



School

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LIBRARY INSTRUCTION ROUND TABLE NEWS

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

June 2000 volume 22 no. 4

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FROM THE PRESIDENT

By Mitch Stepanovich, stepanov@flash.net

Those of you familiar with the LIRT committee structure are aware that the conference begins for us with the All Committees Meeting on Saturday morning. It is a very efficient and convenient arrangement whereby our committees conduct their business in one large room; also making it easy to deal with inter-committee issues. Your officers also find it a great opportunity to resolve loose ends or to visit with the different groups. The remainder of the conference is a scattering of LIRT meetings in different locations and often in conflict with desirable meetings or programs of other ALA groups. At the midwinter conference in San Antonio, your Executive Board and Steering Committee discussed an alternative, that of

creating a second All Committees Meeting. Doing so would create the same efficient and convenient arrangement at the end of the conference and would leave our committee members free to attend other desired meetings or programs in between. We will move to this new structure with the next midwinter conference and evaluate the effect afterwards. This will also provide new or inactive LIRT members a second opportunity to stop in, browse, and become familiar with your organization.

The summer conference will also be the first time our two new LIRT committees will meet. One will focus on instruction for adult populations and the other will focus

on instruction for the high school to college transition. We're looking for heavy involvement by our school and public librarians on these two new committees so if you're interested, contact either me or Alison Armstrong, your Vice President/President Elect.

We have a fabulous program lined up for Chicago. Anne Houston and her dedicated committee have put together an event that promises to be both entertaining and informative. "Teaching As Performance" will look at ways to improve our instruction through better presentation skills. For more details visit the LIRT website at <http://diogenes.baylor.edu/Library/LIRT> See you all in Chicago. ■

LIRT's Top Twenty for 1999

By the Continuing Education Committee,
Mari Ellen Leverage, Chair,
M-LEVERE@govst.edu

During 1999, members of the LIRT's Continuing Education Committee, Jonathan Helmke, James Millhorn, Janet Sheets, Susan Bissett and Mari Ellen Leverage, read and evaluated many articles on library instruction and information literacy. At the ALA Midwinter meeting in January 2000, we chose these as the best of 1999.

We tried to include all types of libraries in our literature search throughout the year. Although many of these articles are written from a higher education perspective, we made an effort to choose articles from school libraries, public libraries, and foreign libraries as well.

We broadened our search to include library instruction articles regarding the Internet, students with disabilities and Distance Education—three very up-and-

coming topics in libraries for the future. This is the first year that an online journal was included in the list, a trend that will undoubtedly continue into the new millennium. The Continuing Education Committee recommends the following articles as the best of 1999 on library instruction and information literacy.

Applin, M. B. "Instructional Services for Students with Disabilities." *Journal of Academic Librarianship* 25.2 (1999): 139-141.

Brief but informative commentary on the challenges posed to offering bibliographic instruction for students with disabilities. The principal point is that few librarians are adequately equipped and trained to cope with disabled students. The author emphasizes that although adaptive technologies can be expensive, there are ways to receive grants and subsidized support for such devices. The author argues that training need not be elaborate but should sensitize staff to the special needs of people with disabilities.

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AS
PERFORMANCE

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Volunteer to serve on a LIRT Committee!
See the form on page 11, or come to the All Committees Meeting on Saturday to learn about the two new committees.

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In the classroom she further advocates what is dubbed multisensory teaching, which does not single out the disabled. All parties can benefit from teaching that involves all five senses.

Brazell, Beckie. "The Library Laboratory: An Experiment in Library Instruction with Students at the Denver Public Library." Colorado Libraries 25.1 (1999): 22-27.

This article chronicles three years of inception of an idea; from funding to the construction of the library lab. The lab is heavily utilized and has been a great investment in furthering information literacy. It is a complement to what school media centers were offering.

Bruce, C. "Workplace Experiences of Information Literacy." International Journal of Information Management 19.1 (1999): 33-47.

The seven faces of information literacy in the workplace are discussed here. Gives definitions with examples and is most interesting for the quotes from "real" people.

Callison, D. "Key Words in Instruction Analysis." School Library Media Activities Monthly 15.8 (1999): 37-40.

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URL:

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

Contributions to be considered for the September 2000 issue must be sent to the editor by July 16, 2000.

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. Ronan. ©American Library Association.

Another key article by Daniel Callison on various information literacy skills. Has an excellent description of the analysis process. This important skill is most often missed when teaching information literacy skills. Beneficial for all librarians.

Cheuk, B. "A Marketing Approach to the Design of Education Programs for Undergraduates." RSR: Reference Services Review 27.1 (1999): 62-68.

Are present instruction programs effective for undergraduates? The author says no and presents models for understanding those needs. This offers an interesting use of marketing theory and literature as applied to library instruction. Learning theories and ideas for designing better programs are also discussed.

Denton, L. "Library Instruction in K-12 Schools." Virginia Libraries 45 (1999): 13-14.

This is a succinct but pertinent article about library instruction and the mission of the library media program, i.e. to "ensure that students and staff are effective users of ideas and information." Collaboration shapes library instruction and addresses skills needed for proficiency in three areas—information literacy, independent learning, and social responsibility.

