



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.*

June 2001, volume 23, no. 4

issn 0270-6792

### FROM THE PRESIDENT

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

I am so looking forward to Annual Conference in San Francisco and I hope all of you are, too. I want to especially thank our Conference Program 2001 Chair, Cynthia Akers, and her committee, for working tirelessly on the upcoming program: *Partnerships for Instruction*. This is certainly a timely topic and I look forward to the presentation. In many respects it seems that our work has always been done in collaboration and now, those beyond the world of libraries also understand the value and necessity for teamwork and partnerships. Dwindling resources, increased competition for those scarce resources and (perhaps) common sense are driving folks to look for ways to work together. LIRT has always been a professionally diverse group working together to move forward an important service agenda. We come from school, special, academic and public libraries offering support to each other and our constituencies in concerns within the area of library instruction. As the American Library Association celebrates its 125<sup>th</sup> anniversary, it is right that, at this conference, we should celebrate and share our expertise on creating and sustaining powerful partnerships. ■

### 20 LIRT's Top Twenty for 2000

By the Continuing Education Committee, Susan Bissett, Doreen Harwood, Jonathan Helmke, Jim Millhorn, Chair, Frances Nadeau, and Elizabeth E. Walker.

Allan, George. "The Art of Learning With Difficulty." *College & Undergraduate Libraries* 6.2 (2000): 5-23.

Penned by a retired philosophy professor, this article offers an excellent, thought-provoking examination of the pedagogical principles underlying all serious inquiry. Allan's range of reference is extraordinary in that not only does he invoke philosophical immortals such as Plato and Aristotle, but also employs analogies to the piano and football to make his arguments. He makes it clear that many of our current problems are in fact perennial issues. As librarians and faculty, we are all concerned that students have more than a rudimentary knowledge of locating information, and that they cultivate a habit of leaving no stone unturned. *continued on page 3...*

### LIRT's 25<sup>th</sup> @ Your Library

By Diana D. Shonrock, [shonrock@gwgate.lib.iastate.edu](mailto:shonrock@gwgate.lib.iastate.edu)

Excitement is mounting as the preparations race into full swing for next summer's celebration of LIRT's 25<sup>th</sup> Anniversary. Thanks to Jana and others, the logo is beginning to appear on LIRT materials. Badge stickers and book marks are being produced for distribution at the booth this summer in San Francisco and the plans for next summer's program "LIRT 2002: an Instruction Odyssey" are under way.

Web pages are under construction to be linked to the LIRT Homepage. Some of the things to watch for are historical information pertaining to our past, reprints of special TechTalk columns that Billie is doing, copies of oral history information from Linda Goff and others, special committee reports, and a cumulation of the Top 20 from all the past years.

The LIRT25 Coordinating Task Force is working hard. Feel free to contact me or other members of this committee if you have questions or comments. I'm sorry I will miss you all this summer if you're at ALA, but enjoy SF food for me.

#### 25th Anniversary Task Force Members:

Diana D. Shonrock, Chair  
Alison Armstrong  
Emily Bergman  
Gale Burrow  
Chuck Dintrone  
Valerie Feinman

Tim Grimes  
Mary Popp  
Mitch Stepanovich  
LIRT Committee Chairs &  
Members, etc. ■

### INSIDE

#### ANNUAL

Meetings.....	1
Program.....	4
Bites.....	3
Booth.....	1
Call for LIRT Historical Materials.....	14

#### COLUMNS

Check These Out.....	p. 3
Software Review: eGain.....	p. 7
TECH TALK.....	p. 9

## The Thrill Is Gone Or Is It?

It is the end of April and another semester is about gone. This one started pretty much the same as all the others. I have one professor that contacts me for classes the week before the semester begins. The second week of the semester, he has his students in the library for instruction. I saw him this afternoon and the last thing he said was "I'll be calling you in August about classes." There is then a flurry of activity as the rest call, asking to bring classes to the library for instruction. Then the race begins.

**The Classes.** They are there every day; you end up doing them in your sleep after awhile. Nevertheless, we all survive the classes and the eager minds that come to use the library. In the end does it seem to become a case of "one size fits all" like socks and panty hose? We develop our resources, plan a strategy and, in a sense, get our act together. But does it turn into the same act for every class? After awhile, you find yourself repeating the same facts over and over again. Contending with a mountain of work and a full schedule of classes, we

often times tend to go with that which we are familiar with and know will work. By the time the end of the semester has gotten here, the thrill maybe gone from our presentation. Classes become boring and uninteresting and, believe it or not, word gets around about library classes. Let's all take the opportunity to come to ALA in June and get rejuvenated. This is an excellent chance to meet colleagues and learn new strategies to use in the classroom. If we could all come to San Francisco with one new teaching tip we could share with someone else, we could go home with a new arsenal of ideas to use in our classes. The same approach works with our newsletter. If you have ideas or teaching tips that have worked for you or if you have tried something new and had great success with it, please share with us. We are each other's best resource for new ideas and a great way to put the thrill back into our teaching.

