China. Breivik defines an information-literate student and sets lofty standards of independent student learning and social responsibility. In the second chapter she explains that resource-based learning emphasizes collaboration and teamwork as well as the diversity of comprehension levels and learning styles of the individuals in each class. Resource-based courses mandate the use of several mediums that include books, magazines, television, radio, computer databases, the Internet, government agencies and community experts. End products in these classes are not the typical term papers or exams but instead involve the creation of a TV program, publication or a web site. Students thus acquire experience for their resumes as well as preparation for the same information resources that will bombard them beyond the classroom.

Breivik then delves into a critical-thinking course at North Park College in Chicago to give what she considers an excellent example of this type of class. This class assists students to distinguish scholarship from propaganda. In addition, she also provides models of information literacy programs within the curriculums at Northwest Missouri State University, California State University at San Marcos, Towson University in Maryland, Purdue University, North Dakota State University and the University of Washington.

In an expansion on Chapter Three, Breivik gives model examples of specific discipline programs (Agriculture, Business, Engineering, English, Law, Medicine, and the Sciences) on campuses across the nation. The ERIC Clearinghouse on Information Resources established a web site that showcases these models at <http://ericir.syr.edu/nfil>. The Selected Resources section at the end of the book also gives the top eleven international information literacy sites on the WWW according to the ERIC Clearinghouse. (Note: When I tried each site address, seven of the eleven were not found.)

For academic leaders trying to decide whether to pursue information-literacy through resource-based learning on their campuses, Chapter Five is helpful. Challenges and obstacles are listed for students, faculty, librarians and the academic leaders themselves. The following chapter addresses institutional challenges for resource-based learning. These include planning an overall campus strategy (the author suggests using librarians to facilitate this process), and financial resources to implement the strategy.

The final chapter gives five practical steps to follow in order to get your campus on board for an information literacy program:

- Make a commitment to move away from the lecture-textbook-reserves style of teaching and think about how information literacy relates to your college's mission statement and goals.
- Develop a plan to integrate information resources and technology into the curriculum so students will have the opportunity to become efficient lifelong learners.
- Share and sell the vision you have come up with thus far and present opportunities to see resource-based learning in action.
- Conduct a campus audit of incentives for information literacy through examination of promotion and tenure criteria, faculty and staff development activities and curricular requirements.
- Create measurements for short and long-term success results. You can use student/faculty evaluations and alumni surveys. Then use the student newspaper, annual report and public occasions to broadcast your successes.

Appendix C is interesting, although a bit dated, as it provides a snapshot of college campuses and their "information literacy" programs in existence four to five years ago. A national survey endorsed by the American Association of Higher Education of 3,236 accredited colleges and universities in 1994-95 showed that information literacy was still in its infancy nationwide.

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CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

An old song we all have heard talks about "summertime" when the "livin' is easy." Well...perhaps. But summer provides a good reason to sit in the sun and learn something new! Here are some good articles to ponder over a nice cold glass of iced tea.

THE WEB AND MORE: TECHNOLOGY AND INSTRUCTION

Church, Gary M. "The Human-Computer Interface and Information Literacy: Some Basics and Beyond." Information Technology and Libraries 18 (March 1999): 3-21.

Asserts that knowledge about human-computer interaction (HCI) can assist librarians as they plan and teach information literacy programs. Church describes models of communication, presents major areas of HCI theory and research, and ties HCI to information literacy. This article takes concentration to understand, but can give instruction librarians new ways to approach electronic resources, both as teachers and as developers.

Dewald, Nancy. "Web-Based Library Instruction: What Is Good Pedagogy?" Information Technology and Libraries 18 (March 1999): 26-31.

Gives a brief overview of learning theories and of the major models for development of Web-based instruction for students of higher education, then proposes guidelines for Web-based library instruction based on these models and theories.

Nipp, Deanna. "Innovative Use of the Home Page for Library Instruction." Research Strategies 16.2 (1998): 93-102.

Overview of the instructional design process for creating web-based instruction in libraries. Includes many examples of useful web sites, as well as lists of innovative educational sites, library web sites, and instructional resources.

Thoms, Karen Jarrett. "Teaching via ITV: Taking Instructional Design to the Next Level." T.H.E. Journal 26.9 (April 1999): 60-66. (Also available from the journal web site: <http://www.thejournal.com/magazine/>)

With the growth of distance education, many instructors find themselves teaching in new ways. Thoms discusses visual literacy and provides guidelines for designing a course using two-way instructional television (ITV). She

also gives practical information about the use of overhead transparencies, hard copy on the copy stand, presentation software, and handouts.

Tomaiuolo, Nicholas G. "Effective Simultaneous Hands-on Drill for Basic Electronic Database Instruction." Research Strategies 16.2 (1998): 135-145.

Tomaiuolo argues that concept-based database instruction is impractical to attempt in one short class period. He proposes that "procedural instruction" needs greater consideration in teaching databases and provides an outline for a typical procedural instruction session.