Dewald, N. "Web-Based Library Instruction: What is Good Pedagogy." Information Technology & Libraries 18.1 (1999): 26-31.

Sound pedagogical principles have informed traditional face-to-face library instruction and the same traditional pedagogy have been used in web-based library instruction. The unique capabilities of the web can be used in combination with good pedagogy to create active and creative online learning experiences for students. Exemplary web-based library instruction sites are selected.

Farber, E. "College Libraries and the Teaching/Learning Process: a 25-Year Reflection." The Journal of Academic Librarianship 25.3 (1999): 171-177.

This discusses the instructional role of the college library and how it has changed over the last 25 years. Now library instruction has a key role in

the institution's educational programs. The convergence of bibliographic instruction and the electronic sources of information has resulted in widespread success. It is a fitting historical accounting, crucial to our field.

Fourie, Ina. "The Use of CAI for Distance Teaching in the Formulation of Search Strategies." Mousaion 17.1 (1999): 48-75.

Computer-assisted instruction has proved to be an effective method of teaching in Library and Information Science practices such as online searching and end-user instruction. The emphasis on the Internet and lifelong learning skills stresses the need for training. This describes how the University of South Africa designed CAI tutorials for distance teaching in searching strategies.

Gresham, K. "Experiential Learning Theory, Library Instruction, and the Electronic Classroom." Colorado Libraries 25.1 (1999): 28-31.

Academic librarians' methods of designing and providing library instruction have changed a great deal in the last 10 years due to "wired classrooms" and networked student workstations. Article focuses on Kolb's theory of experiential learning and its implications in the electronic classroom.

Johnson, D. "A Curriculum Built Not to Last (Creating a New Information Skills Curriculum At Mankato Area Public Schools)." School Library Journal 45.4 (1999): 26-29.

Media specialists in a elementary school district created an information-literacy curriculum. They determined that students learn best when skills are taught as part of the classroom's content areas (rather than isolated in the school library). Minnesota passed standards requiring students to be information and computer literate in order to graduate. A nine-step process is delineated and specific learning outcomes are outlined for grades K-6.

Kamhi-Stein, L. and Stein, A. "Teaching Information Competency as a Third Language." Reference & User Services Quarterly 38.2 (1999): 173-179.

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LIRT Meetings



SATURDAY, JULY 8

9:00 - 10:30 a.m.

- All Committees Meeting
Fairmont Hotel, Crystal

11:00 - 12:00 p.m.

- Steering Committee
Fairmont Hotel, Crystal

SUNDAY, JULY 9

9:30 - 12:30 p.m.

- LIRT Conference Program 2000,
Teaching As Performance
Marriott Downtown, Grand Ballroom I

8:00 - 10:00 p.m.

- Executive Board
Sheraton Chicago, Parlor D

MONDAY, JULY 10

9:30 - 11:00 a.m.

- 25th Anniversary Task Force
Sheraton Chicago, Colorado

2:00 - 4:00 p.m.

- Computer Applications Sheraton
Chicago, Columbus A-B
- Conference Program 2000
Sheraton Chicago, Michigan
- Conference Program 2001
Sheraton Chicago, Missouri
- Elections
Sheraton Chicago, Colorado
- 5-Year Financial Subcommittee
Sheraton Chicago, Parlor F
- Liaison
Sheraton Chicago, Arkansas
- Publications
Sheraton Chicago, Mississippi

8:00 - 10:00 p.m.

- Steering Committee
Sheraton Chicago, Erie

TUESDAY, JULY 11

9:30-11:00 a.m.

- Executive Board
Sheraton Chicago, Parlor E

LIRT 2000

Teaching As Performance

LIRT 2000 Annual Conference Program

Sunday, July 9, 2000
9:30 am - 12:30 pm
Marriott Downtown
Grand Ballroom I

As teaching librarians, we are always "on stage." Like actors and other performers, our ability to communicate our message depends not only on content, but on how well we present ourselves.

- What can we learn from the theatrical professions to enhance our teaching?
- What techniques can we use to connect with our audience?

This practical program will focus on ways to improve library instruction through better presentation skills.

Speakers:

- Monika Antonelli, Reference Librarian
University of North Texas Libraries
- Joe Dempsey, Chicago actor, American Theater
Company member, former Second City National
Touring Company member



BRAVO!

20CLIRT's Top Twenty for 1999

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Many librarians teach students for whom English is a second language. A model for teaching these students is presented together with the principles underlying the model, its implementation, and its application to broader contexts. They find that the challenges posed by teaching library concepts and practices to ESL students shed light throughout the whole continuum of library instruction. Close collaboration between librarian and teacher is emphasized.

Leckie, G. and Fullerton, A. "Information Literacy in Science and Engineering Undergraduate Education: Faculty Attitudes and Pedagogical Practices (at the University of Waterloo and the University of Western Ontario)." College & Research Libraries 60.1 (1999): 9-29.

