



School

Public

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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.

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Why Volunteer; or, What's in it for Me?



Report from the Vice-President
Mitch Stepanovich

LIRT can be just another organizational acronym, or it can be a wonderful and meaningful experience. Yes, we hear about mission statements and goals of the organization: all noble and worthwhile, but what about me? Should I fit into the picture somewhere? Is there an opportunity for personal enrichment for me?

Our mission statement makes us unique in that it calls for representation for all types of librarians—school, public, and special, in addition to academic—on committees, in officer elections, and throughout our ALA Round Table organization. We have a mandate to consider all types of librarians in our many deliberations and activities. Yet, at conference when we ask for a show of hands to see who we are, the librarians from school, public, and special libraries are greatly under-represented. Is it a lack of proper funding that keeps us away?

LIRT Discussion Forum

By Deleyne Wentz, DelWen@ngw.lib.usu.edu

Mitch Stepanovich (LIRT Vice President/President-Elect) chaired the LIRT Midwinter Discussion Forum held on Sunday, January 31st from 9:30-11:00 a.m. at Midwinter ALA. Those present suggested concerns and challenges for discussion and then divided into six discussion groups: bibliographic instruction for distance education, building instructional teams, marketing bibliographic instruction, assessment, core competencies needed by students, and beyond pushing keys. Due to time constraints, there was no sharing or wrap-up session, but I will re-cap some of the contributions in the lively "Beyond pushing keys: How to teach critical thinking when students would prefer just the mechanics" discussion I attended.

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Is it insufficient institutional support to enable us to get away from our workplace? Or have the rest of us been complacent and just not made that personal contact with colleagues from those under-represented libraries. As individuals, we could make that concerted effort and each one bring one. For those who are already members of ALA, membership in LIRT is one of the best bargains in ALA.

But what about me? There are many activities that make up LIRT: programs, lunch and dinner get-togethers that we call BITES WITH LIRT, discussion forums, the LIRT Booth in exhibits, committees and task forces, and officer positions. Each of these is an opportunity for individual involvement and personal growth. In addition, participating in LIRT at ALA Conferences is a chance to directly interact with other individuals who are also passionate about library instruction, and it is a chance to replenish oneself.

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FROM THE EDITOR

Those of you who did not attend the midwinter conference in Philadelphia missed a wonderful experience. The weather cooperated and provided us with several beautiful, clear days for walking between our meeting places and the convention center. Reports from LIRT meetings, many of which were conveniently held either in the convention center itself or in the adjacent Marriott Hotel, are included elsewhere in this issue; however, written reports of business accomplished cannot adequately convey the dedication of our officers and members to the cause of library instruction.

Before this year's midwinter conference, I had never been to Philadelphia, so I arrived early on the day before the conference in order to see the historic places. My afternoon of sightseeing made history the theme for my conference, and the theme continued when Diana Shonrock and the LIRT 25th Anniversary Task Force urged each committee to discuss how it could contribute to our upcoming 25th anniversary celebration. I am sure that Diana (shonrock@iastate.edu) and the Task Force would welcome any input from LIRT members and friends about how best to mark this milestone in LIRT's history.

The exact form of our 25th anniversary celebration has not been finalized yet, but what is clear is that we owe a debt of gratitude to those who came before us: the founding mothers/fathers whose vision of an organization dedicated to advocacy for library instruction in all kinds of libraries has been realized in LIRT.

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News-Bites

GAIL EGBERS, Pacific Lutheran University, egbersgl@plu.edu has won a

Regency Award and received funding to attend a critical thinking workshop in the year 2000.

HAIWANG YUAN, Western Kentucky U., Bowling Green, KY, haiwang.yuan@cwku.edu has been promoted to a new job as Web Site and Virtual Library Coordinator. He was previously Education Resources Center Coordinator.

LIRT Discussion Forum

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Personal relationship building is key to building the environment for asking questions. "Reference roving" and asking, "Are you finding what you need?" can lead to a discussion of what the student is hoping to find and the best places to look or how to formulate the query. Engaging the student on the level of using a systematic search strategy, we agreed, was our goal. Of course, any reference interview can be used to engage students in critical thinking. It is important to get students to identify their angle when they propose a topic to research. For example, if a student says she plans to write a paper on child abuse, the librarian can assist her by asking if she is interested in examining it from a sociological, medical, or psychological point of view.

Knowing the point of view you are coming from is also important when doing research on the Internet, where there are many possibilities for engaging students in critical thinking. For example, teaching search engine skills can raise questions about how search engines process queries and about which search engine would be most advantageous to use in a given context. Constructing a search strategy with Boolean operators can involve students, as can evaluation of web sites. Two interesting analogies were proposed to combat the tendency of students to want to use whatever information they find on the web, even if they know nothing about its authority. The first was "overheard in the hall," and the second was "found on the quad." We can ask students if they would feel comfortable using material in writing a paper that was found in these two locations and when they answer in the negative, we can go on to note that using material from the web without knowing the author or the author's qualifications, is similarly not a good idea. ■

Deleyne Wentz is Reference Librarian at Utah State University and a member of the LIRT Newsletter committee.

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

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Contributions to be considered for the June 1999 issue must be sent to the editor by April 15, 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

SLATE FOR LIRT OFFICE, 1999-2000

Candidate for Vice-President/President-Elect

Alison Armstrong

Head, Training & Educational Services (TES) Department,
University of Cincinnati, 1997- .

BA, University of Wisconsin-Madison, 1983; MALS,
University of Wisconsin-Madison, 1989.

LIRT Committee Service: Organization and Bylaws Committee, 1993-96; Long Range Planning Committee, 1997-2000, Chair, 1998-2000.

Statement of Professional Concerns: LIRT is a strong and vital organization. The work that we do to support librarians who teach in all types of libraries is important. As our various library environments continue to become increasingly complex, incredibly more connected and frequently less funded, LIRT'S mission becomes all the more significant. I would like to continue the good work that we do through our conference programs, our newsletter, our website, our other publications and our committee initiatives. We have exciting events in the near future that require our continued planning, our 25th Anniversary celebration and our 5-year retreat. In addition, I think that there are two areas which deserve some special attention: 1) building up our membership from non-academic libraries and 2) reaching our non-conference attending colleagues. I think that concentrating on our membership needs will help keep LIRT vital and strong. ■

Marcia King-Blandford

Library User Coordinator, Carlson Library, University of Toledo, 1993- .

BA, Brescia College, 1976; M.ED, 1979; AMLS, University of Michigan, 1981.

LIRT Committee Service: Program Planning Committee, 1996-97, Chair, 1996 ; Five Year Financial Planning Committee, 1997-; PR/Membership Committee—Member-A-LIRT co-editor, 1998-.

Statement of Professional Concerns: This is an exciting time to be a librarian. Each day lots of opportunities are presented that both challenge and encourage me to keep reaching. As technology continues to take a foothold in every aspect of our daily lives, I want librarians to be the complete information professional. LIRT continues to provide me with a wealth of support and guidance. I look to LIRT members for ideas and knowledge on the service and instruction. As I see and hear about the variety of ways LIRT members are serving their respective populations, I am inspired and challenged to stay focused, be enthusiastic, and to keep the "ageless" mission of libraries moving forward. Like Isadore Gilbert Mudge, I strive to provide "the right information in the right format at the right moment," and I hope to make every library user successful in meeting their information needs. ■

Candidates for Secretary

Judy Clarence

Music Librarian and Instructional and Interpretive Services Librarian, California State University, Hayward, 1990- .

BA, John F. Kennedy University, 1980; MLIS, University of California, Berkeley, 1982.