WORKING WITH SPECIAL GROUPS

The April 1999 issue (v. 19, number 4) of Computers in Libraries includes two useful articles related to teaching Internet use in public libraries:

Drumm, John E. and Frank M. Groom in "Teaching Information Skills to Disadvantaged Children" (pages 48-51 or <http://www.infotoday.com/cilmag/apr/drumm.htm>) describes a 6-week Muncie (IN) Public Library program to teach basic Internet and writing skills to disadvantaged children in grades 1-8. Contains an overview of the lessons and suggestions for others who might try such a program.

Lavery, Janice, and Brenda Livingston in "Introducing the Internet to Adult Learners" (pages 52-55 or <http://www.infotoday.com/cilmag/apr/lavery.htm>) focuses on teaching the Internet at the Toronto Public Library to learners whose second language is English or who are learning basic literacy skills. A sample lesson, suggested Web sites, and the URL for a Web-based tutorial developed for all adult users are included.

Kamhi-Stein, Lia D., and Alan Paul Stein. "Teaching Information Competency as a Third Language: A New Model for Library Instruction." Reference & User Services Quarterly 38.2 (1998): 173-179.

Describes a library instruction model, which integrates course content, language learning, and information literacy, used to teach English as a second language (ESL) students at California State University, Los Angeles. Basic principles underlying the model, based on the literature of teaching English as a second language, are described in detail.

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Check These Out

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INFORMATION LITERACY IN SCHOOL LIBRARIES

The entire March 1999 issue (volume 83, number 605) of the NASSP Bulletin (National Association of Secondary School Principals) is devoted to telling school principals about information literacy, and edited by Ken Haycock, former President of AASL. Some particularly useful articles are:

Donham, Jean. "Collaboration in the Media Center: Building Partnerships for Learning." (pages 20-26).

McGregor, Joy. "Teaching the Research Process: Helping Students Become Lifelong Learners." (pages 27-34).

Stripling, Barbara. "Expectations for Achievement and Performance: Assessing Student Skills." (pages 44-52).

USEFUL INTERNET RESOURCES FOR TEACHING

Thanks to Janet Feldman of Indiana University-Purdue University Indianapolis, Columbus Campus, for recommending these:

A Berkeley Compendium of Suggestions for Teaching with Excellence <<http://uga.berkeley.edu/sled/compendium>>

Containing more than 200 teaching techniques that faculty members have found to be effective in their courses at the University of California, Berkeley, this resource covers such topics as Emphasizing Conceptual Understanding, Summarizing Major Points, and Explaining Clearly.

Tomorrow's Professor Listserv (Preparing for Academic Careers in Science and Engineering). This listserv has many general education threads as well. To see the archive check the web site: <<http://cis.stanford.edu/structure/tomprof/listserver.html>>

IDEAS YOU CAN USE TODAY

Dean, Charles W. "The Public Electronic Library: Web-Based Subject Guides." Library Hi Tech 16.3/4 (1998): 80-88.

Describes the development of a Web page subject guide at the University of Wisconsin-Madison. Includes the UW guidelines/template and descriptions of evaluations of the Biology guide by undergraduates, graduate students, and faculty.

Johnson, Doug. "Internet Skill Rubrics for Teachers." Book Report 17 (March-April 1999): 37-40.

Provides a self-assessment form to use with teachers (or anyone else) to plan training in such areas as Internet basics, e-mail, the Web, search engines, obtaining and using files, web page construction, ethics and Internet use in k-12 schools, and use of the Internet in the classroom.

Weaver, Maggie. "Reach Out Through Technology: Make Your Point with Effective A/V." Computers in Libraries 19 (April 1999): 62-65.

Practical tips for preparing and using visuals in presentations and instruction. Includes a list of sources for clip art and stock photos.

IN BRIEF

Charters, Marybeth. "The Extent of Bibliographic Instruction in Academic Libraries: A Preliminary Examination." Research Strategies 16.2 (1998): 147-152.

Dewald, Nancy. "Transporting Good Library Instruction Practices into the Web Environment: An Analysis of Online Tutorials." Journal of Academic Librarianship 25.1 (January 1999): 26-32.

Johnson, Doug. "A Curriculum Built Not to Last." School Library Journal 45 (April 1999): 26-29. [Includes learning outcomes for kindergarden through grade 6.]

LaBounty, Verna. "Getting Inside the Big Six." Knowledge Quest 27 (Jan./Feb. 1999): 33-35.

Lorenzen, Michael. "Using Outcome-Based Education in the Planning and Teaching of New Information Technologies." Journal of Library Administration 26.3/4 (1999): 141-152.

Marchionini, Gary. "Educating Responsible Citizens in the Information Society." Educational Technology 32 (March-April 1999): 17-26.

Mosley, Pixey Anne. "Making Library Instructional Handouts Accessible Through the World Wide Web." Research Strategies 16.2 (1998): 153-161.

Sinn, Robin N. "Library Instruction for Biology Courses: A Literature Review and Survey." Research Strategies 16.2 (1998): 103-115.

Young, Terence E., Jr. "The Big Three Information Literacy Models." Knowledge Quest 27 (Jan./Feb. 1999): 32-33.