In-depth research article about information literacy in science and engineering undergraduates at a Canadian University. The research tool used was a survey investigating faculty perceptions of their students' information literacy skill vs. their own pedagogical practices related to such skills. The article concludes with suggestions for the design of library instruction for science and engineering students.

Meyen, E. and Tange, P. and Lian, C. "Developing Online Instruction: Partnership Between Instructors and Technical Developers." Journal of Special Education Technology 14.1 (1999): 18-31.

Instruction via the Internet is becoming the educational delivery mode of choice. It is accessible to many working adults, and to others who need to "hook up" during nontraditional times. These authors address the challenge of distance education provision of services. They investigate the question whether educators who possess the curriculum knowledge, will also have the technical skills and capabilities to place instruction online. This team process included journals of their observations. Recommends a team approach between instructional and technical developers.

Minkel, W. "Five Librarians, One 50-Foot Phone Cord and a Whole lot of Chutzpah." School Library Journal: SLJ 45.3 (1999): 108-110.

This excellent article is about how one public library formed a partnership with a public school to teach students some of the important services that the public library offers. The article talks about the successes and what they have learned during the process. This article is a good example of how partnerships can be effective.

Nahl, D. "Creating User-Centered Instructions for Novice End-Users." RSR: Reference Services Review 27.1 (1999): 280-286.

Users of databases need answers as they are using the systems. This article addresses how librarians can increase the effectiveness of the written instruction material provided. It is most likely that reliance on written material will increase, making the subject of this article of continuing importance.

Roth, Lorie. "Educating the Cut-and-Paste Generation." Library Journal November 1 (1999): 42-44.

Excellent article exploring the technologically experienced students we are dealing with more and more. Showing them how to conduct research and not getting by with "quick and dirty" is one concern. Tapping into their abilities and love for computers is the key.

Small, R. "An Exploration of Motivational Strategies Used by Library Media Specialists During Library and Information Skills Instruction [computer file]." School Library Media Quarterly (1999): 1-16.

Most research on library and information skills instruction has focused more on content and student outcomes than on the presentation methods that motivate students to learn. This article describes a study designed to identify motivational strategies being used. Results indicate that library media specialists use attention-focusing strategies, middle school media specialists use more strategies than on the elementary level, and extrinsic motivators are more common than intrinsic.

Entire Special Issue

Shirato, Linda: guest editor. "Special Issue: A LOEX 25-year Retrospective." RSR: Reference Services Review 27.3 (1999): 210-312.

The entire issue of this pathbreaking journal dedicated to bibliographic instruction and latter-day information literacy is worthy of note. A select list of authors including Evan Farber, Hannelore Rader, Carol Tenopir, Linda Shirato herself, and others who have played a leading role in bibliographic instruction, reflect and reprise on what has been accomplished and the many changes that have taken place in the field over the last quarter century. The issue features fifteen articles devoted to divergent areas of bibliographic instruction activity. The articles furnish not only a road map of the past, but also offer state-of-the-art reviews of current practice.

Author L. Hardesty wrote "Reflections on 25 Years of Library Instruction: Have We Made Progress?" which offers a thought-provoking look at the status of library instruction on campuses yesterday and today. J. Nims contributed, "Marketing Library Instruction Services: Changes and Trends" which focuses on responding to user needs. H. Rader wrote "The Learning Environment—Then and Now" which is a great overview of instruction during the last 30 years. T. Kirk contributed an excellent article, "Course-related Bibliographic Instruction in the 1990's, a history of the library instruction back 25 years. L. Shirato wrote "A LOEX 25-year Retrospective" which is invaluable for an historical perspective.

Entire Online Issue

SLMR Online. 2 (1999) 24 November. <<http://www.ala.org/aasl.SLMR/>>

Authors contributing to this online journal were chosen as an aggregate because so many were pertinent and of high quality. M. A. Fitzgerald contributes "Evaluating Information: An Information Literacy Challenge." C. Gordon writes "Students as Authentic Researchers: A New Prescription for the High School Research Assignment." ■



CHECK THESE OUT!

By Mary Pagliero Popp, popp@indiana.edu

Summer is here again! Make time to catch up on all the reading you had been "meaning to get around to." In this issue, I have pulled some useful resources from the corporate training literature in addition to our usual articles. Dip into some of the resources below.

TEACHING THE WEB

Jacobson, Trudi E., Contributing Editor. Critical Thinking and the Web: Teaching Users to Evaluate Internet Resources. Pittsburgh: Library Instruction Publications, 2000. ISBN 0-9652711-05-3

Contains creative class and assignment ideas from 22 librarians and one professor for teaching users to evaluate information found on the Internet. Contributors represent high schools, community colleges, four-year colleges, and universities. Covers such topics as general evaluation of web sites, currency, authors, search engines, statistics from the Web, and bias.

Felt, Elizabeth Caulfield, and Sarah C. Symans. "Teaching Students to Use the Internet as a Research Tool." Learning & Leading with Technology 27.6 (March 2000):15+.

Contains easy-to-follow tips for teaching kids to evaluate the resources they find on the Web. The section on site sponsorship is especially helpful.

