



School

Public

Special

Academic

# 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.*

December 2000, volume 23, no. 2

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## FROM THE PRESIDENT

*By Alison Armstrong, [alison.armstrong@uc.edu](mailto:alison.armstrong@uc.edu)*

As we look forward to the Midwinter Conference this January in Washington, D.C., we will see some changes to the LIRT meeting schedule. While meeting schedule changes may seem irrelevant or superficial, they are, in LIRT's case at least, reflective of a change in our larger agenda. At last annual conference in Chicago, the LIRT Steering Committee was able to finalize new meeting times that we believe are in the best interest of the membership and the organization. First and foremost, our All Committee Meeting will be listed as both an all-committee meeting **AND** a general membership meeting. Over the past few years, LIRT has moved away from a general membership meeting or a meeting of the whole, to an almost exclusively all-committee meeting environment. This drift has kept us working in our smaller units, i.e., the committees, and hasn't reinforced a larger sense of group or purpose. The intention of working directly in committees was good, of course, theoretically it let everyone spend their time well, get into their committees, do their work, and be on their way to other Conference activities. By rededicating a small portion of our first meeting of each conference to the General Membership, we can properly welcome and thank everyone. We can be reminded, or told anew of LIRT's mission. We can focus on our strategic agenda for the conference, and sharpen our view for LIRT's future. At the beginning of the conference, we will be able to share information, discuss initiatives and raise issues. Then we can begin the work in each committee.

The second significant change: there will be no more evening meetings. We found that long evenings were not always conducive to thoughtful deliberation. In addition, the General Membership & All Committee Meeting is scheduled to begin at 9:30 a.m. **NOT** 8:00 a.m. on (as usual) Saturday. By lore, if not by conference program listing, All-Committee was known to begin after Steering I on Saturday morning, making the unofficial start time closer to 9:30 a.m. rather than the time of 8:00 a.m. or 8:30 a.m. as was

listed in a conference program. That's confusing and as a result, we have always had the unfortunate situation of people showing up too early for All Committee on Saturday. Now, there will be only one Steering meeting and it will occur after the General Membership & All Committee. Depending on the capacity in which you serve LIRT, the location of the conference in a given year and your home location, you may be able to arrive to conference on Saturday rather than Friday night to attend the General Membership & All Committee meeting on Saturday morning. We know that it is expensive to attend a conference and we know that many more would participate in LIRT if the costs weren't so prohibitive. We are looking for solutions and we are trying to promote wider participation in LIRT. We think cost saving measures may make a difference to all of us. There are additional changes to the schedule which is printed on page 3 of this issue.

In closing, let me say how much I look forward to seeing you all in Washington, D.C. There is much we have to discuss as concerns in LIRT's future. Thank you. ■

## INSIDE

### MIDWINTER CONFERENCE

Bites with LIRT.....	p. 9
Discussion forum.....	p. 4
Meetings.....	p. 3
Nominations needed for officers.....	p. 2

### INSTRUCTION ANNOUNCEMENTS

Immersion 2001.....	p. 4
LOEX 2001.....	p. 6
TLA seeks nominations for outstanding instructors.....	p. 9
<i>Publish Your Article Outside the Library Field</i> .....	p. 8

### COLUMNS

Member A-LIRT.....	p. 3
Check These Out!.....	p. 5
Software review: Dreamweaver.....	p. 10
TECH TALK.....	p. 7

## From the Editor

This issue of the *LIRT News* is my first issue as editor. To get a feel for what to write about, I perused some of the back issues for an inspiration. I kept getting an overwhelming feel for the commitment to instruction within the library that this organization provides. One of our organizational goals states that we are "to provide opportunities for librarians from all types of libraries in order that they can share ideas about library instruction". This can be the very life and breath of the LIRT newsletter. But to accomplish this goal, we need the resources to do it and that's where you, as instruction librarians and members of this roundtable, come into play. *You are our best resource. By sharing ideas and tips; by listening to others and offering suggestions; by*

*active participation, you help us accomplish the goals of this organization. The last step in this process is as follows - write.* Write about something that has worked for you or something new that you have tried and it turned out good. We need to hear from all of you whether you are from an academic library, public library or school media center. What may have seemed a small idea to you may bring giant results to someone else. As we approach our anniversary, please let me encourage each of you to consider writing about your experiences for the newsletter. You are a vital part of the process of "Teach, Grow, Write".

--Carol L. Schuetz

LIRT's 25th anniversary is rapidly approaching. How well versed are you in the history of our organization?



"Who was the first president of LIRT?"

Stumped? Check the Web edition for the answer.