Mary Pagliero Popp is Information Technologies Public Services Librarian at Indiana University Bloomington Libraries. ■

TECH TALK

By Billie Peterson, Baylor University

Dear Tech Talk —

I've been hearing about Internet "portals," particularly in regards to what I've always called Internet search engines. Is "portal" just the newest jargon for "search engine" or is there more to it than that?

—*Positively Puzzled by Portals*

Dear PPP—

I can certainly understand your puzzlement. Many of the resources that have been used in the past as "search engines" are now billing themselves as "portals," but the word "portal" should not be misinterpreted as new jargon for "search engine." Although all portals will have search engines associated with them, they go far beyond the original purpose of Internet search engines.

The Oxford English Dictionary provides the following definition for portal: "a door, gate, doorway, or gateway of stately or elaborate construction." This definition seems to imply that one would pass through a portal into an equally impressive structure.

To a certain extent, this analogy holds true for Internet portals. What used to be a "plain vanilla" search engine has evolved into an elaborate gateway that provides access to one or more search engines, plus a multitude of other services such as: chat rooms, children's areas, content channels (formerly known as subject directories), e-mail and phone directories, free e-mail, free web page space, interactive games, personalized calendars, one-spot e-billing (soon to come), sports information, stock quotes, TV listings, up-to-date news and weather, and more... plus the ability to personalize the web page to meet an individual user's specific interests. America Online was, perhaps, the very first portal, and still is a portal; but AOL is both a portal and an Internet service provider. Yahoo was the first search engine to evolve into a portal similar to AOL.

So, why have portals developed?" It all boils down to one thing — economics. Jim Hu provides an excellent definition of an Internet portal: "a site that aggregates an array of content and offers a range of services to be the home page for as many users as possible, thereby attracting more ad dollars." Banner ads were the first mechanism used to support the various search engines. However, the owners and developers of these sites quickly realized that people used their search engines and moved on to other web sites.

What if a company like Yahoo formed alliances and contractual agreements with other companies and provided connections to valued resources and services directly from the Yahoo web site, so the user never really has to leave Yahoo or whatever portal s/he happens to prefer? This translates into economics because if you provide the "best" portal, more people will use your portal as their home page. Therefore more companies will want to form financial partnerships with your portal so they can take advantage of your portal's high traffic, which in turn will boost their business.

The partnerships are multiplying faster than rabbits. Former competitors are now cozy bedfellows: CNET and NBC are co-owners of SNAP.com; Netscape has formed alliances with AOL and Excite; Disney, Infoseek, and Starwave have partnered to create the Go Network; AOL and CBS are partners; Disney could use its alliances with ABC, ESPN, and Daily Blast to provide a portal that easily gives news, sports, and children's content. The list goes on and grows daily.

S/he who has the "best" portal is striving for the financial edge; perhaps more significant, s/he who has the "best" portal may also have a power edge as well: editorial power over the information made available to a huge audience. Which news stories, polls, chat rooms, columnists, etc. will be featured at any particular portal? Who will make the decision as to what information is available at any one particular portal and what will be his/her agenda? Of course the same can be said for printed newspapers and magazines, but what newspaper or magazine can claim to reach, easily, an audience of 14 million or more, as can AOL, for example?

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LIRT is on the web!
<http://diogenes.baylor.edu/Library/LIRT/>

TECH TALK

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Of significance with these multiple partnerships and efforts to be the "best" portal is the ability to have a portal set as the default home page when someone signs up with an Internet service provider and uses the browser that comes bundled with the ISP's software. Most often Internet Explorer will have Microsoft's Internet Start set as the default, and Netscape will use Netscape's Netcenter. However, there's no reason that a portal company, say Yahoo, can't make a financial deal with an ISP to have Yahoo set as the default home page for whatever browser the ISP distributes to its subscribers. Many of these subscribers don't realize they can change their home page to something else, or they just don't take the time to make the change.

Finally, one recent evolution regarding portals has been the development of "vertical portals". Where as the "original" portals have been trying to be everything to everyone ("megaportals"), a need for subject-oriented portals has been identified and is being addressed. Vertical portals focus on a particular content area and provide portal services to those specifically interested in that content. For example, since its inception, CNET has always focused on technology. Therefore, they have developed a portal that offers services that also focus on technology: technology in the news; technology-oriented chat rooms and message boards; technology-oriented shopping opportunities; and so forth.

Where are portals headed? Many observers believe that for a while there will be a proliferation of megaportals vying for subscribers; but in the end, only a few megaportals will survive, complemented by a variety of vertical or specialty portals. Those megaportals that do survive will look very similar, just as the evening news from ABC, CBS, and NBC all appear to be very similar.

Listed to the right and below are some of the currently active megaportals and vertical portals. Those "megaportals" marked with an asterisk (*) appear to be the major contenders at this time.