LEARNING AND MEMORY

Caudron, Shari. "Learners Speak Out." Training & Development 54.4 (April 2000): 52+. <http://www.astd.org/CMS/templates/index.html?template_id=1&articleid=25660>

Although focused on the needs of corporate trainers, this article contains good advice for teachers of adults. The authors suggest making sure learning has a focus in reality, provides guided experience, makes use of mentoring as appropriate, and includes small group interaction. Contains a checklist of ways non-traditional learners learn.

Walsh, Robert. "Brain-Friendly Communication." Training & Development 54.2 (Feb. 2000): 17-19.

<http://www.astd.org/CMS/templates/index.html?template_id=1&articleid=25300>

Walsh discusses some general principles of cognitive processing, telling readers how to present information so that the brain can handle it comfortably. He provides practical tips to help readers use three principles: 1) relevance (looking for high impact with low levels of effort to interpret the information); 2) providing information for each of the three types of memory — categorical, procedural, and episodic; and 3) teaching through direct experience.

INFORMATION LITERACY FOR KIDS AND TEENS

Gordon, Carol. "Students as Authentic Researchers: A New Prescription for the High School Research Assignment." School Library Media Research 2 (October 1999).

<<http://www.ala.org/aasl/SLMR/authentic.html>>

Gordon begins by describing the problems with traditional research projects, examining the literature that supports a change in the traditional research report, and recommending an action research project. She goes on to describe a collaborative project in which English teachers and the school librarian investigated the effectiveness of an assignment requiring primary research. The article concludes with an analysis of the student and faculty evaluations of the exercise.

Minkel, Walter. "'So Far I've Only Found His Head.'" School Library Journal 46.4 (April 2000): 37.

<http://www.slj.com/articles/chatroom/20000401_7488.asp>

Describes a recent study by Sandra G. Hirsh published in volume 50, number 14 (1999) of the American Society for Information Science Journal, "Children's Relevance Criteria and Information Seeking on Electronic Resources." Minkel summarizes the recommenda-

tions made in the article about what librarians should teach children.

IDEAS YOU CAN USE TODAY

Dewald, Nancy, et al. "Information Literacy at a Distance: Instructional Design Issues" Journal of Academic Librarianship 26.1 (Jan. 2000): 33-44.

A must-read for anyone involved in distance education! Describes major instructional delivery systems (email, web pages, chat, MUDs and MOOs, and Webcasting) and gives their advantages and disadvantages. Discusses active learning techniques and their use in information literacy credit courses, course-integrated instruction, and web tutorials. The final section of the article talks about assessment techniques, including methods to evaluate course-related knowledge and skills, to assess metacognitive skills, and to assess student feedback about teaching. Based on a panel presentation at the 1999 ACRL Conference.

Masek, Linda E. "Advice for Teaching Hands-On Computer Classes to Adult Professionals." Computers in Libraries 20.3 (March 2000): 32-36.

The author has taught classes on PubMed to doctors, administrators, nurses and other adult professionals. She shares her ideas about preparation, time for hands-on practice, the need to guarantee success, dealing with groups of varying experience levels, and handling questions.

Powell, Carol A. "Educational Needs Assessment: Revitalizing a User Education Program." Medical Reference Services Quarterly 18.4 (Winter 1999): 71-78.

Powell describes a survey of users of the Ohio State University Health Sciences Library. Includes objectives for the survey, survey distribution methods, and results.

Schmidt, Jacqueline J. and Joseph B. Miller. "The Five-Minute Rule for Presentations." Training & Development 54 (March 2000): 16-17.

Suggests that speakers think of presentations as a series of 5-minute talks, each presenting one point. Each 5-minute talk will include an

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CHECK THESE OUT!

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introduction, a body and a conclusion. The author suggests that in each talk, the speaker should include an abstract concept and a concrete example to help listeners with different learning styles understand.

IN BRIEF

ACRL Task Force on Information Literacy Competency Standards. "Information Literacy Competency Standards for Higher Education." *College and Research Libraries News* 61.3 (March 2000): 207-215. [The final version with introductory material, approved January 2000]

Bell, Steven. "Oh, No! I Can't Get on the Web: Offline Strategies for Internet Content Presentations." *Searcher* 8.3 (March 2000): 54-64.
<<http://www.infotoday.com/searcher/mar00/bell.htm>>

Dennis, Stefanie and Kelly Broughton. "FALCON: An Interactive Library Instruction Tutorial." *Reference Services Review* 28.1 (2000): 31-38.

Evans, Beth. "Letting the PC Be the Instructor." *Computers in Libraries* 20.3 (March 2000): 40-44.

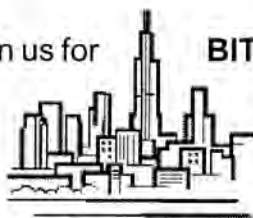
Jacobson, Trudi E. and Laura B. Cohen. "Teaching about the Internet: An Opportunity for Faculty Outreach." *College and Research Libraries News* 62 (April 2000): 302-304.

Stamatoplos, Anthony. "An Integrated Approach to Teaching Research in a First-Year Seminar." *College Teaching* 48.1 (Winter 2000): 33-35.