-- Carol Schuetz

## Guidelines for Contributors to the LIRT News

While the **LIRT News** exists primarily to inform members about activities of the roundtable, the newsletter committee actively seeks and welcomes contributions that address library instruction in any library setting—public, school, academic or special.

In the past, the newsletter has heightened awareness of instruction-related literature, provided practical tips for library instructors, offered aids for dealing with instructional technology, alerted readers to regional and state activities related to library instruction, and allowed practitioners the opportunity to showcase their successful instructional programs and to express opinions about the place of instruction in libraries. Authors may wish to browse previous issues on the web <<http://web.uflib.ufl.edu/instruct/lirt/lirt.html>> to see the range of content appropriate for the newsletter.

### Article Types Accepted

Although any submission related to library instruction will be considered for publication, the committee is eager to encourage articles of the following kinds:

**Teaching technique articles** introduce a technique and show how it can be used in a library instruction setting.

**Successful assignment articles** examine a library assignment and show how its success might be replicated in a different environment.

**Technologies in teaching articles** explain a creative use of technology in the library classroom.

**Review articles** provide a summary and evaluation of a book, software, or hardware product that may be of interest to library instructors.

**Focus on Academic/Public/School/Special Libraries articles** focus on instruction issues that may be of particular interest to librarians doing instruction in a particular kind of library.

For more details, please consult: <<http://www.baylor.edu/~LIRT/guidelines.html>>, or email **LIRT News** editor Carol L. Schuetz at [Carol\\_Carson@baylor.edu](mailto:Carol_Carson@baylor.edu). ■

**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.

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

Editor: Carol L. Schuetz  
Jesse H. Jones Libraries, Baylor University  
PO Box 97146  
Waco, TX 76798  
[Carol\\_Carson@baylor.edu](mailto:Carol_Carson@baylor.edu)  
Phone: (254) 710-4410

**Contributions to be considered for the September 2001 issue must be sent to the editor by July 10, 2001.**

Send claims to HRDR, 800-545-2433 x4279, American Library Association, 50 E. Huron Street, Chicago, IL 60611. All material in the **LIRT News** is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement.

Production Editor: Jana S. Ronan, [jronan@ufl.edu](mailto:jronan@ufl.edu) ©American Library Association.



## LIRT MEETINGS 2001 ANNUAL CONFERENCE, SAN FRANCISCO, CA

### SATURDAY, JUNE 16

Hotel Nikko, Monterey Room

8:00 - 9:00 a.m.	Executive Board I
9:30 - 10:30 a.m.	All Committees Meeting I & General Membership Meeting
11 a.m. - 12:30 p.m.	Steering Committee I
11-11:30 a.m.	New Officer Orientation

### SUNDAY, JUNE 17

Moscone Convention Center, Rooms 303/305

9:30 a.m. - 12:30 p.m. Partnerships for Instruction, LIRT Program

### MONDAY, JUNE 18

Parc Fifty-five, Ballroom III

9:30 - 10:00 a.m.	All Committees Meeting II *
11:00 a.m. - 12:30 p.m.	Steering Committee II

### TUESDAY, JUNE 19

Moscone Convention Center, Room 121

9:30 - 11:00 a.m. Executive Board II

\*Many committees meet only once, on Saturday.  
Ask your chair if you will be meeting again on Monday.



houses (special residence halls where faculty resides with students.) Temple University has also experimented with real-time interactive assistance using the software, *TalkBack*. The article culminates with another ambitious initiative in which fourteen Pennsylvania libraries created a Virtual Information Desk, which operates until midnight and provides reference service through e-mail.

Bruce, Christine Susan. "Information Literacy Research: Dimensions of the Emerging Collective Consciousness." *Australian Academic & Research Libraries* 31.2 (June 2000): 91-109.

Although information literacy research is a relatively new field, Bruce reviews its evolution and attempts to analyze the current state-of-the-art. The bibliographic instruction movements of the 1980s produced models and lists of skills. In the early 1990s, researchers surveyed employers for desirable skills and related information literacy skills to student learning. Researchers in the late 1990s identified a number of different paradigms associated with information literacy. Bruce predicts that current research will extend beyond the workplace to the community and will recognize the fundamental importance of interdisciplinary and cross-cultural investigations.