LIRT Committee Service: Newsletter Committee 1991-95, Chair and Editor, 1993-95; Long-Range Planning Committee 1995-97; PR/Membership Committee 1997-1999.

Statement of Professional Concerns: I happily welcome the opportunity to serve LIRT in the capacity of Secretary. As an active instruction librarian, I enjoy the opportunities LIRT provides to share ideas, experiences, problems, and solutions with other instruction librarians from public, school and special as well as academic libraries. Additionally, I have observed, appreciated, and participated in LIRT'S hard work

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Jana Edwards

Reference/Outreach Services Librarian, Humanities & Social Sciences Services, George A. Smathers Libraries, University of Florida, Gainesville, 1994- .

AS, John A. Logan College, 1981; BS, Southern Illinois University, 1983; MS Ed, Southern Illinois University, 1987; MLS, Indiana University, 1991.

LIRT Committee Service: Newsletter Committee, 1993-; LIRT News Production Editor, 1993-; Internet Task Force, June 1995-June 1997.

Statement of Professional Concerns: Librarians and educators are very concerned these days with the issue of information literacy. How do you combat this problem? It is heartening to be part of LIRT, an active organization where public, school, special and academic librarians are putting

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SLATE FOR LIRT OFFICE, 1999-2000

Candidate for Vice-Treasurer/Treasurer-Elect

Carolyn Strickland

Book Coordinator, Lake County Public Library, Merrillville, Indiana, 1998- .

BA, Calvin College, 1969; MLS, Indiana University, 1991.

LIRT Committee Service: Public Relations/Membership Committee, 1998-99.

Statement of Professional Concerns: Librarians from all types of libraries: public, school, academic and special share a common goal—instruction. Some settings are formal and

are held in a classroom, while others are informal and take place at the reference desk or the library catalog. Not only do librarians find answers to a myriad of questions, we feel obligated to share our sources and our routes of retrieval with the patrons. Our motives can be understood by paraphrasing an old Chinese proverb: "Give someone the answer to a question and she will have her answer for today, but teach her basic library skills and she will be able to find information all her life." LIRT is a unique Round Table because it offers a forum for librarians to discuss, share and develop plans to teach basic library skills and I am honored to be a candidate for the office of LIRT treasurer-elect. ■

Candidates for ALA Council

Timothy Grimes

Associate Director of Bibliographic Services and Community Relations, Ann Arbor District Library, 1995- .

BA, University of New Hampshire, 1976; American Academy of Dramatic Arts, 1979-80; MLS University of Michigan, 1984.

LIRT Offices and Committee Service: President, 1992-93; Vice-President, 1991-92; Treasurer, 1987-88 and 1990-91; Secretary, 1989-90; Organization Bylaws Committee, chair, 1993-94; Elections Committee, 1993-94; Long Range Planning Committee, 1996-98, chair 1991-92; Financial Planning Task Force, 1994-97; Research Committee, 1986-87; 25th Anniversary Task Force, 1998- .

Statement of Professional Concerns: Libraries are experiencing a whirlwind of change. With this vibrant surge of new ideas and information (both print and electronic), now, more than ever, ALA and its Council must provide clear, concise leadership. LIRT is one of the leaders in its field—library instruction. Its dedication to school, academic, special and public, through almost a quarter century, displays a sterling standard of excellence in professional library service. This unique opportunity for LIRT to have a Council seat is a chance to vocalize support for library instruction and service to all types of libraries and librarians. I have served LIRT for more than a decade in almost every capacity on the executive board and in other leadership roles. My broad background in a university library, a specialized urban library reference department, a branch library and library public relations, coupled with my LIRT organizational history, will lend a strong voice to ALA Council. ■

Thelma H. Tate

Coordinator, Global Outreach Services, New Brunswick Libraries, Rutgers University, 1999- .

BS, Alabama State College, 1957; MLS, University of Illinois, 1961.

LIRT Committee Service: Continuing Education, Chair, 1983-84; Long Range Planning, Chair, 1986-87; Vice President, 1986-87; President, 1987-88; Organization and Bylaws, Chair, 1988-89; Elections, 1988-91, Chair, 1989-91.

Statement of Professional Concerns: Advances in technology will continue to propel librarians into expanding leadership roles for literacy and electronic information development. Because we are specialists in collections, organization, preservation, and instruction in a digital age, we as librarians will enrich and maximize access as well as strategies for evaluating and using resources. While library users will become increasingly proficient as independent learners, the dynamic nature of advances in technology support the ongoing need for continued human intervention and instruction.

If elected to ALA Council, I will work with members to effect guidelines, standards, and policies for a digital age that support literacy development, professional development of librarians, research and the need for instruction librarians in all types of libraries in the nation and throughout the international community. ■

On the Web for Ready Reference

By Michelle Y. Roubal, Chicago Public Library, mroubal@chipublib.org

One day back in 1997, my colleague Nanette Alleman, returning from a meeting of the library's Internet Committee, walked into the office and casually asked me if I would be interested in teaching a course about our department's web pages. The group had decided to begin offering courses based on the various sections of the Chicago Public Library's Web site. I had been working with Nanette on evaluating content and updating links for the General Information Services section of the site, so I was hardly surprised at her asking me to participate. Not knowing any better, I agreed and told her to get back to me with the details.

What began as a one-time instruction piece has morphed into a variety of different workshops and lectures, culminating with a presentation this past fall at the Illinois Library Association's Annual Conference. This class has taken on a life of its own, plus a whole lot of my time! What follows is a look into the ways we have successfully formatted, manipulated, and otherwise tweaked a class we call "On the Web for Ready Reference."

In 1997, the Chicago Public Library (CPL) began to roll out system-wide Internet access. Since our library is comprised of over seventy branches, two regional libraries and the central library, this was a massive undertaking. Simultaneously, our Internet Committee was working on developing the library's home page. In addition, our Staff Development Department had been offering Internet classes in preparation of this event for a number of years. Initially these classes focused on topics such as learning the mechanics of browser software and exploring search engines. As the library Web site developed into a reference tool, librarians who were adding content to the site were chosen to teach others how to use the site for reference purposes.

The first step in the process began with a meeting of members from the Internet Committee and Staff Development, course trainers and developers, and a representative from the Chicago Library System (CLS). Due to an agreement between CPL and CLS, the courses were to be offered not only to CPL librarians, but also to CLS member librarians. This meant that the courses had to be designed with an eye to the needs of academic and special librarians, in addition to our own public librarians.

We left this meeting with an idea of the type of course the group was looking for and a new team member, Jamie Eimermann. Jamie is an Internet-savvy reference librarian working at our Conrad G. Sulzer Regional Library. Nanette and I were happy to have a third person to share the course development and training responsibilities.

Our training goal was to introduce librarians to using the CPL Web site for ready reference questions. Since we wanted librarians to become comfortable with using the site for reference work, it was imperative that the course be taught directly from the General Information Services (GIS) portion of the CPL Web site (see below for URLs). The class was a three-hour, hands-on experience taught in the Staff Development computer lab with the class size limited to ten people. We used a minimum of handouts, emphasizing instead the web site itself.

The General Information Services Division is composed of a number of departments, including the Information Center where Nanette and I work as reference librarians. The Information Center concentrates on performing quick, five-minute telephone reference service. We work in a mini-reference library tucked away from the public. We have designed our web site to complement and reflect the types of print resources we frequently use and the types of questions we frequently encounter. Before we could begin to teach off of our web site, we had to perform a major overhaul of the site to get it reorganized in a manner in which we could use it for teaching purposes.