Wellborn, Victoria and Bryn Kanar. "Building Websites for Science Literacy." *Issues in Science & Technology Librarianship* 25 (Winter 2000).
<<http://www.library.ucsb.edu/istl/00-winter/article2.html>>

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

Join us for **BITES WITH LIRT**



CHICAGO, IL, July 8, 9, & 10, 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 annual conference in Chicago. LIRT welcomes all types of librarians (who have an interest in instruction) from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed and nourishing setting.

Chicago is known for great variety in cuisine, but good food is always improved by good company and interesting conversation. We have two restaurant options for each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with restaurant information will be made in June on BI-L and placed on the LIRT Web site. *Deadline is June 29, 2000.* Confirmations with directions to restaurants will be sent by e-mail, fax, or US mail (based on supplied addresses).

Send requests for reservations or additional information to:

Tracy L. Hull
Resource Education & Drama Librarian
Lilly Library, Box 90724
Duke University, Durham, NC 27708
E-mail: tlhull@duke.edu
Phone: (919) 660.5997
OR Fax: (919) 660.5999


BITES WITH LIRT

Name _____

Institution _____

Mailing Address _____

Phone _____

Fax _____

E-mail _____

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

☐ Lunch Saturday July 8, 2000, 12:30 PM
Amber (American) _____ OR Papagus Greek Taverna _____

☐ Lunch Sunday July 9, 2000, 12:30 PM
Amber (American) _____ OR Mity Nice Grill(eclectic) _____

☐ Lunch Monday July 10, 2000, 12:30 PM
Amber (American) _____ OR Mity Nice Grill(eclectic) _____

Are you a LIRT member? ☐ yes ☐ no

Dear Tech Talk—

We are considering moving some of our instruction activities from a traditional classroom setting to a web-based environment — perhaps tutorials or something of that nature. It seems like many libraries are moving in this direction. Is this an effective way to present library instruction? What pedagogical issues should we consider?

—Positively Puzzled by Pedagogies

Dear PPP—

Web-based instruction is defined as “a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a *meaningful* learning environment where learning is fostered and supported.” (*Web-Based Instruction*, page 6) The operative word in this definition is, “meaningful.” Just because instruction is delivered via the Web, that does not necessarily make it meaningful. This mode of instructional delivery hasn’t really been around long enough for the production of any in-depth pedagogical research; however many educators and trainers are using web-based instruction/teaching/training (WBI or WBT) and in describing their experiences, common themes in instructional pedagogy for web-based instruction can be seen.

The two most common themes seen are that the best WBI is learner-centered and that good WBI does not come from simply moving the classroom model to the web without any pedagogical re-engineering.

Many librarians still use an instructor-centered (instructivist) pedagogy when presenting library instruction — perhaps because of the time constraints of a one-shot presentation; perhaps because that is how they were taught; perhaps because that is the quickest and easiest model for them to implement. With a learner-centered (constructivist) pedagogy, students construct their

own knowledge by restructuring content information and creating and contributing their own resources to the course structure (Dabbagh & Schmitt).

Web-based tutorials lend themselves to the instructivist pedagogy — the student is led down the path (or paths) that the instructor believes the student needs to go. Does this mean that the use of the web for tutorials is bad pedagogy? Not necessarily — if a web-based tutorial achieves the desired instructional goals and objectives, then use it. However, don’t limit WBI to tutorials. Seriously look at pedagogically re-engineering instruction in order to make the best use of the web as an instructional tool. Take advantage of the pedagogical potential of the web — move away from structured, linear learning models. Consider using problem-based learning — students are presented with a problem rather than given the tools for solving the problem. Through the process of solving the problem, the students discover and learn about the tools needed to solve the problem. Look at the web as an instructional tool with the potential of providing learning opportunities that are not possible or not perceived as possible in a traditional classroom environment.

Therefore, another common theme from those with practical experience in Web-based instruction is a strong emphasis on planning and designing. Instructors frequently stress that the planning and design process took longer than anticipated. Additionally, they found that during their first experience with the WBI in place, they often made changes and tweaked the WBI as they went along because, in spite of all the the planning, there were still times when aspects of the instruction did not work as expected. Even though these experiences may be associated with WBI that is spread out over several weeks or a semester, the issue of devoting a substantial amount of time and creative energy to the planning and design process still applies to library instruction, especially if one wants to move beyond the tutorial model to a more learner-centered and interactive model.

Consider these “do’s” in web-based instruction —

- Develop instructional goals and objectives;

- Focus on learner-centered, interactive, problem-based learning to address identified instructional goals and objectives — be the “guide on the side” instead of the “sage on the stage”;
- Think about the overall layout — from a birdseye view of how everything fits together as well as a functional, design-based perspective;
- Keep pages (especially text-based pages) brief;
- Design using technological minimalism — don’t assume that the students have all of the technological skills, tools, and knowledge that you have;
- Think about how feedback will be obtained in an environment where there are no facial expressions or body language to be seen;
- Test, test, and test again;
- With longer, on-going instruction, foster an environment of cooperation and trust among the instructor and the students and the students and other students;
- And, perhaps even more than with traditional instruction, constantly re-evaluate and redesign.

