

**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.

March 2000 volume 22 no. 3

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FROM THE VICE PRESIDENT

By Alison Armstrong, alison.armstrong@uc.edu

It's hard to believe that by the time this newsletter reaches you, it will have been nearly two months since the Midwinter Conference in San Antonio. For those of us in the colder regions of the country, the pleasant warmth of Texas is a lovely yet fast fading memory. Aside from the beautiful weather (I'd like to extend a special thank you to the local arrangements folks for making that possible) what else do you recall of your time at the conference? Perhaps you were able to enjoy one or more Bites with LIRT. Were you able to stop by or volunteer at the LIRT booth? Did you participate in the LIRT discussion forum? These are just a few of the opportunities for participation available to us at the Midwinter Conference. In addition to committee work, it's these kinds of interactions with our colleagues that make conferences so worthwhile, so valuable and so rewarding.

If you are not already an active member of LIRT, I would encourage you to become one. Becoming active in LIRT has been one of the most rewarding aspects of my professional career as well as being personally enriching. LIRT will be expanding its committees (read Mitch's article on page two for details) and therefore there will be new opportunities for you to become an active participant in LIRT. Every conference, I look forward to seeing my LIRT colleagues at our

Saturday morning All-Committee Meeting. Within this relaxed yet productive large group setting, we are updated on the relevant organizational issues and then we move into our committees and get some work done. Our work concerns both keeping the organization on-track and healthy as well keeping ourselves and our colleagues aware of the current instructional issues facing librarians from all types of libraries. Although we have many active members at the All-Committee meeting Saturday morning, we wish there were more still more participation.

Just as one of our instructional concerns is how to reach hard-to-reach or remote library users, an on-going concern of LIRT's is how to reach hard-to-reach or remote librarians. Our newsletter and website reach many librarians but those librarians are not necessarily reaching back and becoming active in LIRT. Many librarians attend our wonderful programs at annual conference but again those librarians are not reaching back and becoming active in LIRT. For those of you who attend conference and are not active in LIRT, I would ask you to reconsider your level of participation and look anew at the many opportunities LIRT provides for professional development.

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Instruction in the School Library

A Unique School Library... Mead Library at the University of Florida

By Iona R. Malanchuk, ionmala@mail.uflib.ufl.edu

Envision this: a school library with a five-year-old standing next to a twelve-year-old, a seventeen-year-old on his other side and a twenty-seven-year-old graduate student waiting patiently behind...all needing help at the same time. Did I mean to say a public library? Nope. This is indeed a school library in Gainesville, Florida and this is a normal day. Mead Library at the University of Florida's P. K. Yonge School, one of the four developmental research schools throughout the state, serves a K-12 student body AND the huge University of Florida student and faculty populations. Unique? You bet. Did I forget to mention that a botany professor is also waiting in line for help? Just another day for this librarian and a fun challenge is how I view it.

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From the Editor:

Did you know that you do not have to be a member of LIRT to contribute to LIRT News? We invite librarians from all teaching arenas to submit articles to be published in LIRT News. The articles needn't be lengthy, around 500 words will be fine. I know many of you have stories of courage, perseverance and creative problem solving to share. We especially welcome articles about instruction programs in school and public libraries. Don't worry if you are not experienced in writing for publication, because I have a magic wand that I can wave, turning your story into a nail-gripping adventure in library instruction.

Please email me your submissions at cfblc@eiu.edu. Or if you prefer, send a diskette to me at 707 Lakeshore Drive, Tuscola, Illinois 61953.

I'm looking forward to reading your stories!

-- Barb Cressman, Editor
LIRT News

NewsBites

Jim Millhorn was promoted to Head of Acquisitions at Northern Illinois University.

Carol Schuetz and Mary Goolsby will present a session before the Innovative Users Group on OPAC migration in Philadelphia, April 29 - May 2, 2000.

Sharon Stewart recently published an article in Strategies.

Haiwang Yuan is this year's recipient of the Kentuckies Libraries Award for writing the best feature article in last year's Kentucky Libraries.

LIRT News is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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Contributions to be considered for the June 2000 issue must be sent to the editor by April 15, 2000.

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WE WANT YOU!

Your Executive Board is looking for a dedicated individual to represent LIRT on the ADA Assembly. That group is looking at how ALA units are dealing with ADA issues. This is a two-year appointment. The zinger is that this Assembly meets at the end of conference on Tuesday morning so we need an individual that can stay through the end of conference. If you're interested or have additional questions, contact Vice-President/President-Elect Alison Armstrong at: alison.armstrong@uc.edu, or 513-556-1761.

Also, because a number of you have voiced your concern to us, your Steering Committee and Executive Board have been discussing the need and desire for new committees. We would like to get at least two new LIRT committees up and running by the summer conference, if not sooner. What we need is sufficient expression of interest to move forward on this. One committee will focus on instruction for adult populations, the other will focus on instruction for the high school to college transition. If you are interested in being a part of these new activities, contact Alison Armstrong immediately.

-- Mitch Stepanovich, LIRT Presiden

Proposed Changes to LIRT's Constitution & Bylaws

On this spring's ballot you will find proposed changes to our Constitution and Bylaws which focus on three areas of organizational concern. The first section of proposed changes clarify the place of appointed positions, such as the Electronic Resources Manager and the Publicity Coordinator, and regularize the appointment process for these positions. The second section brings LIRT's procedure for amending the Constitution and Bylaws in line with ALA procedures. The third section acknowledges long-standing practice, as detailed in the LIRT Manual, relating to the Immediate Past President, the Immediate Past Treasurer, and the appointment of committee members.

The Organization & Bylaws Committee have proposed these changes, and they have been approved by LIRT's Executive Board. We encourage you to take the time to read and think about these issues when you receive your LIRT ballot this spring—and to vote.

-- Gale Burrow Chair, Organization & Bylaws Committee

Linda Chopra

Candidate for Vice-President/ President-Elect

Support Services Supervisor, Cleveland Heights. University Heights Public Library, 1983-.

M.L.S., Kent State University, 1980; B.S. in Ed. English, Kent State University, 1971; Graduate courses in management and automation, Kent State University, 1982-84.

ALA Activities: LIRT Chair, 5 year Financial Planning Committee, 1998-1999; LIRT Treasurer, 1996-1998; LIRT Public Relations/ Membership Committee, 1993-1995.