We organized the section into four distinct parts: General Information Services, Ready Reference Shelf, Newspapers and Periodicals, and Hot Topics. The General Information Services section contains original content produced by GIS librarians. The other three sections are composed of annotated links to useful sites. We then set about updating links and adding any additional content that we wished to discuss in the class. The four sections would also determine the structure of our course. Jamie worked on getting the Newspapers and Periodicals section in order and then taught that material. Nanette and I worked on updating the remaining sections, which I then taught. Nanette would function as our "driver," the person who actually operated the computer while we lectured.

This "troika" approach to team teaching has proven very effective for our purposes. While one person is lecturing, the other trainer walks through the lab making sure everyone is keeping up and correcting any computer glitches. With two trainers alternating sections, no one trainer has to speak for more than an hour. By having a third person actually manipulating the computer (typing, clicking, scrolling, etc.), the lecturer is free to stand and face the students, using a laser pointer to highlight items of interest on the screen. We use a projection device attached to the instructor's computer to project the computer monitor image onto a screen.

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On the Web

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This allows students to easily follow the instruction. Those students not as skilled or practiced in using the browser software can still keep up with the instruction by viewing the screen.

By organizing the class to dovetail with our Web site content, we have made it very easy for both the trainers and students to become familiar with the course content. Librarians can return to their units and immediately practice what they have learned. Trainers can be chosen from any branch anywhere in the city and can learn their material right off of the Web site. Because the Internet is constantly changing, our Web site and our course material is always changing. As we add new links to our site, we begin to incorporate them in our teaching. Instructors are given a certain amount of latitude in the sites they choose to teach, as long as the sites represent a cross section of what is available in that part of the Web site. The changing course content keeps the class fresh for the instructors; the drawback is that one is continually preparing instruction. This is not the type of class that is prepared once and then pulled out and presented on demand.

After the success of the initial class, we were asked to teach the class on a regular basis, roughly once every two months. The class is popular with staff and we have received a lot of positive feedback from librarians. Once we recognized the scope of this training initiative, we recruited additional trainers from within the library. We currently have six trainers presenting the class. We trained the trainers by having them first observe and participate in the class as a student. With each successive class they attended, the new trainers each taught a new or different section until each trainer was prepared to teach every section of the course. New trainers were also given shifts operating the computer during the instruction of a fellow trainer. This quickly familiarized the new trainer with the section content and also gave them a better sense of the instructional flow. It takes a little practice for even the most practiced instructor to get comfortable teaching from a computer. With the help of our new trainers, we look forward to offering the class seven times in 1999.

In August of 1998, we were asked to present a demonstration version of the class for patrons. This was in conjunction with the library's Technology Month. It was CPL's first foray into patron Internet instruction. The class was offered as a two-hour seminar. This demonstration was presented once at two different branches. Attendees ranged from kindergartners to grandmothers. Some of the patrons had never used computers, others had substantial computer experience.

Changing the class from a hands-on course to a demonstration piece required very little effort. The basic course

structure remained the same. Although the time was reduced by one hour, we were still able to cover the same total amount of content. In the three-hour hands-on version, fifteen minutes goes to a break and much of the remaining forty-five minutes is eaten up trying to get everyone to the same screen.

The two major changes made were in our use of language and our choice of sites. If you have ever tried to talk "librarianese" to a family member, you will have noted the glassy-eyed look you get as you spew forth acronym after initialism. Having taught the class to librarians only, we became comfortable teaching in the library vernacular. The Internet and computers can be fearful things to those just testing the waters, and we didn't want to compound any feelings of uneasiness by using jargon-filled language. Making this change simply required putting oneself into reference interview mode. By consciously making word choices that would be familiar to a patron (such as using magazine instead of periodical), much of the cyberphobia that some participants brought with them was diminished. In choosing sites to discuss for an audience of patrons, we tried to select sites that would best address their information needs. Emphasis in site selection for this program was on sites helpful for consumer sources and student homework assignments. With each class we tried to get patrons involved by asking them about their hobbies or information needs and then tailoring some of the searches to their specific interests.

This brief foray into patron instruction proved valuable for the next transformation of this class, the ILA program. Our departmental Assistant Head Carolyn Mulac invited us to present a version of the class as a demonstration program for the Illinois Library Association's 1998 Annual Conference "The State of Service in the World of Information." Our program, sponsored by the ILA Reference Services Forum, was presented on Monday, October 26, 1998. Never having presented a program at a large conference, we did not know what to expect in terms of attendance. We assumed that 100 copies of the handouts might be overkill, but we decided that we would rather be prepared than run short. We couldn't possibly have been prepared for over 200 people attending! We solved this dilemma by creating a sign-up sheet for those wanting copies of the handouts mailed to them. Later, an HTML version of the handouts was mounted at the ILA Reference Services Forum Web site (see below for URL).

In preparing for this program, we benefited from having previously presented the class as a demonstration piece. We were already comfortable with the four-section format, so we simply shortened the class one-half hour by discussing fewer sites. We reverted to our library language and chose sites important for reference work. As with all of the other classes, we used a computer attached to a projection device. The whole program was presented "live" and, thankfully, we experienced no technical problems. In the future we plan to have a "canned" version in PowerPoint as a backup. The

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Bylaws Changes Approved

Members gathered at the Midwinter Conference All Committees Meeting voted to approve a bylaws change making the Past Treasurer the Chair of the Five-Year Financial Planning Subcommittee of the Long Range Planning Committee. The text of the changes was included in the September 1998 issue of LIRT News (p. 11). The intent is to allow LIRT's Treasurer to concentrate on the current year's budget and to take advantage of the outgoing Treasurer's budgetary experience to focus specifically on LIRT's Five-Year Financial Plan. ■

Bylaws Changes Proposed

CONSTITUTION

ARTICLE IV

Amend A. to ADD the following:

The representative from LIRT to ALA Council shall also be an elected position.

BYLAWS SECTION I

ADD the following:

F. LIRT COUNCILOR The LIRT Councilor represents the interests of the Library Instruction Round Table on the ALA Council. The LIRT Councilor is a member of the Steering Committee and an ex officio member of the Executive Board. The Councilor reports to the LIRT Executive Board, the Steering Committee and the membership about ALA Council activities, and presents ALA issues and Council documents he/she believes may require action from LIRT. The Councilor receives direction from the Executive Board and Steering Committee regarding positions to be taken on ALA Council issues, and sponsors Council resolutions as requested by the Executive Board and Steering Committee.

BYLAWS SECTION II, E.

ADD the following as a last sentence:

The representative to ALA Council shall be elected to a three year term, except for the term beginning with the 1999 election, which shall be a two-year term. ■

ALA ◆ NEWS ◆

LIRT's New ALA Councilor

By Gale Burrow, gburrow@rocky.claremont.edu
and Mary Paglierio Popp, popp@indiana.edu

This spring when you receive your ballot from ALA, you will find a new position included on the LIRT ballot: ALA Councilor. You will also see proposed amendments to LIRT's Constitution and Bylaws making the ALA Councilor a regularly elected position in LIRT.

As ALA's governing body, Council determines policies and makes decisions for the Association. In the past, Council has been composed of ALA's Officers and Executive Board members; Councilors at Large selected from the entire membership of ALA; Division Councilors, one elected from each ALA division (AASL, ACRL, etc.); and Chapter Councilors, one elected from each state, provincial, or territorial chapter. Round Tables were, until now, the only ALA groups with no official representation on ALA Council. Round Table members were on Council only if elected as Councilors at Large. Round Table officials have been working since the late 1970's to get Council representation. One of the major reasons for founding the Round Table Coordinating Committee (RTCC) in the early 1980's was to organize the effort to establish Round Table Councilors. LIRT's President and Vice President serve on the RTCC.