Caravello, Patti Schifter. "Library Instruction and Information Literacy for the Adult Learner: a Course and Its Lessons for Reference Work." *Reference Librarian* 69/70 (2000): 259-69.

This article describes a course, "Research Methods for Fiction, Non-fiction, and Film Writers," offered through the UCLA University Extension Service to adult learners. The author details the course format, objectives, exercises, final project, and evaluation of the course. The author also does a fine job of relating how reference services works hand-in-hand with adult learners.

*continued on page 4...*

## Top Twenty

*continued from page 1...*

In other words, educators should strive to instill an element of artistry and aesthetic pleasure into inquiry. This is an inspiring article for all teaching librarians.

Ark, Connie E. "A Comparison of Information Literacy Goals, Skills and Standards of Student Learning." *Ohio Media Spectrum* 51.4 (Winter 2000): 11-15.

In the light of current efforts aimed at establishing national education goals and standard measures for individual competencies, the author makes a strong case in favor of K-12 library media centers. Ark reviews a body of literature that correlates improved reading scores, and heightened computer literacy with access to well funded and equipped library media centers. She reports from her home state of Ohio, where library media centers are rare at the grade school level, that reading scores are below average. The

obvious implication is that Ohio legislators and educators should look closely at funding for library media centers as a means of improving student's information literacy skills.

Bell, Steven J. "Creating Learning Libraries in Support of Seamless Learning Cultures." *College & Undergraduate Libraries* 6.2 (2000): 45-58.

A seamless learning culture recognizes that students learn outside the classroom and often require assistance outside normal library channels. The author describes the paradigm shift from teaching to learning and from the traditional lecture to situational or experiential learning. After describing the six principles of creating a seamless learning culture (SLC), the author describes models initiated by a number of academic libraries so as to "reach students when and where they are situated for learning." The University of Pennsylvania trained upper-class students as peer assistants, who provided reference assistance on nights and weekends in learning

# Partnerships for Instruction

# LIRT 2001

Sunday, June 17, 2001  
9:30 a.m. to 12:30 p.m.  
Moscone Conference Center, Rooms 303/305

The concept of partnerships across libraries will be the primary focus of this program. Library instruction may be viewed as a continuous outreach to a variety of populations and communities, regardless of size. As a result, public and academic libraries now find themselves linking with other library types to facilitate information-seeking skills. A panel of librarians with experience in these partnerships will present the challenges and opportunities inherent in reaching out to others. A poster session featuring examples of library instruction partnerships follows the panel discussion.

## SPEAKERS

Patrick Jones, author of *Connecting Young Adults and Libraries*  
Librarians from San Jose Public Library and San Jose State University



## Top Twenty

*continued from page 3...*

Curl, Sheila R.; Reynolds, Leslie J.; Mai, Brent Alan. "Reality Check: Asynchronous Instruction Works!" *College & Research Libraries News* 61.7 (July/Aug. 2000): 586-8.

The article offers a narrative of the development of a library credit course for the Electrical Engineering Technology program at Purdue University. Initiated in 1993, the course was so successful that it was promoted to be broadcast over the Indiana Higher Education Telecommunications System, and evolved into a Web-based program for the spring 1999 term. Despite the course's asynchronous foundation it was discovered that students performed better following some initial face-to-face meetings with instructors. In this manner the instructors could calm any anxiety

about the asynchronous nature of the course, and eliminate the most common technical problems. The authors emphasize the necessity of maintaining open communication channels in order to assure the effectiveness and success of the course.

Curon, Susan Carol. "Developing a Program of Information Literacy: How California State University Did It." *College and Research Library News* 61.6 (June 2000): 483-6.

California State University's step-by-step process of developing a program of information literacy for their campuses is a useful guide for other academic institutions looking to do the same. While there is still work to do, the goal is that all CSU graduates possess a mastery of information skills. To meet the challenge librarians and faculty have been involved in myriad activities including forming committees,

awarding grants, creating Web sites, generating reports, holding conferences and workshops, etc. In addition, CSU faculty has spearheaded outreach programs so as to work with schools and the community in forming common goals. Part of the reward for their labor was the adoption of an information literacy component in California High School Exit Examination.

*continued on page 13...*





## CHECK THESE OUT!

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

There is always more to learn!  
Check out the titles below for a little something different!

### LOEX OF THE WEST: CREATIVITY AND INSTRUCTION

RSR: Reference Services Review devoted an entire issue (volume 28, number 4, 2000) to the papers from the LOEX of the West Conference 2000. Some of the many excellent papers included were:

Bicknell-Holmes, Tracy. "Elicit, Engage, Experience, Explore: Discovery Learning in Library Instruction." pp. 313-322.