Statement of Professional Concerns: Library instruction, whether conducted in groups in a traditional classroom setting or one-on-one with users as needed, has become increasingly more important as libraries have added new technologies and electronic resources to their collections. As a public librarian who serves the "average guy/gal on the street", I feel a particularly strong commitment to teaching information-gathering skills to those who do not have the opportunity or means to acquire and comprehend information on complex subjects and issues. Libraries are providing users with access to this information in many different formats - periodicals, books, online databases, CD-ROM products, the Internet, etc. - and must now recognize the ongoing need for instruction to accompany this access. Libraries of all kinds - public, academic, school, special, - share the responsibility for teaching our users how to locate and evaluate information from the vast variety of sources available.

TEACHING
AS
PERFORMANCE



Judy Clarence

Candidate for Secretary

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

B.A., John F. Kennedy University, 1980; M.L.I.S., University of California, Berkeley, 1982.

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

Statement of Professional Concerns: I happily welcome the opportunity to serve LIRT in the capacity of Secretary. As an active instruction librarian I enjoy the opportunities LIRT provides to share ideas, experiences, problems and solutions with other instruction librarians from public, school and special as well as academic libraries. Additionally, I have observed, appreciated, and participated in LIRT's hard work to assure that Library Instruction remains central to ALA's mission and vision; this hard work has resulted in greater awareness of instructional activities within and outside of our profession. I served on the LIRT Steering Committee several years ago as Editor of the LIRT Newsletter and Chair of the Newsletter Committee, and now-after nine years of LIRT committee involvement - I feel ready to again take on a leadership role.

Kari Lucas

Candidate for Secretary

Head, Undergraduate Library
University of California, San Diego.

Grand Valley State University, 1979;
University of Michigan, 1981.

ALA Activities: ACRL/IS/Management of Instruction Services Chair, 1996; LIRT President 1997-98; LIRT Conference Program.

Statement of Professional Concerns: In addition to being timely and accu-

rate, the LIRT Secretary must have a broad understanding of LIRT organizationally to make the minutes of the meeting understandable.

Marcia King-Blandford

Candidate for Treasurer/Vice-Treasurer

Coordinator, Information and Instruction Services, University of Toledo, Carlson Library, 1991-.

A.M.L.S., University of Michigan, 1981; M. Ed, Educational Leadership, Western Kentucky University, 1979.

ALA Activities: LIRT Public Relations/ Membership, 1997-1999; LIRT Annual Program Committee, Chair, 1997; ACRL-STS General Discussion Group, Co-Chair, 1996-1998.

Statement of Professional Concerns: I want librarians to be the visible leaders of the integration of the Internet into our daily lives. Librarians possess the skills and knowledge to assist people to meet their information needs in a timely and efficient manner. People are excited and overwhelmed with the presence of the Internet. They are starting to recognize the importance of managing information knowledge. For generations, librarians have been the backbone of information and knowledge. Now is the time for librarians to step forward and lead the way. LIRT with its acceptance of all libraries and all librarians is the right organizations at the right times!

Haiwang Yuan

Candidate for Treasurer/Vice-Treasurer

Website & Virtual Library Coordinator
Western Kentucky University Libraries & Museum, 1998-.

M.S. of Art (History), Indiana University, 1990; M.L.S., Indiana University, 1995.

ALA Activities: LIRT Computer Applications Committee 1998-1999, Chair 1999-2000.

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LIRT 2000

Teaching As Performance

LIRT 2000 Annual Conference Program

Sunday, July 9, 2000

9:30 am - 12:30 pm

Location TBA

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.

Our speakers will include a teaching librarian, and a professional actor.



BRAVO!

LIRT Discussion Forum, Midwinter 2000

by Vanessa Burford, vburford@utsa.edu

About thirty librarians attended the LIRT Discussion Forum at 9:30 am on January 16. After brainstorming for topics, the attendees broke into small discussion groups, and later shared the results of their discussions. The five topics included: 1) Hard to Reach Patrons, 2) Reaching First-Year Students, 3), Reaching Transfer Students, 4) Designing Instruction to Address a Variety of Skill Levels & Subjects, and 5) Collaboration Between High School & College Libraries to Equip High School Graduates.

Hard to Reach Patrons

Group 1 focused on faculty, distance learners/home users, and non-users. Main points of the discussion included communication, training, and convenience factors.

Librarians can increase levels of communication by establishing liaison relationships with faculty departments, and public and school libraries. A benefit that many would like to see in addition to marketing library instruction services would be increased communication with faculty regarding their assignments such as course outlines, contact instructions, and assignment notebooks.

Training of faculty could be accomplished by attending departmental meetings to introduce library services and resources and methods of teaching their students to evaluate resources.

Convenience was stressed when discussing distance learners. Remote users of the library find it helpful when provided with toll-free telephone numbers, course web pages, and librarian contact information provided on the syllabus. Linda Goff shared the CSUS Library Distance Learning Website at <http://www.csus.edu/csuslibr/services/deal/>.

Reaching First-Year Students

Under discussion was library service marketing to first-year students, including the size of the institution, library presence in campus life, influence of department liaisons, collaboration with high schools, and teaching to mixed research skill levels.

The issue receiving the most attention was preparation for instruction to a group with mixed research skill levels. Possible solutions included partnering students with unlike research skills, consulting with faculty to discuss specific assignments, and asking faculty to offer a pretest to determine students' research skill levels.

A corresponding issue raised in this discussion was that of "never-ending basic instruction": how do we keep students interested past their immediate need and facilitate a greater transfer of knowledge?

Reaching Transfer Students

One option raised by Group 3 to address the needs of transfer students included making information competency a requirement. Research was also recommended to discover which departments receive the most transfers and assessing information skills at junior colleges and feeder schools.

Instruction service marketing was also discussed, with service options such as providing instruction for upper division research classes and creating webliographies and pathfinders for specific subjects.

Designing Instruction to Address a Variety of Skill Levels & Subjects

Or, what do I include/exclude with only 50 minutes to present? Members in this group stressed the importance of

differentiating between orientation and instruction.

Library orientation could be facilitated through tours either at the library facility or via the Web. Instruction should have a more pedagogical focus than orientation, and should be subject oriented, possibly assignment based. Instruction would likely include orientation, but also lecture, discussion, and/or group work to address topic selection, critical thinking, and search strategies. Handouts and worksheets, both in print and on the Web, could be included.