One more ingredient for successful web-based instruction is something over which the instructor has very little control — the characteristics of students who do well in a web-based learning environment. These students need to be active learners who are resourceful, work independently, can organize and manage their time, and take responsibility for their work. Even though the instructor has little control over this ingredient, in designing WBI instruction, instructors need to be aware of these learner characteristics and try to incorporate features into the WBI that will foster and encourage the development of these characteristics.

Given the growing number of resources available to learners on the World Wide Web and given the value of learning to use these and other resources effectively, the World Wide Web as an instructional tool appears to be an ideal vehicle for providing the needed instruction. WBI is time and place independent, which is an ideal instruction model for distance education students. Because of the non-linear character of WBI and the different

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TECH TALK

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tools that can be used with WBI (chat, e-mail, tutorials, audio, visual, and textual information, dynamic pages) the same type of information can be presented and learned in a variety of ways, providing a flexible learning pedagogy. WBI is a model well worth using, as long as serious effort goes into the planning process so that web-based instruction at least equals, and hopefully exceeds, the

student outcomes associated with the more traditional forms of library instruction.

Additional Resources:

American Psychological Association.
"Learner Centered Psychological Principles: A Framework for School Redesign and Reform."
<<http://www.apa.org/ed/lcp.html>>

Berge, Zane L. "Guiding Principles in Web-Based Instructional Design." Educational Media International 35.2 (June 1998):72-76.

Berge, Zane L. "Role of the Online Instructor/Facilitator."
<http://jan.ucc.nau.edu/~mpc3/moderate/teach_online.html>

Blackhurst, A. Edward and Elizabeth A. Lahm. "Using an Education Server Software System to Deliver Special Education Coursework via the World Wide Web." Journal of Special Education Technology (Spring 1998): 78-97, particularly pages 89-90.

Bonk, Curtis Jay and Jack A. Cummings. "A Dozen Recommendations for Placing the Student at the Centre of Web-Based Learning." Educational Media International 35.2 (June 1998):82-98.

Chickering, Arthur W. and Ehrmann, Stephen. "Implementing the Seven Principles: Technology as Lever."
<http://www.aahe.org/technology/ehrmann.htm>

"Creating Sites That Work."
<<http://staff.washington.edu/rells/usability/>>

Cyrs, Thomas E., ed. Teaching and Learning at a Distance: What It Takes to Effectively Design, Deliver, and Evaluate Programs. San Francisco, Jossey-Bass, 1997.

Dabbagh, Nada H. and Jeff Schmitt. "Redesigning Instruction Through Web-based Course Authoring Tools." Educational Media International 35.2 (June 1998):106-110.

Firdiyewek, Yitna. "Web-Based Courseware Tools: Where is the Pedagogy." Educational Technology (January-February 1999):29-34.

Gillette, David. "Pedagogy, Architecture, and the Virtual Classroom." Technical Communication Quarterly (Winter 1999):21-36.

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Volunteers are needed to staff the LIRT booth in Chicago, IL.



The Public Relations/Membership Committee of the Library Instruction Round Table (LIRT) is sponsoring an exhibit booth at the annual ALA conference in Chicago. 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 learn more about the organization.

Please reply by June 15, 2000 to:

Marie Hayden
Sam Houston State University
Department of Library Science
Huntsville, Texas 77341-2236
409/294-1969 or FAX 409/294-1153
Email: LIS_FMH@SHSU.EDU



Name: _____ Phone (Work): _____

Institution: _____ Phone (Home): _____

Address: _____ Email: _____

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, July 8	_____	_____	_____	_____	_____
Sunday, July 9	_____	_____	_____	_____	_____
Monday, July 10	_____	_____	_____	_____	_____
Tuesday, July 11	_____	_____	_____	_____	_____

*The exhibits close at 4pm on Saturday

**The exhibits close at 3pm on Tuesday

Have you staffed the LIRT booth before?
yes _____ no _____

Are you a LIRT member?
yes _____ no _____



TEACHING
AS
PERFORMANCE



Tim Grimes

Tim Grimes, who has been involved with LIRT for many years, has been appointed LIRT's first ALA Councilor. This position gives LIRT a voice that our round table has never had before, allowing LIRT to have a vote on any changes in ALA policy and structure. Tim is a perfect candidate for this position considering his familiarity with LIRT. Tim's LIRT presidency from 1992-93 gave him full knowledge of the workings of the organization. In addition to the presidency, he has also served as Vice-President, Treasurer, Secretary, and as Chair of both the Long Range Planning Committee (1991-1992) and the Organization and Bylaws Committee (1993-94). He not only is an active LIRT member, but he is also active in the Public Library Association, the Reference User Services Association, and the Michigan Library Association.