Having Round Table Councilors is truly recognition that Round Tables are an integral part of the Association. The fact that LIRT has been given a Council seat of its own is in recognition of its size and stature among Round Tables. We are really excited about this new opportunity to be involved in the governance of ALA! ■

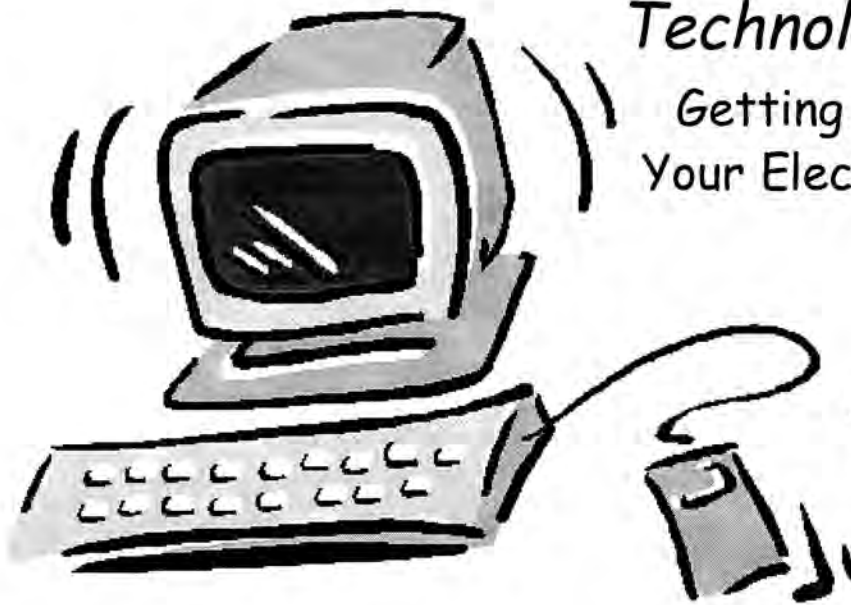
Gale Burrow is President of LIRT and Coordinator of Library Instruction in the Honnold/Mudd Library, The Claremont Colleges. Mary Paglierio Popp is Information Technologies Public Services Librarian at Indiana University Bloomington Libraries.

News- Bites

BARBARA CRESSMAN, Eastern Illinois University, cfbcl@eiu.edu published a chapter in the book Instruction and Training for Enhanced Reference Service: Using Hands-On Active Learning Techniques, edited by Anne Cerstvik Nolan and Marilyn Whitmore (Library Instruction Publications, 1998). Her chapter is entitled "Music," and deals with instruction and training for music reference.

SHAWN STEWART, U. of Alabama, sstewart@bama.ua.edu is currently writing a proposal for library services for distance learners.

CAROLYN STRICKLAND, Lake Co. Public Library, Merrillville, IN, cstrickl@lakeco.lib.in.us has been appointed to a new job as Book Coordinator. She coordinates book orders for eleven branch libraries.



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

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.

On the Web

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drawback in such a presentation is that the static screen restricts the instructor's discussion. With no ability to create a topical search or to explore a particular site further, it is more difficult to speak extemporaneously about an interesting aspect of a particular site. An audience question can often lead us to a new section of a web site or teach us something new about a site. This sort of spontaneity is part of what makes the class interesting and keeps it fresh, and is lacking in a canned version.

Part of the difficulty in teaching a course about Web content is that the Internet is constantly changing. However, it is precisely this dynamic environment that makes teaching a web course so exciting and rewarding. We look forward to the new challenges that change will bring in the design of this course. I can only predict, based on the pace of past change, that "On the Web for Ready Reference," will live on in increasingly altered states in the future.

Use the following URLs to access the Chicago Public Library web site:

CPL home page: <<http://www.chipublib.org>>

General Reference section: <<http://www.chipublib.org/008subject/005genref/005genref.html>>

General Information Services: <<http://www.chipublib.org/008subject/005genref/gis.html>>

Ready Reference Shelf: <<http://www.chipublib.org/008subject/005genref/readyref.html>>

Hot Topics: <<http://www.chipublib.org/008subject/005genref/hot.html>>

Newspapers and Magazines: <<http://www.chipublib.org/008subject/005genref/ejournals.html>>

View the HTML version of our "On the Web for Ready Reference" ILA program handouts at the ILA Reference Services Forum website: <<http://www.neiu.edu/~mdweinbe/otw~1.htm>> ■

Michelle Y. Roubal is Reference Librarian in the GIS/Information Center, Harold Washington Library Center, Chicago Public Library.

ALA MIDWINTER CONFERENCE REPORTS

from LIRT Committees and Task Forces

(Editor's note: Absence of a committee indicates that the report was not received by press time. See the web edition of the LIRT News for meeting attendance, and chair.)

COMPUTER APPLICATIONS

We decided to continue to contribute software reviews to LIRT News, and members volunteered to write reviews for the remaining issues this year. The committee will develop a bibliography for this year's Annual LIRT Program. We submitted a revision of the CAC charge.

CONFERENCE PROGRAM 1999

The committee discussed the 1999 Conference Program's format and proposed possible speakers who will be contacted by the Chair. Solicited poster sessions from LIRT Committee Members at the All Committees Meeting. Committee members debated various titles for the program and forwarded several of them to the Steering Committee for discussion and a vote.

CONFERENCE PROGRAM 2000

Members discussed several ideas for the conference program for year 2000. Four ideas emerged to present to the Steering Committee as possible programs: library instruction techniques using the web; evaluation and assessment of instruction; teaching as performance; preparing high school students for college-level research.

CONTINUING EDUCATION

The committee continued work on its annual "LIRT Top 20 Bibliographic Instruction Articles" project. Beginning with a pool of 49 recommended articles, the committee selected the top twenty articles of 1998. The list will be published in the next issue of LIRT News. The committee accepted a request from

the 1999 Program committee to compile a bibliography on adjusting teaching styles for an electronic classroom. The bibliography will be distributed at the annual convention in New Orleans.

Since the committee finished its work in the first meeting, only the chair attended the second meeting of the committee. The chair talked about the committee to two visitors.

ELECTIONS

The committee finalized the slate for LIRT Offices, 1999-2000. This includes candidates for Council about which we learned at Midwinter. In order to change our calendar of activities to coincide with ALA's new schedule, the current committee will select the slate of candidates for 2000-2001.

LIAISON

After introductions and preliminary explanation of committee purpose, committee members picked instruction-related meetings outside of LIRT to attend and report on. Members were apprised of the suggestion that the committee should create an ongoing networking relationship with entities such as Literacy Assembly and the Public Library Association. More discussion of the committee's charge will be needed to clarify what type of networking the Steering Committee would like the Liaison committee to undertake.

LONG RANGE PLANNING

The committee discussed the 25th Anniversary and brainstormed ideas with Diana Shonrock who chairs the 25th Anniversary Task Force. Then the committee reviewed documents to be used to formulate the strategic plan, drafted the plan, and recommended three goals of the draft plan for the steer-

ing committee's consideration. Asked the Executive Board to assign committees to appropriate tasks for these goals. Asked Steering to confirm the timing of the next retreat.

NEWSLETTER

The committee reviewed the contents for upcoming LIRT News issues and discussed an ongoing project to prepare tip sheets for each of the kinds of articles ordinarily published in the newsletter. Members volunteered to attend, photograph, and compile a report on the LIRT Discussion Forum. Other members volunteered to solicit News-Bites items. The chair briefed the committee on the issue of advertising in the newsletter and solicited ideas for the 25th Anniversary. In a second meeting, a subcommittee drafted tip sheets and reviewed the committee charge.