Collaboration Between High School & College Libraries to Equip High School Graduates

The perception of Group 5 was that students entering higher education are not prepared to use the college / university library. Possible solutions to the problem included outreach and marketing of library instruction services such as addressing students seeking media certification and teachers/media specialists attending in-services. Coordinating with community college and public librarians is another method of finding ways to address inbound students' research abilities.

Other suggestions included obtaining grants for outreach to K-12 institutions and students in bridging programs such as Upward Bound, and publicizing Web tutorials.

Vanessa Burford is a reference librarian at the University of Texas, San Antonio. ■

NewsBites

Cynthia Akers was promoted to Head of Access Services at Emporia State University, Kansas.

Mari Ellen Leverage won the Faculty Excellence Award for 1999 at Governors State University.

Vanessa Burford has a new job in reference at the University of Texas at San Antonio library.

Unique School Library

continued from page 1...

Now picture this: one hour later I am teaching a university online retrieval system to fourth graders. This state university computer system is what all our K-12th grade students must use to locate material in their school library, and they use it alongside university undergraduates and graduate students from many different departments who are in and out of Mead library all the time. These elementary students also use this same online catalog to search the Internet or, as is the case with our middle and high school students, they use it to electronically search the many other databases available through the University of Florida's WebLUIIS system. On this day the fourth graders need to find information about their assigned state. This permanently scheduled class of mine consists of 30 nine and ten-year-olds who meet with me weekly from September through May to receive organized bibliographic instruction. Today they have 45 minutes to locate a map of New Mexico, find a description of the Sleeping Bear Dunes of Michigan, the state flower of New York, a color photo of the state flag of Wyoming, etc. Fifteen minutes later an AP history class comes sauntering in to Mead Library, with about 28 sixteen-year-olds in various stages of wakefulness, needing instruction on how to locate relevant print and electronic sources, primary and secondary information, on the American Civil War period. And waiting patiently for my attention is a university English major whose professor refused to accept her topic for a paper she turned in yesterday: *SHE HAS 24 HOURS TO DECIDE ON ANOTHER TOPIC, RE-SEARCH IT AND WRITE A 10 PAGE PAPER...WOULD I PLEASE HELP HER?*

If you are at all familiar with school libraries, you must be wondering how does this happen? The "typical" school library serves either an elementary, middle, or high school. How does one successfully teach such an odd group-

ing? What about this weird scheduling: how is it possible to help more than one class simultaneously? Can they all fit? Just how many computers are available for such a diverse populace with such disparate skills? To begin with you must consider the number of public workstations with Internet access that are available for hands on use as you lead the younger students through the steps of your well organized highly structured assignment. Written in a vocabulary geared for that particular age group scheduled to be with you, you must remember to always introduce the material at a slower rate of speech. For a former New Yorker, used to speaking and moving 95 miles an hour, I learned this rather quickly: varying age groups mean that you must continually be mindful of exactly who you are working with as the ability levels vary greatly. You must be flexible.

Your rate of presentation of new concepts as well as your rate of speech, must be slower. If, as on this particular day, an upper division class is also scheduled to come in, a little over one third of the fourth graders can be on the seven computers designated for this class at the same time, and for a specified period of time. Since this is your class every week, you must keep track of which students have completed which assignment for you during any given week. You, not the classroom teacher, maintain a record of who has done which of your assignments, and you, not the classroom teacher, correct that written assignment. What about the other students? They are working on different written assignments at designated tables which hold related reference books that were introduced to the entire class a week or two earlier. This approach is similar to that of many an elementary teacher who frequently organize their class into centers with different students working on different activities in smaller groups.

What about that high school class on the other side? They, too, require instruction and close supervision when accessing the Internet. Usually they have received an overview and hands on

instruction a few days earlier when I could give them my undivided attention. Similar to university level bibliographic instruction, these classes are subject specific. However, these students have limited class time to be in the library so they require several days of scheduled library instruction to research multiple sources. One effective approach is the introductory overview followed by one or more additional days to delve into the specialized reference books, electronic sites, etc. with me available, not as the lecturer I had been in a former session, but available to answer their individual questions, one on one or with smaller groups working as a team. If they arrive while I am teaching another class, in this case an elementary class, the high school students (or middle school students for that matter) then receive my concentrated attention. A fundamental rule is to keep the age groups somewhat separated. Utilizing a cluster of seven computers with the younger kids who work in pairs at a computer, they are given step by step instructions to locate their library's materials just before the older group comes in and starts using the remaining twelve or so public workstations.

And what about those high energy, exasperating and lovable middle school students? Those classes of 33+ students, more than any other age group, need to be divided into smaller groups. Here is where I utilize other adults during bibliographic instruction. Almost always, I involve the teacher, one of my staff members and sometimes, if necessary, my university work study student. The mood swings of middle schoolers almost always means some disruption so you have to be prepared for it and not allow the instructional process to break down. These sweet kids have moments of sheer idiocy. Unlike the cool guy facade of high schoolers, the middle school student doesn't hear how loud he/she is sounding, they are easily offended by unintentional slights, and they frequently seek confirmation that someone does like them, that they are okay.

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Teaching Tips: Presentation Skills

Questions/Active Learning

Engage your audience by asking questions. Whenever possible, incorporate a variety of active learning techniques.

Ask questions to break the sequence of your lecturing.

Ask questions to gain attention or clear up a misunderstanding.

Always pause after you ask a question. Learn to tolerate silence. When you ask a question, smile and count silently to ten. Students are often uncomfortable with silence and eventually someone will respond to your question.

Paraphrase a question from the audience to make sure you know what is being asked.

If asked a question and you don't know the answer, never make up an answer. Honesty is the best policy. Admit you do not know, but also indicate that you will locate the correct information as a follow up.

Enthusiasm & Motivation

An enthusiastic presenter will deliver a more engaging lecture and captivate the audience. Follow some of the tips listed below to entice the audience to listen before you begin to speak.

Arrive early and greet students. Be relaxed, confident, and friendly.

Show your enthusiasm and interest in their learning and your teaching. Show that you care about being effective and clear.

Be alert and aware of your audience's needs and desires.

Have a high energy level when presenting; this will motivate your audience and stimulate interest.

Eye Contact

One of the most important elements of a good presentation is eye contact to let your audience know you want to communicate with them.

Maintain eye contact with your audience. It allows you to observe nonverbal messages such as confused or

questioning looks. Being able to pick up on nonverbal cues will allow you to adjust your presentation.