Petrowski, Mary Jane. "Creativity Research: Implications for Teaching, Learning and Thinking." pp. 304-313

Trefts, Kristin and Sarah Blakeslee. "Did You Hear the One about the Boolean Operators? Incorporating Comedy into Library Instruction." pp. 369-378.

Williams, Janet L. "Creativity in Assessment of Library Instruction." pp. 323-335.

### THINKING ABOUT TEACHING

Charles Graham, Kursat Cagiltay, Byung-Ro Lim, Joni Craner, and Thomas M. Duffy "Seven Principles of Effective Teaching: A Practical Lens for Evaluating Online Courses." The Technology Source March/April 2001. <http://horizon.unc.edu/TS/default.asp?show=article&id=839>

The authors apply the Seven Principles of Good Practice in Undergraduate Education (originally published by Chickering and Gamson in the AAHE Bulletin in 1987) to online courses and create a set of guidelines for instructors. The full text of the research report on which this

article was based can be found at: <http://crlt.indiana.edu/publications/crlt00-13.pdf>. Thanks to Esther Grassian for pointing this one out.

Holman, Lucy. "A Comparison of Computer-Assisted Instruction and Class-room Bibliographic Instruction." RUSA Quarterly 40.1 (Fall 2000): 53-60.

Holman describes her study comparing the learning of college freshman composition students who used an online tutorial and those who got classroom instruction. She found no statistically significant differences between the two groups, although students liked the tutorial's pacing.

Keyser, Marcia W. "Active Learning and Cooperative Learning: Understanding the Difference and Using Both Styles Effectively." Research Strategies 17.1 (2000): 34-44.

An extremely useful introduction to the principles of active learning, in which students are actively involved, and of cooperative learning, a type of active learning in which students learn in groups with defined roles for each member and a task to accomplish. Keyser describes a variety of library instructional goals and suggests active or cooperative learning techniques that can help to accomplish each one.

Vine, Rita. "Real People Don't Do Boolean: How to Teach End Users to Find High-Quality Information on the Internet." Information Outlook 5.3 (March 2001): 16-23.

Vine argues that most users want good advice, simple tips and a method they can use themselves. She advises librarians to teach users to begin at the library's Web page and to introduce users to a few recommended search sites. She provides a set of steps for planning Internet training and useful teaching tips.

### LEARNING, LEARNING STYLES AND THE BRAIN

Callison, Daniel. "Key Words in Instruction: The Brain." School Library Media Activities Monthly 17.7 (March 2001): 35-38.

Describes recent research about the brain and how children learn.

Holtze, Terri L. "Applying Learning Style Theory to Web Page Design." Internet Reference Services Quarterly 5.2 (2000): 71-80.

Holtze argues that the organization and design of a library Web site can be an instructional tool in itself, especially for remote users. She describes learning style theories related to field dependence/independence, perceptual preference, Jung's perception, decision-making and interaction theories, and experiential learning. She proposes ways these theories can be applied to Web page design.

Junion-Metz, Gail. "Food for Thought: How Kids and Adults Learn" School Library Journal 47.4 (April 2001): 33.

In her regular column, "The Librarian's Internet," Junion-Metz highlights Web sites that describe the latest theories of learning.

### IN BRIEF

ACRL Instruction Section. "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians." College & Research Libraries News 62.4 (April 2001): 416-428. <http://www.libraries.rutgers.edu/is/publications/Objis.html>.

Callison, Daniel. "Key Words in Instruction—Strategy: Search and Comprehension." School Library Media Activities Monthly 17.8 (April 2001): 32-36.

*continued on page 8...*

The *LIRT News*  
is online at:



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



***Join us for BITES with LIRT in  
San Francisco, June 16, 17, 18, 2001***

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 ALA annual meeting in San Francisco. LIRT welcomes all types of librarians (who have an interest in instruction) from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. San Francisco is famous for fine dining. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will have a designated restaurant each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with additional restaurant details will be made in late May on BI-L and placed on the LIRT Web site. Deadline is June 1, 2001. Confirmations with directions to restaurants will be sent by e-mail, fax, or U.S. mail (based upon supplied addresses).