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<URL: <http://web.uflib.ufl.edu/LIRT/lirt.html>>

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**Contributions to be considered for the March 2001 issue must be sent to the editor by January 26, 2001.** Send claims to HRDR, 800-545-2433 x4279, 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. Ronan ©American Library Association

## Nominations requested for LIRT Officers '01/'02

LIRT is seeking nominations for three offices. The by-laws stipulate that nominees for office must be selected from different types of libraries on a rotating basis. Candidates must be current members of LIRT and must have served for at least one year on a committee or a task force of the Round Table. The rotations for the 2001/2002 election stipulate that librarians from the following types of libraries are eligible to hold the following offices:

**Vice-President/President Elect**  
-Academic

**Vice-Treasurer/Treasurer Elect**  
-Special, Public or School

**Secretary**  
-Any category librarian

### Other Requirements

Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. The office of Vice-President/President Elect is a three year commitment as an Executive Board member; one year as Vice-President/President-Elect, one year as President, and an additional year as Past President. The Vice-Treasurer/Treasurer Elect serves an one year term as part of a two year commitment to the Executive Board as Vice-Treasurer/Treasurer Elect and Treasurer. The Secretary serves an one year term.

Please send nominations to:

Elizabeth Margutti  
Chair, Elections Committee  
Clemons Library  
POB 400710 Newcomb Station  
University of Virginia  
Charlottesville, VA 22904-4710  
FAX (804) 924-7468  
Phone: (804) 924-7410  
Email: [margutti@virginia.edu](mailto:margutti@virginia.edu)



## Patience Simmonds

Patience Simmonds is the chair of LIRT's Publications Committee. Through Patience's guidance, the committee produced a much anticipated publication: *Publish Your Article Outside the Library Field: A Bibliographic Guide to Non Library and Information Science Journals with Articles on Libraries, Librarians, and Library Science*. This publication, which was sold in the ALA store at the annual conference in Chicago, provides important information, such as web and e-mail addresses for the various journals. [Editor's note: *Purchasing information is on page 3 of this issue.*] Patience and other group members worked for a long time to pull this information together, in order that we could have easy access to a list of journals, other than library journals, in which individuals in our profession can publish. Patience credits Harvey Gover, John Spencer, and other members of the committee with the completion of this project through hard work and persistence. It was largely due to Patience's organizational skills and her efforts to make sure everyone kept on task that the project was done in time for the annual conference.

As chair of the Publications Committee, Patience is responsible for overseeing the committee that produces resources such as the one mentioned above. The tasks that this committee must complete include editing, producing and distributing the resources. The committee is also responsible for establishing, maintaining, and disseminating the guidelines for LIRT publications. Kelley Lawton, a member of the committee, says that Patience is "dedicated to the profession and the committee and that she is very easy-going, humorous and wonderful to work with."

Patience currently works at Behrend College Library at Penn State Erie as an instruction and reference librarian, and spends much of her time teaching. She often finds herself instructing

as many as three classes a day, as well as coordinating many of the instruction sessions that other librarians are teaching. When she is not focused on the teaching and instruction aspect of her job, she works at the reference desk helping students and faculty find the resources they need for their various research projects. The rest of her time is spent on research projects of her own.

As is the case with many new instruction librarians, Patience was very anxious about her sessions early in her instruction career. She recalls a day back in the early '90s when she had to teach three sessions. The last one

was at the end of the day; and she was very tired, had little of her voice left, and to top things off, the session was a business writing class. With all odds against her, Patience stepped up to the plate and taught a wonderful class. She was pleasantly surprised at the end of the class when the students and professor applauded her instruction and efforts. She says that it is the moments like these that make her job so rewarding.

Before coming to the United States, Patience worked on the Ghana Library Board. After arriving in the US, she worked as a Reference Librarian for a year at the Rockford Public Library.

*continued on page 4...*



## LIRT MEETINGS

ALA MIDWINTER CONFERENCE 2000  
WASHINGTON, D.C.



### Saturday, January 13

8:00 a.m. to 9:00 a.m.  
9:30 a.m. to 12:30 p.m.  
12:30 p.m.

Executive Board I  
General Membership & All  
Committees Meeting  
Bites with LIRT

### Sunday, January 14

12:30 p.m.  
2:00 p.m. to 4 p.m.

Bites with LIRT  
Discussion Forum

### Monday, January 15

9:30 a.m. to 11:00 a.m.  
11:30 a.m. to 12:30 p.m.  
12:30 p.m.

All Committee II  
(Committees meet as needed,  
check with your Committee Chair)  
Steering Committee  
Bites with LIRT

### Tuesday, January 16

9:30 a.m. to 11:00 a.m.