Look at the audience, not over them. Avoid looking above or between individuals. Maintaining eye contact creates a level of confidence from the presenter and puts you in control. Let your audience know that you are talking to them, not at them.

Pan the audience. Avoid favoring one side of the room or one individual. Look across the room making contact with everyone in the class.

Voice

If you have a great presentation but no one can hear you, you are wasting the listener's time. In order to communicate with your audience, they must hear you.

Warm your voice before the presentation. Humming tends to make your voice last longer. Have a glass of water available during long presentations.

Ask the audience if they can hear you. Adapt volume to the size and acoustics of the room and to the number of students.

If you have a soft voice, consider using a stationary or clip microphone. Speak normally and don't make it the center of attention. Wear clothing so microphone can clip on easily.

Use inflection in your voice to create variety in the presentation. Inflection helps when you want to emphasize a point or bring closure to an issue.

You may want to try softening your tone to show emphasis. A monotone voice creates the impression that everything said is of equal importance.

Don't begin each sentence loudly, only to gradually decrease the volume. Maintain variation in your volume.

Speak directly to the group. If you turn your head away, you may sound unclear and muffled.

All good presentations begin with organization. Accomplish the goals and objectives by structuring the presentation in a logical manner.

Setting the Stage

Introduce yourself and welcome the audience to the library or appropriate setting.

Create interest in the subject by asking a thought provoking question or presenting a problem.

Be organized and outline the class objectives. Let the audience know what you will be covering in the session.

Strive for retention (quality as opposed to quantity of information). Don't try to cover too much material.

Be a good listener and observer. Be flexible and ready to adapt your teaching plan.

Be yourself! Don't say or do anything that goes against your own personality. An audience can quickly pick up on false pretenses.

Rehearse your presentation in the room where you will be teaching. Practice aloud.

Pace

Pace your presentation; Don't speak too fast or too slow. Knowing what you will say can eliminate rambling and allow more fluency.

Time your presentation before delivering it.

Vary the rate of speech. To emphasize a concept, deliver the information at a slower rate. To create a sense of excitement, deliver the information at a quicker rate.

Pause between concepts; silence is acceptable and effective when transitioning.

Avoid using filler words ("um" or "okay"). Vocalized pauses are distracting.

Know where you should be in the presentation within a given time limit. If you are running out of time, don't race through the presentation. Know in advance what you could eliminate from your presentation.

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Presentation Skills

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Body Language

Be aware of your body language. Avoid crossing your arms or pacing.

Use open movements, they make you relax.

Use gestures to get your point across in a more clear manner.

Move around the room. This provides variety for the audience.

If you use a lectern, move away from it at times. The presentation will not be engaging if you are constantly behind a lectern.

Gripping the podium will not save you from your presentation; it will make you more tense. Place your hands gently on the sides.

If you are using a computer monitor on a podium, avoid being hidden by the monitor. Adjust the height or make sure you move from behind so the audience can see you.

Use of Language

Delivering a more effective presentation is gained by experience. However, by following a few rules of thumb, you will find your presentations to be less stressful and more engaging; making you a more effective teacher.

Use language the audience will understand. Use metaphors or analogies to explain a concept. Create images the audience can relate to.

Articulate your words clearly and correctly.

Know the correct pronunciation of words you use. To insure correct pronunciation, consult a current dictionary or a pronouncing dictionary.

Create a conversational mode, not oratory.

Don't use jargon. In most cases, students will not know the meaning of commonly used library terms and will not ask for the definition.

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Quebin, Nido R. How to Be a Great Communicator: In Person, on Paper, and on the Podium. New York: Wiley, 1997.

American Library Association, Library Instruction Round Table, Research Committee, June 1999 ■

NewsBites

Jim Millhorn was promoted to Head of Acquisitions at Northern Illinois University.

Carol Schuetz and Mary Goolsby will present a session before the Innovative Users Group on OPAC migration in Philadelphia, April 29 - May 2, 2000.

Kwasi Sarkodie-Mensah was recently guest editor for Library Services for the Adult Learner: Challenging Issues in the Technological and Traditional Era.

Trisha Stevenson has recently been promoted to Coordinator of User Services.

Sharon Stewart recent published an article in Strategies.

Ed Tallent has a new job at Boston College.

Haiwang Yuan

Candidate for Treasurer/Vice-Treasurer (continued from page 3...)

Statement of Professional Concerns: As information technology develops at the speed of 60 days of a year, assisting patrons in searching of information is becoming a profession. I will commit myself in promoting the cause of making library instruction part of college/university library and information science programs. Not only should library schools train their students to be librarians and information specialists, they should also training them to be information instructors at the same time. I will commit myself in promoting the cause of encouraging libraries to provide training for librarians to become competent in information literacy and teaching. I am also concerned about the issue of the possible increase of the computer and therefore information haves and have-nots, which will not only become a national but also a global issue. My third concern is that I will encourage libraries to become information portals, providing to patrons what commercial ISPs can and cannot do. ■

Non-LIRT Meeting Reports

- ACRL/IS Teaching Methods Committee
- Instruction for Diverse Populations Committee Meeting
- LITA Human Machine Interface Interest Group
- ACRL/IS Model Statement Revision Committee
- RUSA/MOUSS Catalog Use Committee
- Alliances for New Directions and Teaching and Learning Discussion Group
- AASL/ACRL Joint Task Force: Blue Print for Collaboration
- LITA Distance Learning Interest Group
- ACRL/EBSS/Instruction for Educators
- ACRL/IS Critical Issues in Distance Education Committee

Non-LIRT meeting reports are available in the web edition of the LIRT News.

Reporters: Ed Tallent, David Ward, Sharon Stewart, Kay Stebbins, Trisha Stevenson, Angela Dunnington, Kwasi Sarkodie-Mensah ■



CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

Evaluation is a key issue for all of us. We teach users to evaluate the materials they find. We try to evaluate our own instruction efforts. We review our standard instructional activities and adapt them to new information about learning, new user groups or new situations. Below you will find guidance in all of these areas:

EVALUATING LIBRARY INSTRUCTION

Fenske, Rachel and Ann Roselle. "Proving the Efficacy of Library Instruction Evaluation." Research Strategies 16.3 (1998): 175-185.