ORGANIZATION AND BYLAWS

The status of the manual was discussed. Possible bylaws changes, especially the one on ALA Council were briefly mentioned. Changes in the forms for volunteers and for committee memberships notification were approved. This led to some discussion about the breakdown in notification to committee members that they are on committees.

PR/MEMBERSHIP

Covered routine business of assigning responsibilities for Exhibit Booth and LIRT Bites at this summer's Annual Conference in New Orleans. As new measures to increase membership and member diversity, the committee will send liaisons to the New Members Round Table and will send LIRT ads and LIRT Bites announcements to a wide variety of librarians' listservs.

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COMMITTEE REPORTS

continued from page 9...

Recommendations to the Steering Committee included funding an Internet connection and a PC at the booth in the exhibit hall at conference and exploring the possibility of a kiosk instead of a booth.

PUBLICATIONS

The committee discussed the status of the committee's bibliography of publishing opportunities in journals other than library journals. The committee also began preparing a packet containing publications standards and an inventory of LIRT publications.

RESEARCH

The Research Committee finalized our latest project, a series of 'Teaching Tips' brochures on four instruction topics: Classroom Materials, Presentation Skills, Classroom Management and Technology in the Classroom. We plan to have the final drafts ready for distribution at the Annual Conference in New Orleans this summer. We will be working with the Publicity/Membership Committee to make sure announcements are sent out to our membership. We updated the Library Instruction Tutorials web pages in December, <<http://diogenes.baylor.edu/Library/LIRT/lirtproj.html>> and are beginning another new project soon on the topic of distance education. ■



Volunteers 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 ☐



CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

We all need to think about new ways of doing our instruction. Included in this issue are research and theory articles to inform practice, practical descriptions of interesting programs, and a little controversy about learning objectives to add spice to your reading list.

RESEARCH AND THEORY FOR PRACTITIONERS

Bren, Barbara, Beth Hilleman, and Victoria Topp. "Effectiveness of Hands-On Instruction of Electronic Resources." Research Strategies 16.1(1998): 41-51.

Describes a study to test the validity of the assumption that hands-on instruction in research skills and concepts is more effective than lecture/demonstration in the electronic environment. Freshman composition students were divided into two instructional groups, and given instruction using hands-on or lecture/demonstration methods, followed by a post-test (included in the article). Students who received hands-on instruction performed better on the post-test.

Ivie, Stanley D. "Ausubel's Learning Theory: An Approach to Teaching Higher Order Thinking." The High School Journal 82(Oct.-Nov. 1998): 35-42.

A clear and succinct overview of the learning theories of David Ausubel. Ausubel views knowledge as an integrated system and believes the role of the teacher is to direct learning. He theorizes that learners fit new experiences into what they already know, and he is one of the major proponents of advance organizers.

Langdon, Danny. "Objectives? Get Over Them." Training & Development 53(Feb. 1999): 54-58.

The author asserts that objectives have outgrown their usefulness as a tool to design instruction to meet performance needs. He suggests that the proforma can provide needed added detail. A proforma is a "prescription of the behavior, standards, support, and noise requirements" which define performance. It includes outputs, inputs, conditions, consequences, process and feedback. The article focuses on training in the workplace, but may offer a new way for instruction librarians to analyze learning needs.

GOOD PROGRAM IDEAS

Thornton, Ann. "Teaching the Library at SIBL." Computers in Libraries 19(Feb. 1999): 50-55.

The New York Public Library Science, Industry and Business Library (SIBL) has been known since its 1996 opening for having an extensive library instruction curriculum. This article describes the 18 SIBL courses, and discusses teaching methods, program evaluation and training for librarians who teach the courses.

Stein, Linda L. and Jane M. Lamb. "Not Just Another BI: Faculty-Librarian Collaboration to Guide Students Through the Research Process." Research Strategies 16.1(1998): 29-39.

Describes a senior level social psychology class in which the librarian and the instructor collaborated to provide basic library instruction sessions followed by an ongoing program of project-related assignments and individual consultations.

REFERENCE SERVICES REVIEW

Two recent issues of RSR: Reference Services Review are full of good articles related to library instruction. The Summer 1998 issue (v. 26, number 2) includes several good articles about information literacy and general education in academic libraries, including:

Fenske, Rachel. "Computer Literacy and the Library: A New Connection." (pp. 67-72, 78).

Blakeslee, Sarah. "Librarian in a Strange Land: Teaching a Freshman Orientation Course." (pp. 73-78).

The Summer 1998 issue also includes a list of recommended readings to educate ourselves.

The Fall/Winter 1998 issue (v. 26, number 3-4) includes Hannelore Rader's annual bibliography, "Library Instruction and Information Literacy - 1997," (pp. 143-160). It also includes the papers from the 1998 LOEX-of-the-West Conference on pages 9-142. Pay particular attention to:

Dupuis, Elizabeth. "The Times They Are A'Changin': Students, Technology, and Instructional Services." (pp. 11-16, 32).

Scholz-Crane, Ann. "Evaluating the Future: A Preliminary Study of the Process of How Undergraduate Students Evaluate Web Sources." (pp. 53-59).

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

Why Volunteer

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For those who cannot get away to conference, LIRT has other opportunities for individual involvement. There is a place on LIRT committees for virtual participation - those important tasks that need to be completed between conferences, yet do not require continual conference attendance. This can be an avenue of involvement for those of us who can only participate in one conference each year, or only in an occasional conference every few years.

I first got my start in this business assisting in my local high school library. In the following years I worked a marvelous variety of positions in a large public library that had eleven branches, also working in one of those branches. After a move across the country, I worked in a community college library for a number of years. A later opportunity to focus on my interest in library instruction landed me in a large university library. Today, I am in an architecture library removed from the central library's day-to-day operations and serving a unique clientele with an entirely different information usage pattern and set of needs. I wish I had discovered LIRT many years earlier. I could have benefited immensely from earlier involvement in this organization and interaction with LIRT colleagues during all those different jobs.

Becoming active in LIRT is easy and can come in stages to fit your personal situation. My involvement in LIRT first started with the LIRT BITES - casual, friendly gatherings at good and reasonably priced restaurants during ALA conferences. I did not know the city, where to eat, or what to do while there. The camaraderie was wonderful, and I also came away with a few tips that I could immediately use back at work. From there I was drawn into helping staff the LIRT booth in exhibits, later working on committees and task forces, and eventually chairing committees and being asked to run for various offices.

When considering how to participate, it is not just what you have done, your accomplishments and skills, but what you would like to do. It is the opportunity to attempt new things of interest. We are not just looking for experts - although

those talents will be appreciated. We are looking for the desire to be involved, a desire to make a difference. Are you asking yourself, "what about me?" Then tug one of us on the sleeve and say, "I want in." There is even a committee volunteer form in our newsletter. If you want details, suggestions, or just want to ask about LIRT, send an officer or committee chair an e-mail message. They have seen the inside of LIRT, your organization. Getting in is not that difficult, and you can follow those who have walked these steps before us. Who knows, some day you may find yourself running this thing, too. ■

Mitch Stepanovich works in the Architecture & Fine Arts Library at the University of Texas at Arlington, e-mail: stepanovich@library.uta.edu. He is also LIRT Vice President/President-Elect.

Check These Out

continued from page 11...

Vidmar, Dale J. "Affective Change: Integrating Pre-Sessions in the Students Classroom Prior to Library Instruction." (pp. 75-95).

Colburn, Nancy Wootton and Rosanne M. Cordell. "Moving from Subjective to Objective Assessments of Your Instruction Program." (pp. 125-137).