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Megaportals

Alta Vista

<URL: <http://www.altavista.com>>

America Online

<URL: <http://www.aol.com>>*

Excite

<URL: <http://www.excite.com>>*

Geocities

<URL: <http://www.geocities.com>>

HotBot

<URL: <http://www.hotbot.com>>

Infoseek (Go Network)

<URL: <http://www.infoseek.com>>

Lycos

<URL: <http://www.lycos.com>>

Looksmart

<URL: <http://www.looksmart.com>>

Magellan

<URL: <http://www.mckinley.com>>

Microsoft (Microsoft Internet Start)

<URL: <http://home.microsoft.com>>*

Mining Company

<URL: <http://www.miningcompany.com>>

Netscape (Netcenter)

<URL: <http://home.netcenter.com>>*

SNAP.com

<URL: <http://www.snap.com>>

Webcrawler

<URL: <http://www.webcrawler.com>>

Yahoo

<URL: <http://www.yahoo.com>>*

Vertical Portals

CNET

<URL: <http://www.cnet.com>>

—Technology

InteliHealth

<URL: <http://www.intelihealth.com>>

—Health

iVillage.com

<URL: <http://www.iVillage.com>>

—Women's Issues

Travelocity

<URL: <http://www.travelocity.com>>

—Travel

ZineZone

<URL: <http://www.ZineZone.com>>

—Adventure Seekers



Member A-LIRT

Meet Judy Clarence!

by Marcia King-Blandford, mkingbl@utoledo.edu

After twenty years of working in all types of libraries, I know that the old cliché, "People are an organization's greatest resource," is true. I also know that LIRT's greatest strength is its membership. So let me introduce one of the many talented and dedicated members of LIRT, Judy Clarence. Judy takes her LIRT membership seriously. Her long association with and dedication to LIRT is reflected in the variety of positions she has held within the organization.

Currently Judy serves on the LIRT PR/Membership Committee. Part of her responsibilities for this committee is serving as co-editor of this column, Member A-LIRT. Working with her is pure delight. Her active involvement within LIRT is a testament to her interest in LIRT's mission and her own hard work and her dedication. In addition to working on the PR/Membership Committee, Judy also served on the LIRT Newsletter Committee, later chairing that committee for two years while serving as Editor of the LIRT Newsletter and a member of the Steering committee.

Judy works tirelessly behind the scenes. She is the pair of hands that is always there to help. Her willingness to volunteer and her responsible attitude towards getting a job done makes her indispensable. In the words of Isadore Mudge, Judy can always put 'the right information in the right hands in the right format at the right time.' Judy is resourceful, knowledgeable and skilled. These are the same strengths she brings to her instruction work at California State University at Hayward. On a daily basis, Judy is the Music Librarian and is a member of the Instructional and Interpretive Services (I & IS) department. During 1998-99 I & IS has been busy implementing Information Competency on the CSU-Hayward campus by teaching required, one-unit, for-credit courses, each linked to a subject-based General Education "cluster," to all incoming freshmen. Putting together a weekly class for 25+ students each quarter has been a challenge and a delight for all the I & IS librarians. Judy has particularly enjoyed working with the Introduction to Asian Thought cluster, which has given her an opportunity to incorporate her interest in and understanding of Asian religion and philosophy into her professional work. Judy served as the Head of the Morrison Library, University of California-Berkeley, from 1976 through 1984, and served as the Instructional Librarian and Head of Reference for the Graduate Theological Union Library, Berkeley, from 1984 until her appointment at CSU-Hayward. She earned a Bachelor of Arts degree in 1980 from John F. Kennedy University and an MLIS in 1982 from the University of California-Berkeley.

Working with LIRT is not Judy's only passion. Judy is active in state, regional and special library associations within California. Her leadership capacities have earned her positions in the Music Library Association, North California chapter, California Academic and Research Libraries (CARL) and the California Library Association. A published poet herself, in her spare time, she reviews poetry for Library Journal. Judy is also a performing musician who sings with the Baroque Choral Guild in Berkeley and plays violin in the Berkeley Community Orchestra. She shares her household with her husband and daughter, seven (!) cats and three (!) dogs, and enjoys frequent visits with her son, daughter-in-law and two young grandsons.

Judy's quiet nature is underscored by her passion for libraries, instruction and service. Judy is approachable, open and friendly. She can be either team captain or strong team player. Her talents for people and information make her that rare professional who makes everything look easy. Library professionals like Judy Clarence are testimonies to all that is good about our profession and the LIRT organization.

Judy, keep up the good work!

Marcia King-Blandford is Reference Librarian at the The University of Toledo's Carlson Library. ■

Nothing but Net? Understanding the Digital Library User

Sunday, June 27, 1999, 2:00-5:30 p.m.
Marriot New Orleans

The conference program will explore what we know about the information-seeking behavior of today's digital library users. Keynote speaker Ann Bishop from the University of Illinois, Urbana-Champaign will discuss research on the digital library user and draw on her work with the NSF funded Digital Library Initiative. Academic librarians, Peggy Seiden from Swarthmore and Tom Abbott from the University of Maine at Augusta, will highlight the implications of their work for academic library instruction and distance education. Two students from the New Orleans area will talk about how they use the digital library. A poster session will follow and will showcase innovative responses to the instructional needs of digital library users. (co-sponsored by IS and DLS)

Betsy Park (co-chair, IS 1999 Conference Program Planning), ehpark@memphis.edu

Library Schools

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Isn't it better, though, to learn about teaching in the classroom, from an experienced educator who will help you practice and refine your skills? Since most institutions that offer a Library Science degree have a College of Education, Library Science faculty could cooperate with Education faculty or departments and take advantage of their great resources.