The authors describe the way librarians at Eastern Washington University evaluate one-hour library sessions with English composition classes and the ways the evaluation data have been used to improve instruction. Instructors complete an evaluation form about the session and about preplanning activities. Students complete two evaluations: one during the next class session after the instruction and the other after the assignment is done. Copies of the pre-instruction worksheet, and the two student evaluation forms are appended. Please note that this issue of Research Strategies was actually published in Fall 1999.

Kansas Association of School Librarians, Research Committee. "Planning and Assessing Learning across the Curriculum." Knowledge Quest 28 (Sept./Oct. 1999): 10-16.

Describes the Handy 5 Integrated Assessment Model, a tool for planning and assessing learning of information skills integrated into subject area instruction, designed to enable teachers and school library

media specialists to collaborate to plan meaningful research assignments. The model covers the following steps: assignment, plan of action, doing the job, product evaluation, and process evaluation for assignments in reading, math, social studies, science, six-trait writing, and the arts. Also included is a rubric for assessing each step. The article concludes with a description of a year-long study of the model's use in Kansas schools (K-12) and summarizes the major findings of the study.

Stewart, Sharon Lee. "Assessment for Library Instruction: The Cross/Angelo Model." Research Strategies 16.3(1998): 165-174.

Stewart describes the concepts of classroom assessment and classroom research developed by Thomas Angelo and Patricia Cross, and discusses their application to library instruction. Classroom assessment is the process of gathering frequent feedback in the classroom from learners about their learning and using it immediately to improve student understanding. Classroom research is the systematic study of student learning, using classroom assessment and similar techniques. The article includes the assumptions underlying classroom assessment, a brief description of major techniques, and examples and guidelines for successful classroom assessment and research. These techniques are helpful in any learning setting.

LEARNING AND MEMORY

Banikowski, Alison K. and Teresa A. Mehring. "Strategies to Enhance Memory Based on Brain-Research." Focus on Exceptional Children 32(Oct. 1999): 1-15.

This is an excellent overview of research about memory for all learners, exceptional or child or not. The authors focus on three issues: 1) an information processing model of memory; 2) practical instructional strategies to enhance memory; and 3) reasons for forgetting. A very useful bibliography is appended.

Callison, Daniel. "Key Words in Instruction: Organizers." School Library Media Activities Monthly 16(Jan. 2000): 36-39.

Callison reviews writings about advance organizers as an aid to learning and focuses on the theories of David Ausubel. He describes the use of "webbing," the KWL chart (to list what one Knows, Wants to learn, has Learned), and graphic/visual organizers. A nice companion to the Banikowski and Mehring article above.

Ross, Jonathan L. and Robert A. Schulz. "Using the World Wide Web to Accommodate Diverse Learning Styles." College Teaching 47 (Fall 1999): 123-129.

Suggests methods for using the World Wide Web to meet the needs of learners with varying learning styles, including sensory (auditory, visual, and kinesthetic), social, and Gregorc cognitive styles (sequential/random and concrete/abstract). Although written for professors who teach a full semester course, this has much to offer instruction librarians. Contains a useful bibliography about learning styles.

THE BIG 6 (TEACHING TECHNOLOGY AND INFORMATION SKILLS)

The Big 6 Newsletter is no longer published separately. Beginning in January 2000, two contributions each year will be published in Library Talk and in The Book Report. The authors, Mike Eisenberg and Bob Berkowitz, also plan to begin publishing the

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CHECK THESE OUT!

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newsletter in electronic form on their web site, if they can garner vendor support. Watch <<http://www.Big6.com>> for details. For those unfamiliar with the Big 6, it is a popular method of teaching library and information skills. The first of the articles in The Book Report deals with evaluation of sources:

Spitzer, Kathleen L. "How to Use Soda Pop, The Blair Witch Project, and Other Methods to Help Students Learn to Evaluate Web Information Critically." Book Report 18 (Jan./Feb. 2000): 22-23.

Spitzer details a lesson on web evaluation that begins with a discussion of the factors that influence a student to choose a particular brand of soda and leads to a discussion of ways to evaluate information found on the Web. She describes the presentation to the class and a follow-up assignment that asks students to evaluate sources.

IDEAS YOU CAN USE TODAY

Bernnard, Deborah F. and Yolanda Hollingsworth. "Teaching Web-Based Full-Text Databases: New Concepts from New Technology." Reference & User Services Quarterly 39.1 (Fall 1999): 63-70.

Presents the results of an examination of five major web-based full-text databases, LEXIS-NEXIS Academic Universe, JSTOR, Project Muse, EBSCO through FirstSearch, and EBSCOhost Academic Elite, to identify universal concepts that users should learn to be able to search any of the databases. These are: scope, Boolean logic, hypertext linking to outside resources vs. navigational hypertext links, and critical evaluation.

Germain, Carol Anne, Trudi E. Jacobson, and Sue A. Kaczor. "A Comparison of the Effectiveness of Presentation Formats for Instruction: Teaching First-Year Students." College and Research Libraries 61.1 (Jan. 2000): 65-72.

The authors compared the effectiveness of a web tutorial to instruction by a librarian. Working with students in freshman year experience classes at SUNY at Albany, the authors reviewed pre-test/post-test results for the two kinds of instruction. Results showed both methods were equally effective, and a significant difference was found between pre-test and post-test scores, showing that library instruction made a difference. The authors discuss their plans to use the web tutorial for the first class session and a presentation by a librarian for the second.

Simoneaux, Laverne, D'Angelo, Barbara J., and Orgeron, Elizabeth. "The Library and You: Curriculum Integrated Library Instruction via the WWW." Campus-Wide Information Systems 16.3 (1999): 89-94.

Discusses the use of the Web for library instruction at Southeastern Louisiana University. Strategies included a web tutorial, email reference service, and a MOO (multi-user object-oriented environment) for real-time tutoring. The article lists objectives of the tutorial and design decisions, and summarizes the evaluation process. The MOO is described and the authors explain why this part of the project was abandoned.

IN BRIEF

Arlitsch, Kenning. "Building Instruction Labs at the University of Utah." Research Strategies 16.3 (1998): 199-210.

Bishop, Ann P. et al. "Public Libraries and Networked Information Services in Low Income Communities." Library & Information Science Research 21.3 (1999): 361-390.

[Research results include suggestions for planning training activities]

Caspers, Jean S. "Hands-On Instruction Across the Miles: Using a Web-Tutorial to Teach the Literature Review Research Process." Research Strategies 16.3 (1998): 187-197. [The tutorial can be found at: <<http://osu.orst.edu/~caspers/litrev.html>>.]