Executive Board II

(For meeting locations, check the conference program or the LIRT Website,  
<<http://www.baylor.edu/~LIRT/>>)



# LIRT Discussion Forum 2001

MIDWINTER MEETING & EXHIBITS

WASHINGTON



JANUARY 13-15, 2001

Come join the LIRT Discussion Forum at ALA Midwinter in Washington, D.C.! The forum is an informal environment for sharing ideas about library instruction. Meet with other librarians who have an interest in instruction to discuss new ideas, share challenges, or request advice. Come prepared to gain insight and have a great time!

Sunday, 14 January 2001  
2:00 p.m. - 4:00 p.m.

Please check the ALA Midwinter program for location

## Member A-LIRT

*continued from page 3...*

Instruction has been part of her job since 1993. Patience advises all instruction librarians, including those who are experienced, to learn from one another. It is vitally important, she explains, to "share ideas, expertise,

knowledge and experience with other instructors." This can be done by watching others teach, engaging in discussions on listservs, and participating in organizations such as LIRT.

In the little spare time that Patience carves out for herself, she enjoys spending time at home with her

daughter, Sybil and her three sons, Nii, Nana-Kwame, and Nana-Yaw. She also enjoys listening to West African music and country music, as well as cooking Ghanaian dishes.

*Tracy Hull is Communications Liaison and Reference Librarian at Georgia State University's Pullen Library. ■*



## Institute for Information Literacy Program: Immersion 2001

**Institute for  
Information  
Literacy**

"The Immersion Program, one of the ACRL Institute for Information Literacy program initiatives, is an intensive four and one-half day series of classes, discussions, projects, and fun that will benefit both you and your institution. You will have the opportunity to develop and apply instructional skills in your classes, plan for your own and your library's role in furthering information literacy on your campus, and become part of a community of librarians who continue to share ideas about information literacy and instruction." --Gale Burrow

Apply now for this competitive program at: <http://www.ala.org/acrl/nili/nilihp.html>



## CHECK THESE OUT!

By Mary Pagliero Popp, [popp@indiana.edu](mailto:popp@indiana.edu)

As you read this, the New Year will be coming very quickly. Make a New Year's resolution to add to your reading in 2001! Below you'll find some good places to begin.

### FOOD FOR THOUGHT

Frand, Jason L. "The Information-Age Mindset: Changes in Students and Implications for Higher Education." EDUCAUSE Review 35 (September/October 2000): 14-24.

Frand describes ten attributes of the information-age mindset: 1) computers are not technology; 2) Internet is better than TV; 3) reality is no longer real; 4) the ability to deal with complex information is better than knowing facts; 5) solving problems by trial-and-error; 6) multi-tasking; 7) typing rather than hand-writing; 8) ubiquitous connectivity and a change in the concepts of distance and location; 9) no tolerance for delays; and 10) consumer/creator blurring. These will require a fundamental change in higher education to focus on the learning process and to choose appropriate learning technology. Good reading for academic, school and public librarians.

Luke, Allan and Cushla Kaptizke.

"Literacies and Libraries: Archives and Cybraries." Psychology, Culture & Society 7.3 (1999): 467-491.

This Australian article is difficult to read, but well-worth wading through. Luke and Kaptizke note that the changes in technology and, consequently, in social approaches to literacies, have changed the face of knowledge and of libraries. They argue that our current definition of information literacy and the instruction we base on that definition are out of sync with culture and with technological capacities, and have been superseded by new modes of inquiry, thinking and analysis. They recommend that critical information

literacy be based on three assumptions: texts and knowledge have the ability to shape beliefs and students must learn critical strategies; libraries are places where students will construct knowledge; and critical information literacy will enable learners to reposition themselves in relation to modes and sources of information.

Rader, Hannelore. "A Silver Anniversary: 25 Years of Reviewing the Literature Related to User Instruction." RSR: Reference Services Review 28.3 (2000): 290-296.

Rader reviews 25 years of library instruction literature, noting trends in topics, in literature about academic libraries, school libraries, public libraries, and special libraries, in evaluation, in publications outside the library field, and in international publishing. She lists the most influential publications from 1973-1999 and the major bibliographies published during the period. Even if your favorite is not listed (I was sorry to see that titles by Kulthau are missing from the influential publications list), you will find this an important and useful overview from the premier bibliographer of user education.

### THINKING ABOUT TEACHING

Ren, Wen-Hua. "Library Instruction and College Student Self-Efficacy in Electronic Information Searching." Journal of Academic Librarianship 26.5 (Sept. 2000): 323-328.

The author reviews the self-efficacy theories of Albert Bandura and posits that library instruction would be most effective if it both teaches skills and cultivates positive attitudes and motivation to use those skills. Ren studied 85 undergraduate students as they participated in library instruction and completed an assignment to use the online catalog and literature

indexes. Their self-efficacy in using electronic resources was higher after participating in instruction that included hands-on practice before the instruction, although the level of self-efficacy was not always borne out by the student grades.