IN BRIEF

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

Grassian, Esther and Susan E. Clark. "Internet Resources: Information Literacy Sites: Background and Ideas for Program Planning and Development." College & Research Libraries News 60(Feb. 1999): 78-81, 92. [NOT just for academic librarians!]

Lally, Ann. "Creating the Developmental Teaching Portfolio." College & Research Libraries News 59(Nov. 1998): 776-778.

Leckie, Gloria J. and Anne Fullerton. "Information Literacy in Science and Engineering Undergraduate Education: Faculty Attitudes and Pedagogical Practices." College and Research Libraries 60(Jan. 1999): 9-29.

"Quality Presentation Tools for Schools." Media & Methods 35(Nov./Dec. 1998): 10-32. [Overview and a directory of vendors.] ■

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

News-Bites

ROB WITHERS, Miami University - Oxford, OH, rwITHERS@lib.mohio.edu has been appointed Information Services Librarian at Miami University. He was previously Systems/Technical Services Librarian at Western Maryland College.

TECH TALK

By Billie Peterson, Baylor University

Dear Tech Talk—

Recently we upgraded our instruction classroom with computers (both PC's and Mac's) for all the students, a ceiling projection system, instructor's computers (1 PC and 1 Mac), and a variety of software programs. I was so excited the first time I was able to teach the use of databases in this new environment. As the class progressed, I was pleased to see that many of the students seemed to be following along with my demonstration. Imagine my dismay as I strolled down the aisle and saw that, in reality, most of the students were reading e-mail, playing Solitaire, or surfing the Internet. I am so disillusioned—I no longer even want to use the room. What can be done?

—*Controlless in a Computer Classroom*

Dear CCC—

As more libraries have fully equipped electronic classrooms at their disposal, instructors are discovering some of the pitfalls associated with this form of instructional technology: the room is darkened; the students drift off; they play games; they read e-mail; they surf the Web; they find a variety of ways to amuse themselves, as opposed to being involved in the instruction. From the instructor's point of view, when the student is using the computer as is intended, there are additional problems: the instructor races from one student's computer to another in order to help them with a variety of problems; the instructor finds that s/he is addressing the same problem repeatedly with different students; the instructor might want to show, as a positive example, a particular student's work. All in all, an exciting, new instructional experience becomes very disheartening.

Given the expense associated with creating and maintaining an electronic classroom and given the amount of information now available in libraries electronically, it does not seem viable to "pull the plug" on such a classroom. One

solution that has been used by a wide variety of companies, government agencies, organizations, and schools is the use of interactive presentation systems that put the instructor in complete control of the computer training room. Six such products are: CLASSNET, ComWeb, InSight, LANSchool, LINK Systems, and Tech Commander.

Some of these products are hardware solutions to the problem. A "control unit" is attached between each student monitor and computer, with a connection to the instructor's computer. The end result is that the instructor can have complete control of the students' computers whenever necessary. LANSchool is a software solution that produces the same results. A big advantage of the hardware solution is that it is platform and network independent, meaning that if you have a classroom that uses both Macintosh computers and PC's, you can use the same control system for both kinds of machines.

There are several advantages to these systems:

- Students are unable to use the computers, unless the instructor wants them to use the computers;
- Instructors can broadcast the information they want the students to see directly to the students' computers;
- Instructors can refrain from using large-screen projection units in darkened rooms, if they want to;
- Instructors can provide assistance without leaving their computers, either to one student or several students with the same problem;
- Instructors can randomly access students' computers to see who is having problems, who is not "on task," or where repetitive problems are occurring;
- Instructors can "broadcast" examples of the students' work as examples.

In order to achieve some of the advantages listed above, one should look for the following features when purchasing one of these systems:

- Broadcasting capabilities — instructor to any participant; instructor to any group; participant to participant; participant to instructor; instructor to large-screen projection system
- Remote control of any keyboard or mouse;
- Ability to scan computers to monitor progress;
- Ability to create participant groups;
- Ability to blank screens and disable keyboards and mice;

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TECH TALK

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- Ability to disable computers with passwords to prevent unauthorized use;
- Availability of "call button" that is used by the student to ask for assistance;
- Maximum number of student computers the system supports.

Imagine the following scenario. The students are seated at blank computers which they cannot activate. The instructor provides a brief demonstration of database usage, broadcasting that demo both on a large screen and to the student's individual computers. Then the instructor gives the students a problem to reinforce the instruction, turning loose the control of each student's computer. As the students work, the instructor monitors their progress — remotely assisting students when necessary; bringing students back to task if it's discovered they are not working on the problem; stopping the practice session to broadcast a common mistake many are making; broadcasting a student's solution to the problem, which stimulates discussion and promotes the broadcasting of other's students solutions to the problem. The end result should be a more positive learning experience for both the students and the instructor.

For more information:

"The Computer Classroom," Training 30(Oct.1993):96.

Garbera, Don. "User Friendly Training Techniques." AVC Presentation Development and Delivery 27(Feb. 1993): 16-17.

Kress, Michael, et. al. "ComWeb: An Electronic Classroom for Teaching Computer Literacy." Computers & Education 29(Dec. 1997): 181-187.

McDermott, Irene E. "Solitaire Confinement: The Impact of the Physical Environment on Computer Training." Computers in Libraries 18(Jan. 1998): 22-26.

"System Allows Firm to Achieve Better Control in the Classroom." T.H.E. Journal 22(June 1995): 50.

"Video Network Controls Students' Screens." T.H.E. Journal 18(June 1990): 40.

Vendors:

Applied Computer Systems, Inc. — LINK Systems
800/237-5465 <URL: <http://acs-linksystems.com>>

ComWeb*
800/950-8793 <URL: <http://www.comweb.com>>

Intel — LANSchool
800/628-8686 (Intel Customer Service)
<URL: <http://www.lanschool.com>>

Minicom USA — CLASSNET*
800/922-8020
<URL: <http://www.macatawa.org/~minicom/>>

Tech Electronics — InSight* & Tech Commander*
800/572-4935
<URL: <http://www.techelec.com/products/>>

*platform independent ■

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson
Moody Memorial Library
P. O. Box 97148
Waco, TX 76798-7148

E-Mail: petersonb@baylor.edu

Clarence

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to assure that Library Instruction remains central to ALA's mission and vision; this hard work has resulted in greater awareness of instructional activities within and outside of our profession. I served on the LIRT Steering Committee several years ago as Editor of the LIRT Newsletter and Chair of the Newsletter Committee, and now—after eight years of LIRT committee involvement—I feel ready to again take on a leadership role. (And here's a real plus: I take excellent minutes!) ■

Edwards

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their heads together to find practical ways to foster critical thinking and teach information skills. As an instruction librarian and educator working primarily with undergraduate students, I believe cooperation between libraries of all types is integral to the solution. Through increased communication and shared goals, school, public and academic librarians can work with learners at crucial stages in their development by building on each other's work in order to prepare the learners for the next level of literacy. As LIRT's secretary, I would strive to keep communication flowing among members, so as not to undercut this important effort. ■



Member A-LIRT

Chuck Dintrone

By Judy Clarence, jclarenc@csu Hayward.edu

For years, one of the most energetic LIRT members has been Charles Dintrone, comfortably known as "Chuck" to most of us. Charles has always been interested in library instruction, so when he first joined ALA and LIRT in 1984 he volunteered to work at the LIRT booth, though he as yet knew no one in LIRT. Mary Popp quickly nabbed him for the Liaison Committee; after two years he became Chair. Then followed an impressive array of committee appointments: Computer Applications Committee, member and Chair of the Elections/Nominations Committee, and Long-Range Planning Committee. From 1988 to 1994 Chuck served as LIRT Publicity Coordinator. In 1997, as Chair of the Long-Range Planning Committee, he was instrumental in planning the LIRT retreat held prior to ALA Midwinter in Washington DC in February, 1997. He currently serves as Chair of the Organization and Bylaws Committee.