Johnson, Doug. "Designing Research Projects Students (and Teachers) Love." MultiMedia Schools 6 (No. Dec. 1999): 36-42. Also available at: <<http://www.infotoday.com/MMSchools/nov99/johnson.htm>>

Ohlrich, Karen Browne. "An Active Staff Orientation, or How to Get Your Staff to Remember 90% of What You Want Them to Know about the Library Media Center." School Library Media Activities Monthly 16 (Jan. 2000): 22-24. [Instruction for teachers.]

Rader, Hannelore B. "Library Instruction and Information Literacy - 1991 RSR: Reference Services Review 27.4 (1999): 376-403.

Westbrook, Lynn. "Passing the Halfway Mark: LIS Curricula Incorporating User Education Courses." Journal of Education for Library and Information Science 40.2 (1999): 98.

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



LIRT Archives

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ALA MIDWINTER CONFERENCE REPORTS from LIRT Committees and Task Forces

Computer Applications Committee

Chair Haiwang Yuan briefed the Committee on some of the related issues discussed at the Steering Committee. Members offered to help with Atlanta local planning and LIRT anniversary promotion. The committee decided to compile a conference theme bibliography and a web list for year 2000 and 2001. The committee worked out a schedule of software reviews for the Publication Committee to distribute.

The committee revised its mission and description. The revised mission will be submitted to Steering II for review and approval:

This committee shall identify, evaluate and promote the use of computer applications that assist in library instruction; maintain and develop conference theme bibliographies and web site lists and prepare them for distribution by the Publication Committee. This committee shall maintain liaison with ALA committees and groups with similar interests.

Conference Program 2000

The committee discussed plans for upcoming annual program, "Teaching as Performance". We discussed possible titles for the program, and possible speakers. Plans for speakers will be announced at the Steering Committee meeting and finalized by Jan. 31. Speakers will include at least once librarian and one non-librarian.

Conference Program 2001

The committee planned the theme of LIRT 2001 program. The theme discussed was partnerships between college/university libraries and other types of libraries (high school, public, etc.) to reach diverse clienteles or populations.

Continuing Education Committee

Committee members debated the merits of almost 50 bibliographic instruction articles that were published in 1999. The resulting top 20 articles will be published in the newsletter. In addition, the committee will prepare a bibliography for the annual program this year.

Elections

Elizabeth Margutti, Chair
margutti@virginia.edu

The committee determined that the elections procedures need updating now that ALA contacts candidates directly for biographical information. The timeline/calendar also needs revision. The committee will work with the Vice President to get committee questionnaire forms, to keep committees up to date; then pass forms onto archivist.

Recommendation to Executive Board: to assist with LIRT officer rotation, put academic librarians in one category and school, public and special librarians in the other category. Members also recommended that the Steering Committee get a LIRT membership list from ALA each year.

Liaison Committee

After introductions, committee members confirmed their choices of meetings to attend and write up for the newsletter. These choices were first made via e-mail, which greatly speeded up the process at the meeting. For a few meetings not covered, the chair solicited volunteers.

The group discussed issues such as how to increase non-academic participation in LIRT and themes for the 25th Anniversary Program. Members suggested that LIRT work with PLA, library schools, and other special conferences, make LIRT publicity materials more easily available for distribution, and sending messages to appropriate list servers.

Long Range Planning Committee

Alison Armstrong announced that Executive I approved the new plan for the Planning and Goal Progress form. Marsha Forsy will need to mention at Steering II the need for changes in the LIRT Manual because of the new timeline for that form. Also, she will bring up a suggestion at Steering that a question be added to the form concerning each committee's budget needs. Alison updated the group on the 25th Anniversary Task Force's plans and ideas.

Committee members recommended that Organization and Bylaws update the LIRT Manual to reflect the new distribution and questions on the Planning and Goal Process form. It was also recommended that the Treasurer receive copies of the completed forms.

Newsletter

Topics of discussion included the next issue of LIRT News, potential graphics for LIRT Website, and the writing guidelines for publishing articles in the newsletter. The Newsletter Committee interviewed attendees at the All-Committees Meeting for information to include in Newsbites.

Organization & Bylaws

The committee discussed theme ideas for 25th Anniversary celebration (2002); these ideas will be forwarded to Diana Shonrock. Revisions to the Constitution, Bylaws and manual were also discussed. The committee prepared recommendations to take to the Executive Board. C & B revisions approved by the Executive Board will be placed on the spring 2000 ballot.

Public Relations/Membership

Bites w/ LIRT is going very well, this year all sessions filled up prior to conference. We are going to continue doing Member A-LIRT columns for each newsletter, Bites with LIRT, the exhibit booth, and listserv posting activities. We need to revise the bookmarks and LIRT brochures and are going to investigate making small notepads to give out at the booth in Chicago.

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Dear Tech Talk—

I understand that there are now software programs that greatly simplify the design and development of instruction sites on the World Wide Web. What can you tell me about them?

—*Courseware Curious*

Dear CC—

In recent years educators at companies with off-site training programs and colleges and universities with distance education programs have been examining the potential of the World Wide Web as an instruction delivery mechanism. Early innovators were those who had developed skills in HTML code and scripting. However, the increased need to present instruction from a distance, coupled with strong encouragement from administrators to incorporate the web into instruction activities, has prompted those with less advanced technological skills to pursue into web-based training (WBT). Fortunately, there are now a variety of online course delivery software programs that considerably lessen the stress associated with delving into this mode of instruction.

These programs integrate a variety of web-based and classroom activities into a "virtual classroom" and can provide opportunities for both synchronous learning (live interchange between students and instructor) and asynchronous learning (off-line instruction and learning activities). Listed below are some of the features that are available through these systems:

- The ability to convert syllabi and other print materials to HTML
- Threaded discussion lists
- On-line chat
- Video and audio streaming capabilities
- Self-testing tutorials with customized feedback
- On-line testing (both subjective and objective)
- Timed testing with permanent mark retention
- Automated grading
- Ability to check and track students' progress

It's important to note that some programs support more features than others. A particularly good resource for comparative information regarding supported features is the "Comparison of Online Course Delivery Software Products" provided by Marshall University's Office of Information Technology, <<http://multimedia.marshall.edu/cit/webct/compare/comparison.html>>.