Smith, Stephen M. and Paul C. Woody. "Interactive Effect of Multimedia Instruction and Learning Styles." Teaching of Psychology 27.3 (Summer 2000): 220-223.

Smith and Woody set up an experiment to test the effects of multimedia teaching techniques by examining possible interactions between teaching styles and student learning styles. They evaluated both student perceptions and objective learning outcomes in two sections of an introductory psychology course. One section was taught in a lecture-style and the other with a variety of visual aids (including video and photos). Multimedia teaching had benefits, but did not equally benefit all students. Those who prefer visual input learned better; the performance of verbally oriented students did not improve and, in some cases suffered.

### WORKING WITH ADULTS

Phelps, Marcy. "Designing Web-Based Library Instruction for Adult Learners." Colorado Libraries 26 (Summer 2000): 19-21.

Phelps describes a self-paced Web-based tutorial she developed for nontraditional students. The tutorial, based on the Big6 curriculum, includes six modules in which students follow hyperlinks, complete worksheets, and make decisions about progressing through the tutorial. Includes an outline of the design document and a template for the modules.

*continued on page 6...*



## Check These Out!

*continued from page 5...*

Puacz, Jeanne Holba and Chris Bradfield. "Surf's Up for Seniors! Introducing Older Patrons to the Web." Computers in Libraries 20 (September 2000): 50-53. Also available at: <<http://w.infotoday.com/cilmag/sep00/puacz&bradfield.htm>>

Provides detailed information about an Internet training program for senior citizens at the Vigo County (IN) Public Library. The authors outline the contents of the 4-session program, which includes 2 hands-on and two lecture sessions, describe their publicity plan, and share their solutions to problems.

### IDEAS YOU CAN USE TODAY

Callison, Daniel. "Key Words in Instruction: Rubrics." School Library Media Activities Monthly 17 (October 2000): 34-36, 42.

The new Information Power standards recommend rubrics as a performance assessment strategy. A rubric is a set of scaled criteria that tell teacher and student how performance will be judged. Callison provides an overview of the use of rubrics, details their advantages and disadvantages, describes types of rubrics, and provides illustrations of information literacy rubrics. The bibliography is especially useful.

Junion-Metz, Gail. "The Librarian's Internet: The E-Plagiarism Plague." School Library Journal 46 (September 2000): 43. Also available at <[http://www.slj.com/articles/20000901\\_9114.asp](http://www.slj.com/articles/20000901_9114.asp)>

The "Surf For" column has a new name, but it still provides useful information. This is a handy list of web sites that provide definitions of plagiarism for teachers and students and advice on preventing plagiarism. Included are links to a plagiarism tutorial for students, to a source to check potentially plagiarized text for free, and to paper mill sites. Academic librarians will also want to check this out. Please note:

If you go to the web site for this column, scroll down to nearly the end of the section.

MacDonald, Mary C., Andree J. Rathemacher, and Joanna M. Burkhardt. "Challenges in Building an Incremental, Multi-Year Information Literacy Plan." RSR: Reference Services Review 28.3 (2000): 240-247.

Describes the University of Rhode Island draft plan for information literacy for undergraduates, graduate students and faculty, including their working definition of information literacy and overall objectives. The plan is based on the belief that information literacy is a new liberal art that should be tied to the curriculum. The undergraduate program is focused around credit courses, which the article describes in detail. Information literacy modules will be developed for specific disciplines to center around predefined concepts and will eventually substitute for one-shot lectures. The librarians at Rhode Island plan to collaborate with faculty to assist them in teaching information literacy concepts and in building information literacy concepts into class assignments.

### IN BRIEF

Edlund, Kristin. "The Challenge Strand." Big Six Newsletter E-1 (Fall 2000). Available at: [www.big6.com/enewsletter/edlund.shtml](http://www.big6.com/enewsletter/edlund.shtml) [Use of research processes by 9th grade honors students]

Minkel, Walter. "Chatroom: Burden of Spoof." School Library Journal 46 (September 2000): 49. Also available at: <[http://www.slj.com/articles/chatroom/20001001\\_9106.asp](http://www.slj.com/articles/chatroom/20001001_9106.asp)> [False web sites to use in teaching students to evaluate their web resources.]

Morrell, Roger W., Christopher B. Mayhorn, and Joan Bennett. "A Survey of World Wide Web Use in Middle-Aged and Older Adults." Human Factors 42 (Summer 2000): 175-182. [Documents need and interest for instructional programs.]