Chuck's involvement in LIRT springs from a deep commitment to library instruction. At San Diego State University (SDSU) in California, where he has served since 1972, his long-term interest in library instruction resulted in his role as Coordinator of Library Instruction for three years. His interest has continued since then as he plays a very active role in the instructional efforts of the Library. Last semester he taught a University Seminar class, part of a "freshman success" program that covers all aspects of student life—including library use. In Spring 1999 Chuck will participate in an interdisciplinary experimental curriculum course, a 9-unit freshman core course based on a theme, in which the librarian works closely with the faculty in integration of information literacy with the course content.

Avidly interested in film and mass communication, Chuck is the library liaison to SDSU's School of Communication which offers programs in telecommunication, journalism, film, and speech communication. In this role he offers a library research component in the Introduction to Research course (300 students in only two sections!) and has composed the extensive library assignments required of the students. Also in conjunction with this course, Chuck has prepared a PowerPoint presentation on communications resources, and another on using Social Science Citation Index. And—just for fun—he put together a classic film series

which was popular with SDSU students, faculty, staff and community members. McFarland published Chuck's book, *Television Program Master Index*, in 1996.

What does this busy guy do for relaxation? Chuck and his wife love to travel. Cruises are their favorite mode of transport—Greenland and Hudson Bay last summer, where they hiked around the islands. Chuck enjoys reading and watching sports, especially soccer and baseball (he's delighted with the Padres this year!) Part of an adult fitness program, he and his wife walk on the track, and do weights and aerobics.

LIRT is lucky to have Chuck on board. His enthusiasm, sense of humor, and dedication to LIRT make him invaluable. ■

Judy Clarence is Music Librarian, and Instructional and Interpretive Services Librarian at California State University Hayward.

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.



Speakers:

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

The speakers will explore models for training librarians to use new electronic resources. Their discussion will include how their models would best be applied depending on the type of library - public, school, or academic. The discussion 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.

ALA Annual Program RUSA, MARS, ETSC

NON-LIRT MEETINGS AT ALA

1999 ALA Midwinter Conference, Philadelphia, PA

ACRL/EBSS INSTRUCTION FOR EDUCATORS COMMITTEE

Dane Ward reported on the progress of the committee's forthcoming publication, *Connections: Ideas for Librarian and Faculty Collaboration*. Some chapters have already been completed, with others begun. ALA will publish the work, probably in 2000. *Connections* will examine formally organized programs of collaboration as well as informally created efforts among members of the campus community. The work is essentially a practical guidebook to help librarians and faculty members develop working relationships. Several ideas for future projects were also discussed at the meeting. - *Helga Visscher, hvissche@bama.ua.edu*

ACRL/DLS DISCUSSION GROUP

Three speakers addressed a list of preset questions, such as how many distance students their institution served, the average age of the distance student, what degree areas are offered to distance students. They then described some aspect of the individual services each library provided. The Q&A portion moved into more specific areas of inquiry. A couple of examples with relevance to library instruction were: how do you achieve the warm fuzzy feeling that on-campus students get when interacting with a person, as opposed to the impersonal computer? One idea was to have a picture of the librarian/staff on the web site. Another idea was to create a liaison with faculty so that the faculty member would direct the student to a particular librarian. How do you keep your links current? There were two software programs mentioned: Big Brother for Macs and

URL Minder for PCs. A free web site called websitegarage.com was also mentioned. - *Sharon Lee Stewart, sstewart@bama.ua.edu*

ACRL/IS CONTINUING EDUCATION COMMITTEE

One of the charges of this committee is to promote continuing education opportunities for library instructors. To that end, the discussion centered around developing an annual report on trends and issues in continuing education workshops and conferences and placing them on their web site. The intention is for there to be a single source location that gives more detail than is given in the general descriptions located in journal calendar listings. The desired effect is to increase attendance at state and chapter levels by individuals who may live close enough to attend but are not associated with the organizing body. Currently, information on some of these opportunities is available at their unofficial web site, <<http://www.ship.edu/~dcook/conted.html>>. The web page has information about workshops and postgraduate courses offered by library schools. This is a shared interest area with the IS Education for Library Instructors Committee (ELI), chaired by Mary Popp. - *Mark Horan, mxh34@psu.edu*

ACRL/IS EDUCATION FOR LIBRARY INSTRUCTORS COMMITTEE

The committee made a recommendation to make revisions to their publication, "Learning to Teach." The revisions will include a new statement of purpose, a new format based on the purpose, an updated discussion of technology, an added curriculum design for information

literacy, assessment of learning outcomes, review of the multicultural instruction and its sources, and an added web version of "Learning to Teach" materials. The meeting continued with updates of progress made on the committee's "Strategic Options for Professional Education" white paper, a joint project of the Education for Library Instructors and Continuing Education Task Force. The draft of the paper has been put onto the web, and committee members were asked to proofread it. The final draft of the white paper will be available for a final review by the Executive Board of IS by March 19, 1999 and then presented at the ALA Education Summit. - *Kay Stebbins, kstebbin@pilot.lsus.edu*

ACRL/IS EMERGING TECHNOLOGIES COMMITTEE

The committee has set up conferencing software for use in developing programs for the coming months and into next year. The committee is actively involved with the Internet Education Project and has been looking into the cost of webcasting a six-hour preconference in one-hour segments. Of interest to LIRT members may be the decision by the committee to develop a web page White Paper on what is being used in terms of technology for instruction, how it works, who can help with its use, who has used what and how. It was decided to develop a front-end piece for the web page describing the project and then have a link to the working pages. In addition, the members discussed linking to related topics in listserv archives, e.g. BI-L and surveying the membership of IS to help focus on overlooked areas. One member also brought

up that the Committee for Institutional Cooperation (CIC) is interested in collecting similar information. - Mark Horan, mxh34@psu.edu

ACRL/IS MANAGEMENT OF INSTRUCTION SERVICES COMMITTEE

The committee resumed a brainstorming discussion titled "Bright Ideas: The Role of Instruction in Changing Organizations." A bibliography was provided for each committee member. It was announced that the "Learning to Teach" resource list and tips sheet is now available on the IS web site, <<http://www.lib.utexas.edu/is/publications/learntoteach.html>>. The committee then discussed its long-range activity related to the evaluation of management of instruction services. Committee members have already conducted preliminary literature searches for articles on the assessment of instruction managers. Finally, a database project that will post employment opportunities for instruction librarians was proposed.

- Angela Adolph,
aadolph@pilot.lsu.edu

ACRL/IS POLICY COMMITTEE

The Policy Committee proposed changes to the Instruction Section Bylaws which were then approved by the Executive Advisory Committee. The committee was also given responsibility for revising the pre-conference and conference planning manual. The purpose of this manual is to provide guidance for IS program planners. The committee also discussed the issue of virtual committees and assigned individuals to investigate whether any other division, roundtable, or section was conducting meetings in this format. As one of its future projects, the committee will have the responsibility for making recommendations and revisions to the resource checklist for the IS committee chairs. - Angela Adolph,
aadolph@pilot.lsu.edu

ACRL/IS TEACHING METHODS COMMITTEE

Half of the meeting was a brainstorming session and half was dedicated to business. The topic of the brainstorming session was "One Shot, Two Shot, Three Shots, More: Promoting Learning through Multiple Instruction Sessions." Discussion centered around several areas: integrating www instruction; graduate vs. undergraduate instruction; stretching the one-shot to more; drop-in sessions; www-based courses; structuring the content of multiple sessions; teaching techniques for multiple session, and strategizing to get a credit course. Some of the challenges to expanding the number of instruction sessions include: instructors are time-territorial; teaching assistants are constantly changing; faculty are unaware of the multiplicity of resources; classes are composed of students with different learning styles; students do not know what they do not know; and the staff-intensive nature of all this work.