Teaching is always involved in library work, not just in the classroom, but in almost every situation. It would be beneficial to librarians and users for classes in instruction skills to be developed, encouraged and required.

Mimi Patterson is Reference Librarian in Humanities and Social Sciences Services at the University of Florida, Gainesville. E-mail: mimipat@mail.uflib.ufl.edu ■

Advertisement

Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use

Research Committee, Library Instruction
Round Table, Diana Shonrock, editor

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Volunteers still needed for the LIRT booth in New Orleans



The Public Relations/Membership Committee of the Library Instruction Round Table (LIRT) is sponsoring an exhibit booth at the annual ALA conference in New Orleans, LA. 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. Please reply by June 1, 1999 to:



Andy Corrigan, Howard-Tilton Memorial Library, Tulane University, New Orleans, LA 70118-5682
Work: 504/865-5679 FAX: 504/865-6773 E-mail: andyc@mailhost.tcs.tulane.edu

Name: _____

Institution: _____

Address: _____

Phone (work): _____ Phone (home): _____ E-mail: _____

Indicate your first (1) and second (2) preference for volunteering. You will be contacted prior to the conference regarding your schedule and will receive general information about the booth.

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	no preference
Saturday, June 26*					
Sunday, June 27					
Monday, June 28					
Tuesday, June 29**					

*The exhibits close at 4 pm on Saturday **The exhibits close at 3 pm on Tuesday

Have you staffed for the LIRT booth before? yes ☐ no ☐ Are you a LIRT member? yes ☐ no ☐

Web-Based Client Survey and Data Analysis: A Review of Message Parse

by Haiwang Yuan, haiwang.yuan@wku.edu

We want to conduct a web-based survey, but....

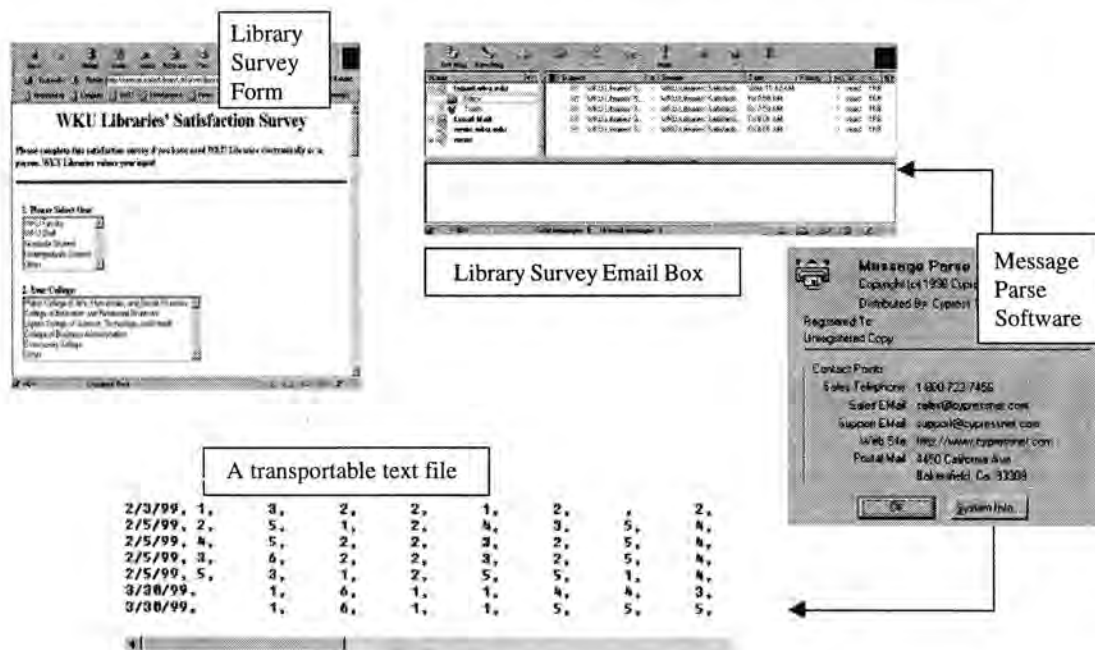
It is easy to create a survey web form and get dozens, if not hundreds, of responses from patrons. To process the results piling up in one's e-mail inbox for analysis, however, is a daunting task. Do not get me wrong. I am fully aware that one can always find among one's librarian colleagues experts on attitude measurements who understand means and standard deviations. The question is this: how in the world can one convert the raw data from the web form sent back via e-mail to a file usable by analysis software such as SPSS without keying in the data, character by character?

One thinks one is out of luck unless one is budgeted for an expensive online survey service or a programmer who charges by the line. Incidentally, a small computer program may require thousands of lines of code. Wrong. One does not have to pray for a miraculous someone or something that can do the dirty job of data entry quickly, neatly, and cheaply. With Message Parse, there is no need to look elsewhere.

What is Message Parse?