Send requests for reservations or additional information to:

Julienne L. Wood  
Head, Research Services  
Noel Memorial Library  
LSU-Shreveport  
One University Place

Shreveport, LA  
71115-2399  
Email: jwood@pilot.lsus.edu  
Telephone: 318-797-5072  
FAX: 318-797-5156

**BITES REGISTRATION FORM**

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

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

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

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

E-mail : \_\_\_\_\_

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

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

Lunch, Saturday, June 16, 2001, 12:30 p.m. \_\_\_\_\_

Lunch, Sunday, June 17, 2001, 12:30 p.m. \_\_\_\_\_

Lunch, Monday, June 18, 2001, 12:30 p.m. \_\_\_\_\_

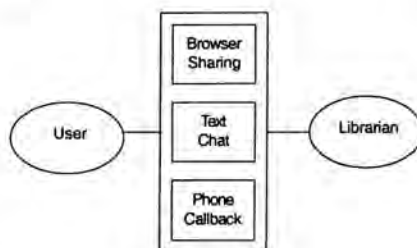
Are you a LIRT member? yes \_\_\_\_\_ no \_\_\_\_\_

## A Brief Look at eGain Live, Web Contact Software for the Implementation Digital Reference Services

"Digital reference" or "e-reference" has become a buzzword in the library reference world today. As the second VRD (Virtual Reference Desk) 2000 Conference summarizes, the new millennium sees "the proliferation of new commercial services (of digital reference) and increased competition for libraries" for that matter.

It is true that reference by e-mail and/or online forms has existed ever since libraries were first connected to the Internet a little over half a decade ago. Reference by conventional phone has had a much longer history. Yet digital reference, in its true sense, is relatively a new phenomenon. It is made possible only by the advent of e-commerce and Web contact software that helps online businesses to interact with their customers in ways modeled after their long-standing real world "call centers." A business call center is analogous to a library's reference desk equipped with e-mail and/or telephones. Banking on this Web contact technology, libraries can now offer Internet-based question-and-answer services that

connect users with librarians who can answer questions and enhance the development of users' information skills by all multimedia means available.



One example of Web contact software that runs on an e-commerce platform yet finds its employment in library digital reference services is eGain Live from eGain.com. This software allows users to browse a Web site to get instantaneous live assistance from a human librarian through their Web browser via text chat, escorted (or shared) browsing, online form assistance, telephone callback and voice-over-Internet Protocol (VoIP).

The following diagram illustrates the live interactivity between librarians and library users that this software provides. In other words, eGain's Live Web solution brings interactive user assistance to digital reference desk situations. Remote users get immediate, personalized assistance through an online chat room or VoIP phone while viewing information delivered through their browser. Reference librarians use advanced browser and forms sharing capabilities to help users complete their information inquiry efforts without them leaving the Web site.

An important feature of eGain Live is its automatic adaptability to various types of browsers such as that of AOL, and to network connections like Web-TV. Its JumpStart Service helps with planning, designing, configuring, training, and deploying the eGain Live application suite (for details, visit <http://www.egain.com/pages/level2.asp?SectionID=3&PageID=z580>).

*continued on page 8...*

## Publish & Flourish: Ideas and Opportunities for Librarians to Publish Successfully

Discussion Forum: ACRL Instruction Section Research and Scholarship Committee. SAN FRANCISCO, JUNE 16, 2001, 4:30 – 5:30 p.m.

Whether you are a seasoned writer looking for new opportunities, a Librarian on the tenure track, or a new professional interested in gathering tips to get started, join us at the discussion forum, sponsored by the ACRL Instruction Section Research and Scholarship Committee, on Saturday, June 16, 2001 from 4:30-5:30 pm.

When submitting a manuscript, how should you determine which publications to contact? What are some of the

most common errors to avoid? Are online publications as academically respected as traditional publications? How can you best prepare for research and publishing to meet tenure requirements? What are the best techniques for pursuing a book proposal? What rights should you carefully review before signing a contract?

Invited panelists will offer sage advice and insights in relation to authoring, editing, and publishing. Following a spirited discussion with questions posed by participants, editors from an array of library-related journals will be on hand to informally discuss publishing opportunities.

Panelists include:

John Budd, Associate Professor, School of Information Science and Learning Technologies (SISLT), University of Missouri-Columbia;

Keith Gresham, Associate Professor, Reference/Instruction Librarian, North Library, University of Colorado at Boulder;

Dr. Thomas E. Nisonger, Associate Professor of Library and Information Science, School of Library and Information Science, Indiana University, Bloomington, Indiana.

## Check These Out

continued from page 5...

Crowther, Karmen N. T. and Alan Wallace. "Delivering Video-Streamed Library Orientation on the Web." College & Research Libraries News 62.3 (March 2001): 280-285.