Some of the programs lend themselves more to an academic environment rather than a business environment because they were developed in a university setting for academic programs. However, that is not to say that those programs for training aren't useful. The bottom line is that, like using any other kind of instructional tool, those thinking about implementing this type of instruction need to identify their overall instructional goals and then identify the courseware that will best meet those goals.

Since all of these programs require client/server interaction, the issue of server location is a major consideration. Some vendors require the use of an external server, which means that the courses reside on the vendor's server; as opposed to an internal server, a server that is supported locally by the institution. An advantage of an external server is that the local institution doesn't have the financial obligation (personnel and hardware) of maintaining the local server. With some organizations, this option may be more cost effective. Additionally, if an institution

hasn't bought in to the concept of web-based instruction, an individual instructor can pursue the option of placing a course on the web by using the vendor's server because the needed technical support is handled off site.

On the other hand, if the institution has decided to support one of these systems, then there is the advantage of local technical support, both for the server and for those learning how to use the system. However, due to cost (both monetary and staff time) it is unlikely that an institution will support more than one of these systems; and there is always the possibility that the program supported won't fit well with the instructor's goals.

And, what is the cost of implementing an online course delivery system? It varies widely among the vendors. There are a number of factors that can figure in to the costs, such as:

- Where the course is hosted (externally or internally)
- Whether the pricing structure is based on the number of students in each course
- The extent to which the system will be used
- The start-up costs are
- The on-going costs are
- The availability of site licensing

Within the library community, an obvious application of these programs is in the realm of distance education. In an academic environment, it's feasible that a faculty member teaching a distance education course is already using one of these systems. An instruction librarian can enhance these courses by adding an appropriate library module to the "virtual classroom". In a public library, a librarian might collaborate with an academic librarian to develop such a module, especially if the distance education students are using that public library for their resources. Any library might consider using these systems for providing both staff and patron training, as an alternative or supplement to traditional classroom training.

Below is a list of some of the major online course delivery software vendors.

- Asymterix Librarian
<<http://www.asymetrix.com/products/librarian/>>
- Blackboard
<<http://www.blackboard.net/>>
- Lotus Learning Space
<<http://www.lotus.com/products/learningspace.nsf>>
- Serf
<<http://www.udel.edu/serf/>>
- TopClass
<<http://www.wbtsystems.com/>>
- Web Course in a Box
<<http://views.vcu.edu/wcb/intro/wcbintro.html>>
- WebCT
<<http://www.webct.com/>>

Additional information on these and many other vendors can be found at:

- <<http://grossmont.gcccd.cc.ca.us/grossmontonline/list.htm>> or
- <<http://www.trinity.edu/rjensen/245soft1.htm>>

Additional Resources:

Bethoney, Herb. "Computer-based Training on the Web." PC Week (Aug. 18, 1997): 1.

Cole-Gormolski, Barb. "New Ways to Manage E-classes (WBT Systems TopClass 3.0, Asymetrix Learning systems' Librarian, InfoTech/American Training International WorldTrak). Computerworld (Nov. 30, 1998): 43.

"Comparison of On-line Course Delivery software Products". <<http://multimedia.marshall.edu/cit/webct/compare/comparison.html>>

Cooper, Linda. "Anatomy of an Online Course". T H E Journal (Technological Horizons in Education) (Feb. 1999): 49.

<<http://www.thejournal.com/magazine/vault/A2071.cfm>>

Freidrickson, Scott. "Untangling a Tangled Web: An Overview of Web-based Instruction Programs." T H E Journal (Technological Horizons in Education) (June 1999): 67.
<<http://www.thejournal.com/magazine/vault/A2087.cfm>>

Fritz, Mark. "Is Web-Based Training New Hype in Old Wineskins?" EMedia Professional (June 1997): 69-70.

Fritz, Mark. "WBT and CBT: The Urge to Merge?" EMedia Professional (Aug. 1997): 54-55.

Jenson, Bob. "Jenson's Survey of High End Authoring Software." <<http://www.trinity.edu/rjensen/245soft1.htm>>

McCollum, Kelly. "A New Industry Sprouts Up to Help Professors Put Course on Line." Chronicle of Higher Education (Oct. 31, 1997): 33-34.

Morley, Laurie and Kathryn LaMaster. "Use Electronic Bulletin Boards to Extend Classrooms." JOPERD—The Journal of Physical Education Recreation & Dance (Aug. 1999): 16-19.

Morss, Dean and Patricia A. Fleming. "WebCT in the Classroom: A Student View." <<http://www.unb.ca/wwwdev/naweb98/proceedings/morss/>>

Musgrave, Jim. "List of Commercial and Free On-line Education Software." <<http://grossmont.gcccd.cc.ca.us/grossmontonline/list.htm>>

Uiterwijk, Julie. "Web-based Training Solutions" InfoWorld (Nov. 23, 1998). <<http://www.infoworld.com/cgi-bin/displayArchive.pl?98/47/webtrana.dat.htm>>

University of Illinois. "Technology Tools for On-line Learning Syllabus." <<http://illinois.on-line.uillinois.edu/on-line/course2/syllabus.html>>

University of Pittsburgh. "Recommendations for a Course Management Collaboration Tool." <<http://www.pitt.edu/~washburn/RECOMND.PDF>>

"WebCT 2.0 Overview". <<http://www.rpi.edu/dept/acs/workshops/ov/>>

WBT Information Center.
<<http://www.filename.com/wbt/>>

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

Committees

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Publications

The committee discussed the final editing of the journals project. Once the project is completed, the committee made a decision on the marketing and selling of the publication. We also talked about the role of the Publications Committee within LIRT. We will: 1) explore the possibility of creating a procedures manual for LIRT committees interested in publishing; and 2)

compile a chronological list of LIRT publications to possibly coincide with LIRT's 25th Anniversary.

The Publications Committee recommends that the Steering Committee address the following concerns: 1) funding for the preparation of the journals project 2) assistance in the creation of publications guidelines and 3) facilitating the efforts of the Publications Committee to assist the publication efforts of other LIRT committees.



Barbara L. Cressman

In the Spring of this year, Barbara L. Cressman was named as the new editor of the LIRT newsletter. We are pleased to introduce her for our March Member-A-LIRT! Her multiple talents, her strong communication skills, and her dedication to LIRT will shine through her work with LIRT News.