Message Parse is a web utility program created by Cypress Technologies for extracting common data from the results of web forms sent through e-mail and for converting the extracted data to formats usable by applications such as MS Excel and SPSS for data analysis. One only needs to install the software, set up the templates (otherwise called user defined output files) to fit one's needs. Everything else is done automatically. Message Parse is capable of filtering selected messages and searching for specific keywords and phrases. Its user-friendly interface "makes it easy to create templates that define how to get and store the information you want" (Cypress Technologies). Learning how to create the templates is a matter of reading the Help file while experimenting with the program for a few hours. Don't have the time to learn before you need to do the analysis? No problem! At the time of purchase, Cypress Technologies, producer of Message Parse, offers to help its customers set up their first template free! Figure 1 is a flow chart that describes the process of how Message Parse converts web form data to an exportable text file using the templates.

Figure 1. Message Parse converts web form data sent via e-mail to a spreadsheet



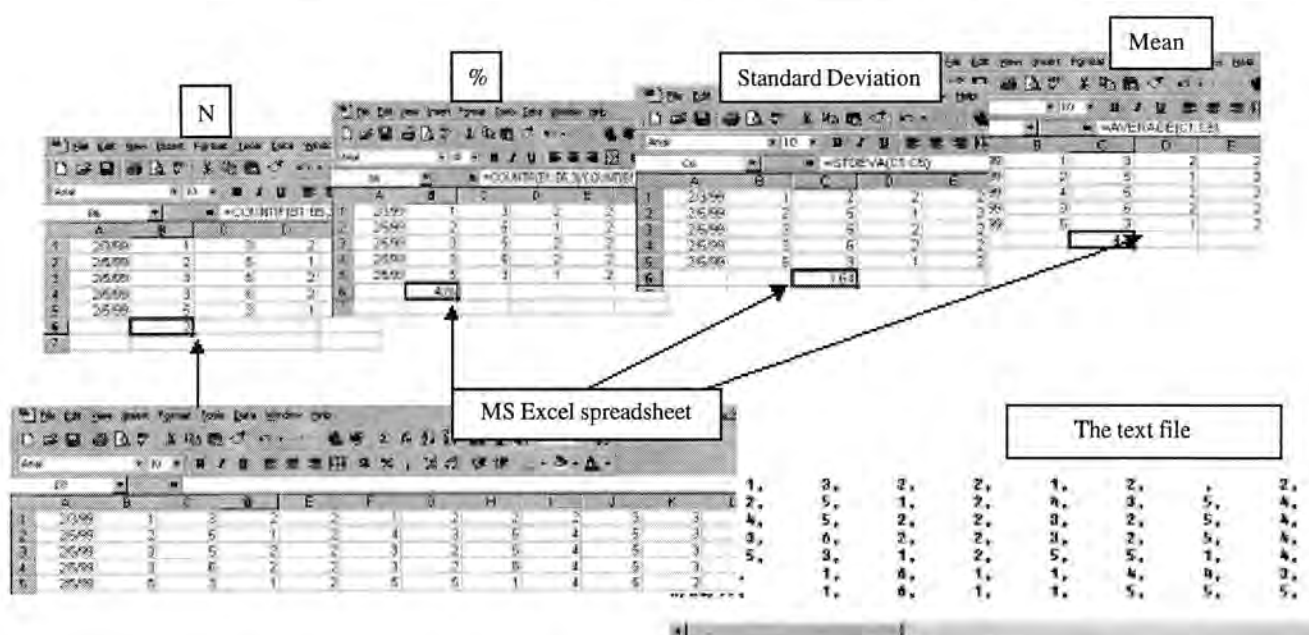
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Can we do the analysis ourselves?

Before proceeding to analyze one's data, one needs to decide how sophisticated one wants the report to be. To get numbers, percentages, means and standard deviations, it is not necessary to spend big bucks for a top-flight analysis software package. Most libraries have a copy of either MS Excel or Lotus 1-2-3. Believe it or not, that is all one needs. Figure 2 illustrates how the text file Message Parse produces can be imported into MS Excel for analysis.

two approaches dramatically affected the number of patrons who took the surveys. Our first regular web-based Library Satisfaction Survey was conducted "actively" and successfully during National Library Week, April 12-18, 1999. The impact of the pilot and regular surveys is, of course, beyond the scope of our discussion about Message Parse. The point is that if Message Parse worked for us, it will work for you. Test the trial version in a real-life situation before your purchase.

Figure 2. The text file imported to MS Excel to produce the analysis report



How did Western Kentucky University Libraries conduct web-based surveys?

After a committee created the web-based survey form (located at www.wku.edu/Library/LibSurvey/libsurvey.htm), we downloaded the trial version of Message Parse and put it to the real-life test through two pilot surveys. Each ran for a week, from November 29, through December 12, 1998. We dubbed the first of the surveys "Passive," as we did nothing more than add an icon to the WKU Libraries homepage <http://www.wku.edu/Library> linking to the survey form. The second one was "Active" because we required our patrons to decide if they would like to do the survey before they could access the library's homepage. The effect of these

How can we get Message Parse?