Wallace, Marie. "Guide on the Side: Flip Charts—Low Tech Powerhouse." LLRX.com (August 2000). Available at: <[http://www.llrx.com/columns/guide\\_42.htm](http://www.llrx.com/columns/guide_42.htm)>

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

## Managing Instruction Programs in Academic Libraries

LOEX 2001 Conference

June 15-16, 2001

Hilton Wilmington Riverside, Wilmington, North Carolina

The theme of the 2001 conference will deal with managing library instruction programs in academic libraries. The conference registration fee will be \$235. This fee includes three meals on June 15, and lunch and dinner on June 16. Details, including program and travel information, will be available in March 2001.

Conference Website :

<<http://www.emich.edu/public/loex/CONFEREN/2001/>>



*Dear Tech Talk—*

With the rapid changes in technology, it's very difficult for me, an instructional librarian, to keep track of new technology that I might incorporate into the services I provide. So . . . tell me what's new?

—*Tempting Technological Toys*

*Dear TTT—*

One of the most striking trends is not so much the development of new technological tools, but the significant changes taking place in the old ones. Everything is getting smaller . . . so much smaller that the size, or lack thereof, of these tools can actually transform the way one thinks about the provision of instruction or other library services.

First there is the computer itself. The traditional laptop computer has been around for many years. It continues to become more powerful, but it also continues to weigh around 10 pounds — which seems quite lightweight until you have to run through an airport to catch a flight!!

Enter the ultra-lightweight, hand-held (or tablet) computer. There are now hand-held computers, weighing between 1 and 3 pounds, that are capable of doing almost anything that a desk-based computer can do. (Although the personal digital assistant (PDA), such as the PalmPilot, certainly falls within this category, PDAs (used primarily as digital organizers) are excluded from this discussion.)

These new hand-held devices fall into two categories: those that run the full-blown Windows operating system and those that run a stripped down version of Windows called Windows CE. Because of the differences in operating systems, there are some significant differences between these two machines.

Those devices with the complete Windows operating system are heavier (weighing around 2 - 3 pounds); they have a hard disk, which means there is the usual length of time to boot up the computer and the battery life is still limited to a few hours; they can run virtually any standard Windows program; they are pen-based tablet computers without built-in keyboards. The cost for one of these devices is between \$2,000 and \$3,000. Some current models are the Intermec 6642, the Casio FIVA, Mitsubishi Amity, and the Fujitsu Stylistic.

In contrast, the Pocket PC functions at a level between a PDA (such as the PalmPilot) and a full-blown computer. They are about half the weight of the hand-held computer described above (averaging around 1 pound); they have no hard disk and are solid state, which means they turn on instantly (like a calculator or PalmPilot) and the battery life is significantly lengthened because there are no mechanical parts; they can only run stripped down versions of a few Windows programs: Pocket Word, Pocket Excel, Pocket Internet Explorer, Pocket Powerpoint, and e-mail. However, the available software does allow the user to create basic documents using Word, Excel, or Powerpoint, send and read e-mail, and surf the Internet. For most people, these functions more than meet their needs. Other programs can be written for and run on Pocket PCs, but the Windows CE operating system does limit the complexity of these programs. The cost of a Pocket PC device ranges between \$500 and \$1000. Windows CE devices range from palm-sized devices such as Casio Cassiopeia, Compaq iPAQ, and HP Jornada 540, to

tablet CE devices such as the Fujitsu Pcentra and Hitachi e-Plate, and up to larger units with keyboards, such as the Vadem Clio and HP Jornada 680.

An additional feature of most hand-held devices, and certainly you wouldn't want to purchase one without this capability, is the use of the Universal Serial Bus (USB). USB standardizes the plug and port associated with a wide variety of serial and parallel port peripheral devices, such as keyboards, mice, Zip drives, CD drives, modems, scanners, cameras, printers, etc. USB also allows you to connect many peripherals at one time, using USB "hubs" that allow daisy chaining. So, if you really need to use that normal keyboard or see information displayed on a full-size monitor, you take the hand-held device to the office, plug the office computer monitor into the video port, plug the keyboard and mouse into the USB port, and you are in business. With the Pocket PC, it's a simple operation to attach a lightweight Zip drive on which documents can be saved and then easily attached to another USB-ready computer in order to move documents from one machine to another. With the advent of USB, it is now possible to attach a variety of peripherals on the fly without being a technological wizard.

And what about monitors? There have been significant advancements with monitors, as well. The flat-panel LCD monitor is becoming both a desirable and viable option. There are many advantages to flatpanel LCD monitors: a 15-inch LCD monitor has viewing area equivalent to a 17-inch CRT monitor; a much smaller footprint (a few inches deep versus 18 inches), freeing up a significant amount of desk space; much lighter (15 pounds vs. 40 pounds); laser-crisp text, sharp color resolution, and no flickering light; horizontal, vertical, swivel, and pivot adjustments; lower power consumption and less heat generation; and no VLF or ELF emissions to raise health concerns.