Curling, Cindy. "Training Presentations: Turning Negatives into Positives." LLRX.com March 19, 2001. <<http://www.llrx.com/features/training/htm>>. [Best practices, especially for instructing adults]

Issues in Science and Technology Librarianship Fall 2000. <<http://www.library.ucsb.edu/~istl/00-fall/>> [Entire issue concerns instruction in science and technology libraries.]

Lawson, Mollie D. "Reaching the Masses: Marketing a Library Instruction Course to Incoming Freshmen." Research Strategies 17.1 (2000): 45-49.

Maughan, Patricia Davitt. "Assessing Information Literacy among Undergraduates: A Discussion of the Literature and the University of California-Berkeley Assessment Experience." College & Research Libraries 62.1 (January 2001): 71-85.

Rader, Hannelore B. "Library Instruction and Information Literacy." BSR 28.4 (2000): 378-400. [Rader's annual bibliography]

CORRECTION: I do apologize. There was a typo in the December column. Here is the corrected citation:

Luke, Allan and Cushla Kaptizke. "Literacies and Libraries: Archives and Cybraries." Pedagogy, Culture & Society 7.3 (1999): 467-491.

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



## LIRT's Newest Publication Is Now Available!

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

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

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

Your Mailing address:

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

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

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

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

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

## eGain

continued from page 7...

Commercial web contact software that can be used for digital reference service is not limited to eGain Live. Others include General Interactive's EchoMail, Liveperson.com's LivePerson, and Kana's line of e-mail management products.

At the ACRL's 10<sup>th</sup> National Conference in Denver in March 2001, Judy Horn and Kathryn Kjaer examined the planning, evaluation, and testing involved in the transition from a standard e-mail based reference service to an expand-

ed digital reference service. Libraries they listed that used eGain Live either independently or in combination with other software for their digital reference include MCLS (Metropolitan Cooperative Library System) and LSSI (Library Systems & Services, LLC). To see a demonstration of the virtual reference desk at LSSI, visit <<http://www.lssi.com/virtual/>>. To try a digital reference desk using eGain Live in action at MIT, visit <<http://libraries.mit.edu/digref2/ask-us-live-general.html>>.

Haiwang Yuan, Assistant Professor and Web Site & Virtual Library Coordinator of Western Kentucky University Libraries & Museum, Bowling Green, Kentucky ■



## Managing Instruction Programs in Academic Libraries

LOEX 2001 Conference, Wilmington, NC  
June 15-16, 2001

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

Dear Tech Talk—

Recently I participated in a discussion in which I heard that it was mandatory for library Web pages to be accessible by people with disabilities because of the 1990 Americans with Disabilities Act — a library could be sued or fined for having pages that aren't accessible. Is this mandate for real? How in the world are we going to "retrofit" our library Web pages so they are accessible to those with disabilities, or do we just start all over again from the ground up?

—*Woebegone, Woeared  
Webmaster*

Dear WWW—

The answer to your question is — "it depends". This "mandate", as you describe it, sounds like a couple of issues that have been cobbled together to create a somewhat false impression.

The skinny on the issue of mandated accessible Web pages is that in 1998, Section 508 of the 1973 Workforce Investment Act was revised to require greater accessibility of all electronic and information technology development maintained, procured, or used by the **federal government**. This act also affects anyone who does business with the US government. Currently all US government Web sites are undergoing review and revision. Changes to make them fully accessible are to be implemented by June 21, 2001. However the Bush Administration may review the issue and implement a 60-day delay. Also, a few states have issued accessibility mandates for state government Web pages — mandates at the state level could impact the Web pages of public and state-affiliated libraries.

The Americans With Disabilities Act (ADA) roughly states that for publicly accessible areas, "reasonable accommodations" for disabled individuals must be made. Up until recently, "publicly accessible areas" were thought to be physical facilities; however legal arguments are being made that the Internet and Web pages can also be considered "publicly accessible areas", albeit virtual ones. Currently, there is no national or international "mandate" to make all Web pages universally accessible. However, in 1997 the World Wide Web Consortium (W3C) created the "Web Accessibility Initiative (WAI)" to promote and achieve Web functionality. The WAI has produced guidelines and checklists that are considered the definitive Web accessibility resources at this time. Additionally, it seems clear that there are legal issues on the horizon, and it will behoove libraries and others to review and revise their Web sites in light of accessibility issues — and not just because of possible non-ADA compliance. Technology continues to evolve; people now access Web pages through different devices, such as PDA's, cell phones, WebTV, and even through voice-activated computers in automobiles. Many of the changes made to assist people with visual, aural, or physical disabilities will also benefit those accessing the Internet through these new devices. The good news is that a decision to support "universal access" to library Web pages doesn't mean rewriting the library's Web pages from ground zero. Nor does it necessarily mean that the library's Web site loses its visual appeal because of a stripped-down or removed graphical user interfaces.