Cypress Technologies can be accessed at <http://www.cypressnet.com>. The Message Parse utility can be found at <http://www.cypressnet.com/Products/msgparse/msgparse.htm>. A trial version of Message Parse for Win95/NT4.0 can be downloaded at <http://www.cypressnet.com/Download/Download.htm> and will expire in 30 days. At the time of purchase, one will get the latest version. Pricing is scaled downwards from \$79.95 depending on the number of users.

Haiwang Yuan, a member of the LIRT Computer Applications Committee, is Assistant Professor, Web Site & Virtual Library Coordinator at the Western Kentucky University Libraries & Museum. ■

SMART Board Changes Library Instruction

by Brittney Chenault, chenault@mhd1.moorhead.msus.edu

Are you looking for ways to make your library instruction sessions more interesting, dynamic, or more ergonomic? Ever used an electronic "interactive whiteboard" that allows you to interact with the projected computer screen? The SMART Board, by SMART Technologies, Inc. <<http://www.smarttech.com>> is one such device. Others available on the market include:

- Microtouch Ibiz Electronic Whiteboards
<<http://www.microtouch.com/ibiz/>>
- SoftBoard
<<http://www.mfg.com/>>

Interactive, electronic whiteboards can be "rear" or "front" projection, and are available in a range of sizes and models. The SMART Board is an interactive whiteboard usable with or without a projector system. The SMART Board "allows you to save your notes to a computer and control your applications directly from the board's large, touch-sensitive surface" (SMART Technologies web site). The following tasks can be accomplished when the SMART Board is attached to a computer:

- Write, draw, or type over any Windows application with a magnetic pen
- Use your finger, or a pointer, to "click" on web links, or open and close documents - Your finger is the mouse!
- Create and edit using annotation shapes and objects
- Import documents from many electronic sources
- Export (save, print, or e-mail) any SMART Board-created document

Features

Magnetic, Colored Pens

Although these "pens" don't have ink, they will write on the board for you using magnetic sensors. You can set the width and colors of the pens to your preference. One feature I like is setting one of the pens to be a "highlighter." We prefer yellow - and instead of being an opaque line, it is a transparent highlighter. This is perfect for when you want to literally "highlight" a portion of text on the screen - in a word processed document or on a web page. These pens are useful for annotating documents and web sites, to be printed out, or imported into a web site, for students to revisit after the class session.

When asked what she thought about the "pen" feature of the SMART Board, Kathy Eby (Brescia College, Owensboro, KY) commented: "I especially liked the ability to change applications with the pens or pointer or finger." Jana Edwards (University of Florida) likes the "chalkboard effect" -

"where you can pick up the highlight pencil/pointer and draw a circle around the information you want to focus on, or underline."

The SMART Board can also be used with Expo/erasable pens in non-interactive mode, functioning as a normal whiteboard.

Just a Touch

The entire surface of the SMART Board is touch-sensitive. Initially, the instructor must "orient" the board, and must do so every time the projection system is moved. This process is one of merely touching the screen at certain points to "line up" the board with the projector, and it takes only a few minutes.

Opening and closing documents while standing by the screen saves time - you do not have to be constantly at your keyboard. Clicking on links with your finger or a pointer makes demonstration more clear - you don't "tell" the students what you are clicking on; you "show," and they see the link and will easily follow along with you.

Your computer keyboard remains fully functional and can still be used with the SMART Board. Most instructors tend to go back and forth between standing by the board to do touch demonstration, and standing by the keyboard. It also comes with a remote.

Reactions from the Field

"I feel like Vanna White," is a comment I made to a group of educators viewing the SMART Board for the first time during an Open House to present a new electronic classroom at Moorhead State University in the Fall of 1998. It is empowering to stand in front of the class, look at your students, and be able to simply reach over and "click" with your finger on a web link, or to close out a Microsoft Word document and open up Netscape by two touches on a screen. What I've found is that I spend less time running back and forth from the keyboard to the screen. I also am able to throw in a few bells and whistles such as images and making annotations with the electronic pens. It keeps the patron's interest. To be able to "show" students what to click on, and how to move back and forth in a document, instead of simply "telling" them - was worth the investment for us.

Although she has yet to extensively use the SMART Board her institution has just purchased, Kathy Eby says that she is "very impressed with what the instructor will be able to do with SMART Board."

Peter Osterhoudt (Schenectady County Community College) said he would recommend the purchase of a SMART Board, with qualifications.

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SMART Board

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"I've found it useful and students seem to enjoy the 'coolness' factor, but we have ours in a long narrow room, and, because of the size of the board, it is difficult to see it from the rear of the classroom. With smaller classes or rooms this would be no problem." Osterhoudt likes the mobility the SMART Board gives him during instructional sessions: "The SMART Board and the accompanying remote keyboard/mouse unit has freed me to walk around the room more to help students on their workstations instead of being trapped in the front of the room behind the teacher workstation."

Jana Edwards likes the "excellent screen capture software that made making a backup of an Internet or other electronic session very easy."

Osterhoudt's electronic classroom is used for other classes beyond library instruction. Lack of non-librarian faculty training has created a problem. Watch out for professors trying to use "regular" markers on the board (not a good thing!) and also knocking the projector out of alignment. At Moorhead State, the projector is on a cart, and students jostle the cart by accident, causing Librarian Instructors to have to "orient" the board. Thank goodness the process is quick and painless. Osterhoudt recommends "everyone involved" with the equipment be "trained in its proper use and care."