When Tim is not busy with committee and association work, he is the Associate Director of Bibliographic Services and Community Relations at the Ann Arbor

District Library in Ann Arbor, Michigan. In this position, Tim supervises the Public Relations Department. The heads of both the Technical Services and Outreach Departments also report to him. As the head of public relations, Tim is often busy coordinating library programs and working with the local media and other community agencies to publicize the library. When organizing events, he tries to get a wide variety of local organizations involved to increase the diversity of participating groups and to draw a larger audience. He works tirelessly to ensure that the events are both entertaining and educational. For a recent exhibit entitled "The Jazz Age in Paris," Tim collaborated with eight different community agencies and offered a variety of programs including a reception and concert. He also produced a video in conjunction with the exhibit.

Positions in the "limelight" come naturally to Tim considering his background in acting. After receiving his bachelor's degree in English at the University of New

Hampshire, Tim attended the American Academy of Dramatic Arts in New York and studied advanced acting. This is where he met his wife Loretta. After settling down to raise two sons (Matthew and Patrick), Tim decided to enter library school at the University of Michigan in 1984. He never thought he would get back into acting again, but his sons have revived his interest. He finds himself acting in one or two plays a year with local acting groups and has been involved in several plays with both his wife and sons. He and his wife currently hold acting classes in Ann Arbor for adults as well as middle and high school students.

Once again Tim has found himself in the starring role as LIRT's ALA Councilor. We wish him luck in his new position. "Break a leg, Tim!"

Tracy Hull is the Resource Education and Drama Librarian at Duke University's Lilly Library. ■

Book Review

Reviewed by Deleyne Wentz, delwen@cc.usu.edu

Weiss, Elaine. The Accidental Trainer: You Know Computers, So They Want You to Teach Everyone Else. San Francisco, CA: Jossey-Bass, 1997. ISBN 0-7879-0293-4 \$19.95

Here's a book with much to offer those of us who do hands-on training. Despite the title, which alludes to more of a business setting, Elaine Weiss has written a book that anyone who teaches others to use computers should read. In 175 pages, she succinctly covers how to go about training, including what to teach, how to teach it, and how to assess both teaching and learning. Whether you train formally in the classroom, or help learners informally at the terminals, this book can give you tools to get the job done.

Dr. Weiss received her Ed.D. from Teacher's College, Columbia University, and was an instructional design consultant for twenty years, working with clients such as AT&T and General Electric. In 1994, she wrote Making Computers People-Literate. Currently, Dr. Weiss is a Clinical Associate Professor in the Department of Family and

Preventive Medicine at the University of Utah School of Medicine, where her present specialty is domestic violence awareness training. In January of this year, her Surviving Domestic Violence: Voices of Women Who Broke Free was published.

The first section of The Accidental Trainer sets the stage by reminding us that as we gain competence ourselves as computer users, it may become more difficult for us to relate to and respond to the difficulties of those we train. We are encouraged to remember what it was like to be a novice.

In section two we are taught to assess the learners, the usability of the system and the work environment. How many of us perform a conscious assessment of those last two? Weiss points out their importance. We are encouraged to remember that we can't teach everything, so we must be selective and teach that which will have the greatest impact.

Section three covers selecting instructional methods and products. She emphasizes that telling is not teaching. Matching meth-

ods to the task at hand is covered, as is accommodating learning styles, multiple skill levels, active learning, and the adult learner.

Section four is devoted to a discussion of the most effective ways to evaluate both teaching and learning, noting that the learner's performance is key.

Besides summarizing theory clearly and emphasizing what's most essential, Dr. Weiss sprinkles the book liberally with figures, rating scales, checklists and tables that can be adapted to any setting.

The figures are helpful in illuminating a number of points. One, titled "A Blueprint for Computer Training," relates the content (what I teach) to the process (how I teach) and the outcome (how I tell if it worked). "The Three Major Variables of Needs Assessment" is a great reminder about how to decide on the content for instruction by assessing the learners, system and the work environment.

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TIP: A Model for a Library to be a "Portal of Choice"

Western Kentucky University Libraries and Museum (WKU Libraries) recently debuted a new web-based service, the "Topper InfoPortal" (TIP) at www.wku.edu/Library/tip. TIP was designed to help Western's constituents, along with users in general, to streamline their searches for useful information to facilitate their academic and daily life.

There have been studies calling for libraries to create "portals of choice" and over sixty percent of librarians think that they have the resources to do so. (Study appeared in the March 2000 issue of the *Journal of Academic Librarianship*.) In fact, many efforts have already been made by libraries to create web directories. The uniqueness of TIP, however, lies in its integration of all library and other resources — funded and non-funded — into a one-stop access point, dramatically cutting down users' time in locating their needed information.

As the illustration shows, TIP has three components.

1. The "search" function — accessible by the three buttons on top of the text area. The first button leads to Western Kentucky University's online catalog and databases. The next leads to the Kentucky Commonwealth Virtual Library's nine public academic institutions' online catalogs and over thirty databases via the WebZ interface. The last button takes users to major Internet search engines followed by many others categorized by type.

2. The "Our Picks" — accessible from the vertical menu bar on the left of the screen. They consist of thirty-three categories such as "Financial Aid & Scholarships," "Grants & Funding," and "Computing & the Web." Each category has about fifteen web links to sites professionally selected by the WKU Libraries Web Site Team, and is grouped into "local/regional" and "national/international" blocks, one on top of the other, prominently featuring the university's resources drawn from its web sites. For instance, WKU students who look for job opportunities will first find the university's Career Center, followed by links to nationwide job databases, Occupational Outlook Handbook, interview tips, etc.