First, here are some of the most common Web accessibility issues:

- Images and image maps that don't use the "ALT" tag or a "longdesc" option; also "ALT" tags that are too brief or too lengthy.
- Tables used to format information displayed on a page.

- Color used in text and graphics, especially if there is poor contrast between the background and the text color or if red or green colors are used to display information.
- Frames used without the "noframes" option and not properly titled.
- Drop-down Java menus.
- Java scripts used without a "no Java scripts" option.
- Uninformative links when taken out of context, e.g., "Click Here".
- PDF files and forms.
- Audio and video files.
- Fixed font sizes.
- Use of blockquotes and lists to create an indented look, rather than their designed purpose of setting off quotes or lists.

And, some possible solutions:

- Use the "ALT" attribute with all significant images.
- With insignificant images (a bar or a bullet), use ALT="", using a null value between the "" so the image is ignored by a text reader.
- Whether image links or text links, make sure the text used for the link is descriptive, e.g., "Link to Home Page" instead of just "Home Page" or "Click Here".
- Use client-side image maps so the "ALT" attribute can be used.
- Use the <br> tag after information in a table cell.
- Use Cascading Style Sheets to achieve formatting, but also check the pages with the style sheets turned off. <<http://www.builder.com/Authoring/CSSToday/ss01d.html?tag=st.bl.f072099.more>> CSSToday\_1d>
- Convert PDF files to HTML files and provide links to both.

*continued on page 10...*

■ With HTML 4.0 and the latest versions of Internet Explorer and Netscape, the [Tab] key can be used to move between links. The order of tabbing can be controlled by using the "TABINDEX" attribute within links.

■ Another feature of HTML 4.0 is the "ACCESSKEY" attribute. When used within links, it implements a keyboard shortcut using the [ALT] key and another specified key, such as [ALT] [G] as a shortcut to "Go to the Home Page" link. Be careful not to override any standard browser keyboard shortcuts.

■ Provide text-based alternative pages.

■ Make a site map available.

■ Provide a text equivalent or summary for audio and video files.

Voluntarily making the library's Web site more universally accessible opens the library's doors to a wider population. In particular, the disabled (an estimated 25% of the total population) are better reached — a group for whom the advances in technology and the advent of the Internet and the World Wide Web has been both a blessing (because of the readily available information in computer format) and a curse (because of accessibility issues).

Take the first step — analyze the library's Web site for accessibility problems; read the WAI accessibility guidelines and checklists; then prioritize the changes needed to make the library's Web pages more accessible. There is a plethora of guidelines, checklists, and tools for Webmasters or Web groups to use in the analysis and revision of Web site accessibility issues, some of which are listed below:

## Overviews and General Resources

HTML Writers' Guild. "AWARE (Accessible Web Authoring Resources and Education) Center"  
<<http://aware.hwg.org>>

National Center for Accessible Media  
<<http://ncam.wgbh.org>>

United States Access Board. "Board Issues Standards for Electronic Information Technology".  
<<http://www.access-board.gov/news/508-final.htm>>

University of Washington. DO-IT Program: Technology and Universal Design <<http://www.washington.edu/doit/Resources/technology.html>>

University of Wisconsin Trace Research & Development Center  
<<http://www.trace.wisc.edu/world/web>>

World Wide Web Consortium (W3C). "Web Accessibility Initiative (WAI)".  
<<http://www.w3.org/WAI>>

## Guidelines

Bartlett, Kynn. Six Principles of Accessible Web Design: An Introduction to the WAI Page Author Guidelines  
<<http://www.hwg.org/resources/accessibility/sixprinciples.html>>

City of San Jose World Wide Web Page Disability Access Design Standards  
<<http://www.ci.san-jose.ca.us/oaacc/disaces.html>>

Cowen, Amy. "Building an Accessible Website" CNET Builder.com  
<<http://www.builder.com/Authoring/Accessibility/>>

IBM's Accessibility Guidelines  
<<http://www.ibm.com/able/guidelines.htm>>

Microsoft Accessible Web Design Guidelines  
<<http://www.microsoft.com/enable/dev/web>>

Montgomery College. "Universal Design, The Americans with Disabilities Act (ADA) and The World Wide Web Consortium (W3C)".  
<[http://www.mc.cc.md.us/Departments/dispsvc/universal\\_design.html](http://www.mc.cc.md.us/Departments/dispsvc/universal_design.html)>

Nielsen, Jakob. "Disabled Accessibility: The Pragmatic Approach"  
<<http://www.useit.com/alertbox/990613.html>>