How Much?

The specifications will determine price, including size of the board, whether you want a rear or front-projection board, and whether you want it to be mobile (on wheels) or permanently mounted. The current price range appears to be from \$1,400 to \$10,500, depending upon various options.

For current and more extensive information about pricing, and available retailers/representatives in your area consult the SMART Technologies web site (see below).

Librarians using a SMART Board suggested three main factors to consider in making the purchasing decision:

1. The design of the room where it will be used. Visibility in long, narrow labs is not as good as in smaller facilities.
2. Whether it will be used for demonstration-only, or in a networked laboratory. It seems to be a more cost-effective purchase for hands-on electronic classrooms.

3. Who will be using it? Will faculty outside of the Library have access? Who will train instructors?

SMART Board Contact Information

<<http://www.smarttech.com>>
Sales and Marketing:
Phone: (403) 245-0333
E-mail: sales@smarttech.com
Address: SMART Technologies Inc.
Suite 600, 1177 - 11th Avenue SW
Calgary, AB Canada T2R 1K9

Brittney Chenault, a member of the LIRT Newsletter Committee, is Instruction/Reference Librarian at Moorhead State University Library. ■



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:

Mitch Stepanovich, Box 2079, Arlington, TX 76004

Work: 817/272-2945 FAX: 817/272-5797

Name and Title:

Telephone (Work):

(Home):

FAX:

E-Mail:

Institutional 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

____ Newsletter

____ Conference Programs

____ Organizational/Bylaws

____ Continuing Education

____ PR/Membership

____ Elections/Nominations

____ Publications

____ Liaison

____ Research

____ Long-Range Planning

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.

TECHTALK

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For more information:

Green, Heather. "The Skinny on Niche Portals." Business Week (October 26, 1998): 66-67.

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O'Leary, Mick. "Portal Wars." Online (January 1999): 77.

Peek, Robin. "Wanting to be Everything to Everyone; Search Engines and Services." Information Today (September 1998): 37.

Portal Comparison Chart.

<URL: <http://www.portalhub.com/guides/chart.html>>

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Scheer, Robert. "Scheer Bytes: Portals are Power." Online/Journalism/Review (November 24, 1998) <URL: http://olj.usc.edu/sections/editorial/98_stories/scheer_112498.htm>

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Tedesco, Richard. "Can't Play Without a Partner." Broadcasting & Cable (February 15, 1999): 73.

"Your Door to the Web: Rating the Web Portals." <URL: <http://www.zdnet.com/pcmag/special/easycomputing/fall98/yourdoor/rateportals.html>>

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson
Moody Memorial Library
P. O. Box 97143
Waco, TX 76798-7143
E-Mail: petersonb@baylor.edu ■

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.

ELECTION/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on pro-



LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

cedures, 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 & 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.

PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and

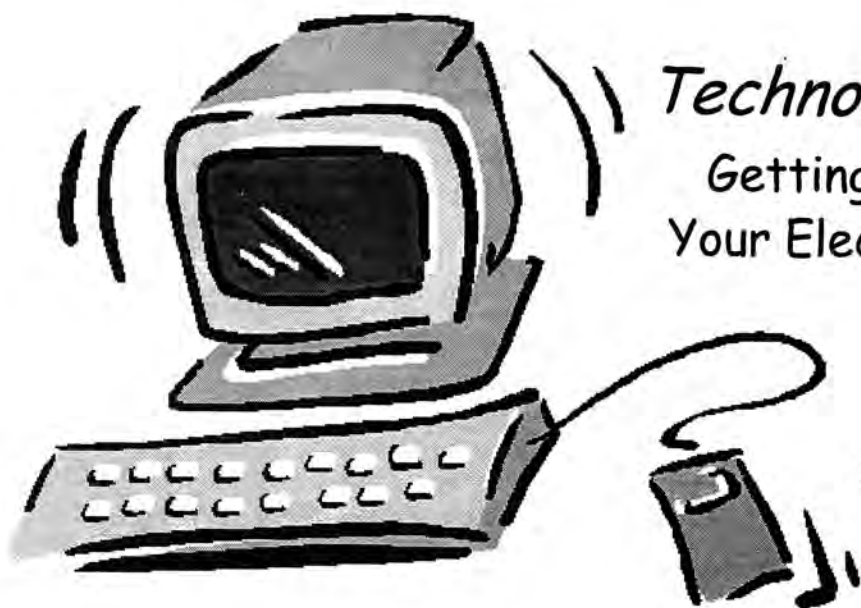
news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at the Midwinter and Annual conferences.

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.

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 Mitch Stepanovich, telephone: (817) 272-2945, email: stepanovich@library.uta.edu, or see the address on the Committee Volunteer Form on previous page.

ALA Annual LIRT Program



Technology in Action:
Getting the Most From
Your Electronic Classroom

Sunday, June 27, 1999
9:30 a.m. - 12:30 p.m.
New Orleans, LA
Marriott New Orleans



Library Instruction Round Table News
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