Advice offered? Get into a class for five minutes and then attempt to increase the time; let instructors know up front that you will need more than one session; use multiple quizzes online; question/test the class before you meet using e-mail; make sure your library tutorials are part of a campus-wide www orientation program and continue to incorporate the print resources.

The committee then proceeded to discuss the status of their current projects: 1) a subcommittee is gathering information on the various classroom control software available. A listing, which will appear on the committee's web site, will be non-evaluative and will reference library locations that use the software; 2) an annotated bibliography of research guide textbooks that can be used for library credit courses; 3) making necessary revisions to the list of web tutorials that

are listed on the committee's web site. All projects are on target for July 1999 completion. - Ed Tallent,
tallent@fas.harvard.edu

ACRL/IS TEACHING METHODS COMMITTEE (2nd Meeting)

The meeting began with a brief presentation by Julia Nims of LOEX, followed by a Q&A session. Nims mentioned the upcoming LOEX conference in Houston, <<http://www.emich.edu/~lshirato/loex.html>>, and her desire to work with ACRL/IS to collect and link to more web-based instructional materials. Materials desired in this format are tutorials, virtual tours, and bibliographies. Additionally, she mentioned that LOEX's newsletter should be online by the end of 1999 and will feature an instructional web site of the month. The committee next discussed plans to update its own online collection of web tutorials. The group will also work on criteria for evaluating web tutorials, and then list web sites that they feel are exemplars of particular criteria (e.g. use of graphics, ease of use, etc.) A last instruction-related issue was a brainstorming session for the annual conference. The group wants to put on a discussion for either ALA 1999 or ALA 2000. The main topic mentioned was implementing/accommodating different learning styles into web-based tutorials and teaching resources.

- David Ward, wardd@nevada.edu

ACRL/LPSS, LIBRARY INSTRUCTION DISCUSSION GROUP

The topic under discussion for the law and political science group was "Instruction of Traditional Print Materials in a World of Electronic Resources". Everything on the Internet? Not in this discussion. Some librarians incorporate print resources to illustrate the structure of a reference source, such as an index. We are reminded, however, that political science resources now

Non-LIRT MEETINGS

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date very quickly. Weeding and evaluating of resources remain an issue. Students need to be able to distinguish between the Internet and the library. Also librarians need to be extremely proactive in giving vendors feedback (especially LEXIS-NEXIS for this group).

In teaching, the advice given was that we should be interactive, incorporate active learning styles, and be aware of different learning styles (and computer skills) in the class. Other advice included using two librarians for interactive classes, knowing the instructor's goals, using work sheets and annotated handouts in your class, and being sure to evaluate the sessions. In outreach to faculty, tips included getting the faculty to attend the library sessions, meeting with instructors apart from the sessions, meeting with faculty in their offices

for instruction tutorials, and realizing that not all faculty are equally equipped to discuss these issues.

- Ed Tallent, tallent@fas.harvard.edu

ACRL/STS GENERAL DISCUSSION GROUP

Presenters discussed the use of web-based instructional tools and ongoing faculty collaborations. The first presentation described the co-teaching of a human genetics course at UT-Knoxville. The librarian attended all class sessions and gave five presentations introducing various bioinformatics resources. A listserv was established to facilitate communication among students and instructors. For more information on this project, watch for an article in an upcoming issue of Research Strategies. Penn State librarians discussed and demonstrated their life science finding guides. They also have two step-by-step tutorials on how to do research and subject specific "wayfinding" guides at their web site, <http://www.libraries.psu.edu/crsweb/lifesci/lifepage.htm>.

Tips they gave were: don't overextend yourself; stay basic with design, especially graphics; don't force users to proceed linearly through your tutorial; support your community not the entire web community. A presentation about the development of an electronic syllabus for an evolutionary biology class at the University of Buffalo was next. This was followed by another presentation from the same institution about a poster group project in a physiology course. Online tutorials were developed to aid the user in producing effective posters: <http://ublib.buffalo.edu/libraries/units/sel/stoss/bio328.html> and <http://ublib.buffalo.edu/libraries/projects/cases/posters.html>. Though this project was quite time consuming, the results were quite impressive.

- Trisha Stevenson, stevenson@library.med.nyu.edu ■

(Editor's note: See the web edition of the LIRT News for attendance, and times.)

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 procedures, candidates, and election results. So-



LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

licits 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 next page.

Using Web Course in a Box for Library Instruction

By Barbara Cressman, cfblc@eiu.edu

What is Web Course in a Box?

Web Course in a Box is a course creation and management tool for Web-based or Web assisted delivery of instruction. It is produced at the Virginia Commonwealth University by MadDuck Technologies. Instructors who want to develop a Web presence without learning HTML will find this software very easy to use. It enables the creation of syllabi, class schedules, personal home pages, and interactive Web functions such as discussion forums and online quizzes.

Why use it for library instruction?

Although WCB (Web Course in a Box) was one of the first template-based Web authoring tools available, it distinguishes itself from other similar tools in several ways. Without having to learn HTML, instructors can create Web pages and view them immediately, with only a Web browser required. Its modularity allows for use of the entire WCB interface or individual features. For instance, the self-correcting online quiz feature can be used to provide in-context feedback to students taking online library literacy exams. The software is cost-effective in that there is only one institutional price and there is no need to pay on a course by course or student by student basis. WCB is written in Perl, the most widely used programming environment on the Web today, and it can be customized to fit the local needs of the institution.

Using Web Course in a Box at Booth Library

Booth Library Media Services provides assistance and consultation for integrating Web-based technologies into instructional presentations. Along with several Web-based tools to support instruction at Eastern Illinois University, Media Services makes WCB available to the EIU community. Faculty members use WCB to develop course materials or entire courses online. It also facilitates asynchronous class discussions through its online forum features.

Can I try it out first?

Web Course in a Box can be tried out at <http://www.madduck.com/wcbinfo/tryit/html>. The demo for students (login with id: guest and password:

visitor) will give you the student's perspective of a set of sample class pages. The demo for instructors (login with id: teacher and password: teacher) lets you try out the instructor mode while creating sample class pages. WCB requires Netscape Navigator 2.0 or higher, or a compatible browser that uses frames and JavaScript. ■

Barbara Cressman is Assistant Professor and Assistant Head of Circulation Services, Booth Library, Eastern Illinois University. Barbara also chairs the LIRT Computer Applications Committee which provides the software review column for every issue of the newsletter.



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.

STRUT YOUR STUFF

on the Instructional Superhighway

Imitation is the sincerest form of flattery. Make it easy... send us the URL of your web-based tutorial, instruction guide or module and we will make it available to other instruction librarians in a webliography to be distributed at the LIRT Exhibit Booth at this summer's ALA Annual Conference in New Orleans, LA.



Critical
Thinking



Power Point
Presentations



Internet
Instruction



Electronic
Media



E-mail
Groups



Website
Tutorials

In addition to the URL and a brief description, send the author's name, institutional affiliation, address, phone number and e-mail address via e-mail to:

Tracy Hull, tlhull@acpub.duke.edu
Resource Education Librarian, Lilly Library
Duke University, Durham, NC 27708



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