*continued on page 8...*

## TECH TALK

continued from page 7...

So why doesn't everyone rush out to buy flat-panel LCD monitors? Cost — the average 17-inch CRT monitor costs under \$500; a 15-inch LCD monitor costs around \$1,000, which can almost double the cost of a basic computer workstation. If a 17-inch LCD monitor is needed, the cost can be more than \$3,000, which is more money than most people pay for an entire computer workstation. Additionally, unlike the cost associated with many technological tools, the cost for LCD monitors is not dropping significantly.

However, under certain conditions, an LCD monitor may be the most appropriate monitor to use: in a reception area where a sleek, streamlined appearance is important; in an office area where desk space is at a premium; for employees who suffer from severe eye strain due to the number of daily hours spent working at a computer.

Finally, there is the projector. Who remembers the days of the overhead projector and the LCD display panel? Instructors were excited to be able to project computer images, but somewhat dismayed at the dullness of the projected images. Then along came high-intensity overhead projectors and the projected images became sharper and brighter. Finally they developed projectors that functioned only to display video and data from computers. There were tabletop models and ceiling-mounted models. Sure, they were more expensive than an overhead projector and LCD panel, but the quality of the display, even in rooms with normal lighting, made the extra cost well worth it.

The latest evolution in projectors is the lightweight portable projector. Unlike the tabletop models of the past, lightweight portable projectors weigh 16 pounds or less (without carrying case and cables). Many weigh close to 10 pounds and can display 800-by-600 resolution images, even in rooms with normal lighting. Other features to consider when looking at one of these

projectors is the number of inputs and outputs for computer and video sources, remote control options, image control options, and the availability of built-in speakers and amplifiers. What about cost? Most of these portable LCD projectors can be purchased for less than \$10,000 — some of them can be purchased for less than \$6,000.

What do these changes in technology tools mean to instruction? The most significant change is that instruction no longer needs to be tied to a specific area. Instruction can easily become mobile.

One example would be to use hand-held PC's or Pocket PC's to provide instructional tours. The Armstrong Browning Library at Baylor University has developed an electronic docent, using an Intermec 6642 with 32MB of RAM and a 3GB hard disk. This electronic docent provides visitors with a walking tour of this unique library/museum — incorporating floor plans, images of objects, and context-sensitive descriptions (text and sound) of items. With this electronic docent, the tour is now totally controlled by the person taking the tour.

Another example of the use of these tools would be with distance education applications, especially those where two-way, interactive video communication is not a viable option. With relatively inexpensive, two-pound (or less), USB compliant, hand-held PCs and 10-pound portable projectors, taking instruction on the road becomes a much less daunting task.

### Additional Resources:

Barnes, Katie. "Flat-out Amazing." *PC/Computing* (May 1999):103.

Breeden III, John, Jason Byrne, Donovan Campbell, Michael Cheek. "Ease of Use and Quality of Images Were Key Factors in Rating Portable Projectors". *Government Computer News* (May 10, 1999):25.

Dvorak, Katharine. "Powerful, Sleek LCD Monitors to Dress Up Your Desk." *PC World* (October 2000):92.

Jantz, Richard. "Ultraportable Projectors: Downsizing That Doesn't Hurt." *PC World* (April 1999): 102.

continued on page 11...



## LIRT's Newest Publication Is Now Available!

*Publish Your Article Outside the Library Field: A Bibliographic Guide to Non-Library and Information Science Journals With Articles on Libraries, Librarians, or Library Services* is available for purchase from ALA. Use the order slip below:

Please send me \_\_\_\_\_ copies of **Publish Your Article Outside the Library Field** at the price of \$12.50 per copy. The \$12.50 includes shipping and handling. I have enclosed \_\_\_\_\_.

Mail to:

**HRDR, American Library Association, 50 E. Huron Street, Chicago, IL 60611**

Your Mailing address:

Name: \_\_\_\_\_

Street or POB: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zipcode: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_





## Join us for *BITES with LIRT* WASHINGTON, D.C., January 13, 14, & 15, 2000

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 midwinter meeting in Washington. 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 setting. Washington is famous for power lunches. Enjoy a power lunch with LIRT—good food, good company, and interesting conversation. We will have a designated restaurant 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 details will be made in late November on BI-L and placed on the LIRT Web site. **Deadline is January 5, 2000.** Confirmations with directions to restaurants will be sent by e-mail, fax, or U.S. mail (based upon supplied addresses).