Since August 1997, Barbara has served as the Assistant Head of Circulation at Eastern Illinois University. Her daily responsibilities includes supervising sixteen circulation staff, providing reference service, presenting library instruction, and serving as the subject liaison for collection development in music and psychology. She also serves as webmaster for Booth Library. Her strong organizational and problem-solving skills are kept sharp by the many demands placed on her time and energy.

Prior to her appointment at Eastern Illinois University, Barbara served for two years as Visiting Reference In-

struction Coordinator at the University of Illinois at Urbana-Champaign. She also worked as a consultant for Lincoln Trail Libraries System. Barbara earned her Masters of Science in Library and Information Science at the University of Illinois at Urbana-Champaign in January 1993. She holds a Masters in Music Performance from Yale University and a Bachelor of Music Performance from Wichita State University.

Barbara became involved with LIRT while she was Reference Instruction Coordinator at the University of Illinois. She was told that LIRT had a lot to offer and that the people were super. Barbara enthusiastically acknowledges that she made the right choice in LIRT! She especially enjoys the combination of congeniality and professionalism shared by the LIRT membership.

She has been a frequent presenter at workshops around the state of Illinois and has authored a variety of articles,

reviews, and chapters in the area of library instruction and technology. The range of topics addressed in her authorship reflects her depth of knowledge and experience.

For fun, Barbara and her husband, Rick, love to hike with their dog, Zorra (Spanish for female fox.) Zorra, a short-term resident of the humane society, is one of those dogs that appears to have the wrong head on the wrong body. Barbara is a Master Gardener, plays bassoon in the Champaign-Urbana Symphony, dabbles in watercolor and reupholsters furniture. She lives life to the fullest whether at work or at play, and is the 21st century version of the Renaissance person! We look forward to her continuing contributions to LIRT and to our profession!

Marcia King-Blandford is the Interim Coordinator of Information and Instruction Services, Carlson Library, University of Toledo. ■

Unique School Library

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The students in these classes need to have direct eye-contact, an activity or two that gets them up moving at some point, specific tasks to be completed and turned in to you by the end of the period. They need constant feedback, more than one pat on the back and continuous encouragement. More than any other age group they need your undivided attention and firmness. Keeping them in separate groups located in various areas helps to limit the inevitable squabbles, flirting, reigniting of yesterday's cafeteria argument, etc. Each grouping had an adult overseeing the timely completion of a task I organized. For example, while covering periodicals and indexing, one group of eleven middle school students is with

their teacher in the conference room. They are examining and evaluating verbally and in written form, those science journals I know they don't look at frequently. They will eventually give a final presentation to each other regarding the content, organization, strengths and weaknesses of each publication. At the same time, my assistant is working with eleven other students from the same class in the other reading room, repeating and reinforcing the electronic searching for periodicals that I introduced them to on another day. The remaining eleven are with me examining in detail the monthly issues and bound cumulations of the Readers' Guide to Periodical Literature (or the American Heritage Index, or SIRS, etc.). They, too, must use the index in their hands to locate and record specific information regarding a topic just

assigned by their classroom teacher. I receive the results of their work and I then correct their efforts.

Meeting the instructional needs of these various age groups requires high energy, incredible organization and a genuine love of kids. And, no, bibliographic instruction is not all I do. It is, however, what I passionately believe in whether I am helping a seven-year-old, a seventeen-year-old or a thirty-seven-year-old. It is my passion for libraries and what they can offer everyone, free of charge, that carries me through the very challenging, but also very rewarding work day.

Iona Malanchuk is a librarian at the Mead Library of the P. K. Yonge School, University of Florida, Gainesville. ■

Add a Free Search Engine to One's Library Web Site

Libraries with web sites would love to have search engines that index the pages of exclusively their sites for their patrons. They also want the service to be free of charge, with no hardware/software installation and configuration hassles. Atomz.com Search, <<http://www.atomz.com>> is one such service. Within seconds after an account is established, an email message about the account will arrive to point to a few lines of HTML on Atomz.com's Web site. Add the HTML to any page(s) of the site just submitted and the job is done. The service is free for sites under five hundred pages. The company's logo is shown on search results, provided automatically by the service provider. The only maintenance needed is to index the site each time changes are made to any of the pages. Indexing is a matter of a few mouse clicks.

Atomz.com Search offers flexible control over search features. Just key in the full URL to have all the pages under that directory indexed and made searchable. For example, by typing in <<http://www.wku.edu/Library>> and a few URLs like <<http://www.wku.edu/Library/museum/>>, WKU Libraries had its entire Web site indexed across two servers simultaneously. The sites do not have to be on the same server, and more than one account may be requested by the user. The look and feel of search results can be adjusted by using ready-to-go online templates.

The search reports rank and graph search words/phrases by day, week or month. Library web developers and administrators can use this invaluable information to improve the design and layout of their web sites. It also

reports broken links from specific pages. When a site has more than five hundred pages, the user of the free service is prompted by Atomz.com to upgrade to a paid program called Search Prime. A thousand-page site such as that of the WKU Libraries would cost \$300 a year or \$100 a quarter. Visit the atomz.com site, <<http://www.atomz.com>> to see its pricing plans.

Other free search engine services are Searchbutton.com and FreeFind.com. While the former at <<http://www.searchbutton.com>> offers free service to sites of up to a thousand pages with limited times of indexing, the latter at <<http://www.freefind.com>> is absolutely free and capable of producing a site map for one's site.

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

FROM THE VICE PRESIDENT

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For those of you who are unable to attend conference and have thought perhaps there was no opportunity to participate in LIRT that did not include attending conferences, LIRT welcomes you too and does offer opportunities for professional involvement as a virtual member of our community.

Our committee volunteer form is in the column to the right of this article. I hope you'll fill it out and send it in. In the portion of the form that asks you to rank your preferences, check "prefer virtual membership" or you can contact me directly for further information. Thanks.

Alison Armstrong, University Libraries, University of Cincinnati, alison.armstrong@uc.edu ■



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):

(Home):

FAX:

E-Mail:

Institutional Address:

Home Address:

Date of Application:

LIRT Committee Preferences: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference with the letter "R")

☐ Computer Applications
☐ Conference Programs
☐ Continuing Education
☐ Elections/Nominations
☐ Liaison
☐ Long-Range Planning

☐ Newsletter
☐ Organizational/Bylaws
☐ PR/Membership
☐ Publications
☐ Research

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
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