3. "Other Library resources" — They include a series of search engines that search the portal, as well as the University's and the Libraries' web sites. In addition, at the bottom of each of the TIP pages, there are drop-down menus that take users to "Departmental Research Guides" or "pathfinders," created by the WKU library faculty in collaboration with faculty from all WKU's academic colleges.

Conceived by Dr. Michael Binder, Dean of WKU Libraries, TIP has built many successes and provides offerings that both include and exceed what commercial

Internet Service Providers can offer. Although the online databases are only available to users affiliated one way or another with WKU and KCVL, many other resources, including the online catalogs are free. Above all, the concept of TIP can be used as a model by all libraries having funded database resources and online catalogs to significantly improve their web-based services.

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

TECH TALK

continued from page 8...

Kearsley, Greg. "A Guide to Online Education."
<<http://gwis.circ.gwu.edu/~etl/online.html>>

Kearsley, Greg. "A Virtual Professor: A Case Study."
<<http://pignc-ispi.com/articles/distance/kearsley-virtualprofessor.htm>>

Learning on the Web: An Instructor's Manual.
<<http://teleeducation.nb.ca/lotw/>>

Office of Learning Technologies' Instructor's Corner
<<http://olt-bta.hrdc-drhc.gc.ca/pract/index.html>>

Pitt, Tina and Ann Clark. "Creating Powerful Online Courses Using Multiple Instructional Strategies."
<http://leahi.kcc.hawaii.edu/org/tcc_conf97/pres/pitt.html>

"Tips for Teaching with Technology." <<http://www.unc.edu/cit/tips/>>

Web-based Instruction. Englewood Cliffs, NJ: Educational Technology Publications, 1997.

"Web-Based Training Information Center."
<<http://www.filename.com/wbt/>>

"Web-Based Instruction."
<<http://online.okstate.edu/webbased.htm>>

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

NewsBites

San Diego Mesa College Librarian **Val Ontell** is presenting a program at SALT (Society for Applied Learning Technology) Educational Technology Conference, Arlington, VA on July 24-26, 2000. Her presentation will discuss how she integrated the technology available in Mesa's new Learning Resource Center's electronic classroom (including PowerPoint and hands-on experiences) into a faculty workshop entitled "The LRC - Making It Work for You."

Shawn M. Thomas started a new job as Computer Applications Analyst in Computer Services at the Chicago Public Library (CPL) in December 1999. The Newsletter Committee member was formerly a Reference Librarian in General Information Services at CPL. Shawn also was awarded a second Masters degree in Communications Systems from Northwestern University last June. ■

LIRT News, June 2000

Book Review

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"The Proficiency Continuum" shows us the variety of learners we will encounter. "The Four Faces of Human-Computer Interaction" helps us examine the computer interface in order to assess which aspects of it may be the most challenging for learners. "Dimensions of the Work Environment" prompts us to think about how our users will be using the skills we are trying to impart.

The checklists are equally helpful. There are usability assessment tools, content design checklists, course evaluation and follow-up rating scales, and a trainer's peer evaluation checklist.

I have been exposed to many books about teaching, but I don't believe any have been more straightforward than this little book. This book gives everyone, from the neophyte to pro, useful guidance and tips. Because the book is short, it can be read in an evening and put to work the next day. If I had just landed a position where BI was part of the job description, or if I was a BI supervisor and needed a reference for coaching others, I would get a copy of this book.

Reference librarian *Deleyne Wentz* works at the Merrill Library, Utah State University, Logan, UT. ■



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:

**Alison Armstrong, University Libraries,
Univ. of Cincinnati, Cincinnati, OH 45221-0022
(513) 556-1761 Email: alison.armstrong@uc.edu**

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"/> Computer Applications	<input type="checkbox"/> Newsletter
<input type="checkbox"/> Conference Programs	<input type="checkbox"/> Organizational/Bylaws
<input type="checkbox"/> Continuing Education	<input type="checkbox"/> PR/Membership
<input type="checkbox"/> Elections/Nominations	<input type="checkbox"/> Publications
<input type="checkbox"/> Liaison	<input type="checkbox"/> Research
<input type="checkbox"/> Long-Range Planning	

Can you regularly attend LIRT meetings at the ALA midwinter and annual conferences? ☐ YES ☐ NO ☐ Prefer virtual membership

Please attach a separate sheet listing committees or offices (if any) previously held in LIRT, ALA or state/regional associations, with years of service.

COMPUTER APPLICATIONS: Examines how computers are used in library instruction. Promotes the use of computers by publishing a bibliography on computer applications for BI and maintaining a clearinghouse for information on computer software.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

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



LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

cedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION & BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

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

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

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication. The LIRT newsletter editor and assistant editor are ex-officio members.

RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Alison Armstrong, telephone: (513) 556-1761, email: alison.armstrong@uc.edu, or see the address on the Committee Volunteer Form on page 15.



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