Send requests for reservations or additional information to:

Julienne L. Wood, Head, Research Services  
Noel Memorial Library, LSU in Shreveport  
One University Place  
Shreveport, LA 71115 -2399  
Telephone: 318-797-5072  
FAX: 318-797-5156  
Email: jwood@pilot.lsus.edu



### BITES REGISTRATION FORM

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

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

Lunch, Saturday, January 13, 2000, 12:30 p.m. \_\_\_\_\_

Lunch, Sunday, January 14, 2000, 12:30 p.m. \_\_\_\_\_

Lunch, Monday, January 15, 2000, 12:30 p.m. \_\_\_\_\_

Are you a LIRT member? yes \_\_\_\_\_ no \_\_\_\_\_

## Seeking Nominations for "Outstanding Service in Library Instruction Award"

The TLA Library Instruction Round Table is pleased to announce that the first "Outstanding Service in Library Instruction Award" will be presented at the 2001 conference. This annual award recognizes an individual or group who has made innovative or important contributions to library instruction through the development of a project or program which enhances library instruction in Texas.

Nominations for the award are due by December 1, 2000. Consider contributions to library instruction in areas such as (but not limited to):

- Awareness or marketing of library instruction programs
- New services and resources related to library instruction
- Teaching methods
- Assessment of library instruction classes or programs
- Collaborations between library staff and other members of their institution or related organizations
- Cooperative ventures between different institutions.

A nomination must include a brief essay, supporting documentation, and two letters of recommendation. Self-nominations are encouraged. Detailed information about eligibility, nominations, and selection is available on the LIRT web site at: <<http://www.tsla.org/groups/lirt/awards.html>>. Further questions may be directed to any member of the 2000 Awards Committee: Elizabeth Dupuis (beth@mail.utexas.edu), Karen Nichols (nichols@almark.lamar.edu), or Edward Kownslar (Edward.Kownslar@mail.tamucc.edu).

— 2000 Awards Committee

The *LIRT News*  
is online at:



<http://web.uflib.ufl.edu/instruct/LIRT/lirt.html>

## Creating and Managing Your Library Web Site with Dreamweaver

If you are still manually coding your library's Web pages, you need to seriously consider using a WYSIWYG (What you see is what you get) visual HTML authoring tool. After trying a few freeware or shareware programs, I have now become a convert of Macromedia's Dreamweaver. Savvy HTML authors do not need to lose a bit of their prowess as Dreamweaver provides a round-trip HTML authoring interface. That is, the HTML author has at their disposal both a visual Document Window to place objects like texts, tables, images, Flash movies as well as other multimedia plug-ins, and at the same time the HTML text editor. A favorite textual editor can also be brought in to work with Dreamweaver. It is like an automobile with both manual and automatic transmission. Shifting from one to the another is just a matter of a keystroke (F10 on both a PC and a Macintosh). What is good about this round-trip interface is that they are sensitive to each other. Have you ever had the experience, as you work with convoluted tables in the codes, of trying to find a particular cell? It is literally like trying to find a needle in the haystack. On Dreamweaver, when anything in one interface is selected, that block of the selection will be highlighted in the other. This sensitivity is also demonstrated by the thoughtfulness of Dreamweaver's programmers: at the bottom left of the Document Window, there will appear anchor names whenever areas on the Document Window are selected that use those anchors, making selections of any part of a HTML document during its development a cinch.

By now you may already have felt Dreamweaver's ease of use. The drag and drop feature is not only a time saver but also a trouble saver. Again, take convoluted tables for example, as tables are one of the best features the not-designed-for-formatting HTML has ever had. Incidentally, tables have many fine uses: mocking an image map and page layout as if it were produced on the PageMaker software. You may recall how difficult it is to

create the correct "rowspans" and "colspans" that control the cell numbers in rows and columns of a table. On Dreamweaver, one only needs to select cells one wants to merge and click on the merger button or icon in the Properties Panel. To expand a cell into more rows or columns, one needs only to do the reverse.

A web site usually consists of multiple pages that have more or less the same look and navigation mechanism. That is where Dreamweaver's "template" function shines. It allows instantaneous and simultaneous modifica-

tions to be made to numerous pages created upon a template. If only a small area of each of the page needs to be consistent and modified very often, then the "library" function proves useful. A copy of that section is saved into the library and is used when needed. The advantage of a library object is that, like a template that controls the layout of a whole page, it updates all the same sections of various pages by just making modifications to that one object. With templates, one can produce non-framed pages with the effect of frames;

*continued on page 11 ...*



### 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:

Linda Chopra, Lorain Public Library System, 351 Sixth Street, Lorain, OH 44052 FAX: (440) 244-7133, Email: Linda.Chopra@lorain.lib.oh.us  
<<http://diogenes.baylor.edu/Library/LIRT/volform.html>>

Name and Title:

Telephone (Work):  
FAX:

(Home):  
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")

- |  |   |
|--|---|
| <input type="checkbox"/> Adult Learners        | <input type="checkbox"/> Newsletter                             |
| <input type="checkbox"/> Computer Applications | <input type="checkbox"/> Organizational/Bylaws                  |
| <input type="checkbox"/> Conference Programs   | <input type="checkbox"/> PR/Membership                          |
| <input type="checkbox"/> Continuing Education  | <input type="checkbox"/> Publications                           |
| <input type="checkbox"/> Elections/Nominations | <input type="checkbox"/> Research                               |
| <input type="checkbox"/> Liaison               | <input type="checkbox"/> Transition from High School to College |
| <input type="checkbox"/> 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.

## Dreamweaver

*continued from page 10...*

namely, the same navigation is kept on every page while its content changes. Then one need not worry about the difficulties that frames may generate, such as printing a page may end up printing only the menu bar.

Dreamweaver is also a good tool for managing a web site. Apart from its spell-checker and the internal link checking functionality, Dreamweaver's "Check In/Out" function allows webmasters to monitor what their teammates are doing to the same pages he or she is working on. To check external links, one still needs to use a web-based service like LinkAlarm or NetMechanics.

The new version, Dreamweaver 3.0, now boasts the capability to extend its indigenous functionality. With its newly added Extension Manager, you can download for free a whole slew of small software that adds to the capabilities of Dreamweaver as if they were part of the software package. If you download an extension that creates a form such as a list menu with all the fifty states, then adding the list to your Web page is but a matter of a mouse click.

You may download a 30-day free trial copy of Dreamweaver 3.0 with full functions or purchase one from <http://www.macromedia.com/software/downloads/>. When you purchase, remember to ask for the education discount price. Software packages are usually as little as \$99 per copy and maybe available in your university bookstore. You may attend a free 3-hour training seminar that Macromedia conducts at several locations of the country. If you happen to be anywhere close to the locations where the seminars take place, you have hit the jackpot. For details of the training seminars, visit <http://www.macromedia.com/macromedia/events/>.

Dreamweaver is not the only professional Web authoring and site management tool that does all these wonders. Adobe GoLive 5, <http://www.adobe.com/products/golive/>

[main.html](http://main.html) and Microsoft FrontPage 2000, <http://www.microsoft.com/catalog/display.asp?subid=22&site=768&x=31&y=9> are both worthy competitors. It is only a matter of which one you choose to use.

*Haiwang Yuan is Assistant Professor and Web Site & Virtual Library Coordinator at the Western Kentucky University Libraries & Museum, 1 Big Red Way, Bowling Green KY 42101. ■*

## TECH TALK

*continued from page 8...*

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MicroWarehouse, Inc.  
<http://www.warehouse.com>

MicroWarehouse — Handheld Computers  
[http://www2.warehouse.com/dept\\_find.asp?dept%5Fid=2612&sel=PDA&cat=pc](http://www2.warehouse.com/dept_find.asp?dept%5Fid=2612&sel=PDA&cat=pc)

Mobile Planet.  
<http://www.mobileplanet.com>

Mobile Planet — Windows CE and Pocket PC Devices  
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Strom, David. "Take Your Show on the Road." *Computerworld* (June 14, 2000): NA

"Universal Serial Bus (USB)."  
<http://usb.org>

"Universal Serial Bus (USB) FAQ."  
<http://usb.org/faq.html>

Windows CE.  
<http://www.microsoft.com/catalog/display.asp?subid=22&site=120&x=30&y=7>

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: [Billie\\_Peterson@baylor.edu](mailto:Billie_Peterson@baylor.edu)

## Evaluating Library Instruction Wins Praise!

In the article, "A Silver Anniversary: 25 Years of Reviewing the Literature Related to User Instruction," Hannelore Rador listed LIRT's *Evaluating Library Instruction* as one of the top 25 publications from that time period. Read all about it in *RSR: Reference Services Review* 28.3 (2000): 290-296. And when you see Diana Shonrock and members of the Research Committee, be sure to thank them all of their hard work!



**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. Solicits volunteers for



## LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

**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.

Two new committees:

**ADULT LEARNERS and TRANSITION FROM HIGH SCHOOL TO COLLEGE**

*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 Linda Chopra, telephone: (440) 244-1192, email: Linda.Chopra@lorain.lib.oh.us, or see the address on the Committee Volunteer Form on next page.*



Library Instruction Round Table News  
c/o Lorelle Swader  
American Library Association  
50 E. Huron Street  
Chicago, IL 60611