State of Connecticut Universal Website Accessibility Policy - Version 4.0, effective July 26, 2000  
<<http://www.cmac.state.ct.us/access/policies/accesspolicy40.html>>

Universal Web Design: Access Washington Style Guide  
<<http://www.wa.gov/dis/interactive/styleguide/development/universal.htm>>

University of Minnesota. "Computer Accommodations Program — Guidelines for Accessible Web Page Design". <<http://cap.umn.edu/WebSiteAccessibility.html>>

World Wide Access: Accessible Web Design  
<<http://www.washington.edu/doit/Brochures/Technology/universal.design.html>>

World Wide Web Consortium (W3C). "WAI Quick Tips Reference Card"  
<<http://www.w3.org/WAI/References/QuickTips/>>

World Wide Web Consortium (W3C). "Web Content Accessibility Guidelines 1.0".  
<<http://www.w3.org/TR/WCAG10/>>

World Wide Web Consortium (W3C). "Web Content Accessibility Guidelines 2.0, Working Draft January 2001".  
<<http://www.w3.org/TR/2001/WD-WCAG20-20010125/>>

## Checklists

IBM Java Accessibility Checklist, Version 3.0 January 15, 2001  
<<http://www-3.ibm.com/able/accessjava.html>>

IBM Web Accessibility Checklist - Version 3.0 January 30, 2001  
<<http://www-3.ibm.com/able/accessweb.html>>

*continued on page 11...*

Microsoft Checklist for Testing Your Web Pages for Accessibility  
<<http://www.microsoft.com/enable/dev/web/checklist.htm>>

WebAble Section 508 Accessibility Requirements for Web Sites  
<[http://www.webable.com/508\\_guidelines.html](http://www.webable.com/508_guidelines.html)>

World Wide Web Consortium (W3C). "Checklist of Checkpoints for Web Content Accessibility Guidelines 1.0"  
<<http://www.w3.org/TR/WCAG10/full-checklist.html>>

## Tools

Adobe PDF to HTML Converter — Converts PDF files to HTML files  
<[http://access.adobe.com/simple\\_form.html](http://access.adobe.com/simple_form.html)>

Center for Applied Special Technology (CAST) Bobby — Free utility that identifies and repairs significant disability access barriers using the WAI 3 levels of priority.  
<<http://www.cast.org/bobby>>

JAWS — One of the screen reader software programs used by the blind, available for 40 minute trials.  
<<http://www.hj.com/JAWS/JAWS37DemoOp.htm>>

Lynx (Windows 95/NT) — Free download of Lynx, a text-based browser.  
<<http://www.fdisk.com/doslynx/lynxport.htm>>

LYNX Viewer Online — This service allows Web authors to see how Web pages appear when viewed with Lynx.  
<<http://www.delorie.com/web/lynxview.html>>

Logitran RTF to HTML Converter — Converts RTF files to HTML files.  
<<http://www.logitran.com/>>

Macromedia. Dreamweaver "Check Page For Accessibility Extension".  
<[http://dynamic.macromedia.com/bin/MM/exchange/extension\\_detail.jsp?BV\\_SessionID=halkjfielbfejchjcfjecli.0&extOid=195842](http://dynamic.macromedia.com/bin/MM/exchange/extension_detail.jsp?BV_SessionID=halkjfielbfejchjcfjecli.0&extOid=195842)>

NEWMAN Color-Blind Design Evaluation  
<<http://newmanservices.com/colorblind/default.asp>>

OutSpoken — One of the screen reader software programs used by the blind, available for a 30 day trial.  
<[http://www.aagi.com/aagi/outspoken\\_products.asp](http://www.aagi.com/aagi/outspoken_products.asp)>

SSB Technologies. InSight — Proprietary software that identifies Section 508 accessibility problems.  
<[http://www.ssbtechnologies.com/services\\_0.php](http://www.ssbtechnologies.com/services_0.php)>

SSB Technologies. InFocus — Proprietary software that fixes Section 508 accessibility problems.  
<[http://www.ssbtechnologies.com/services\\_1.php](http://www.ssbtechnologies.com/services_1.php)>

Sun Systems. Java Accessibility API.  
<<http://java.sun.com/products/jfc/index.html#access>>

VisCheck Color Blindness Simulator  
<<http://www.vischeck.com/showme.shtml>>

World Wide Web Consortium (W3C). "Evaluation, Repair, and Transformation Tools for Web Content Accessibility" — Links to additional tools that assist in identifying accessibility problems with Web sites and making pages more accessible and that assist disabled Web users to access Web pages.  
<<http://www.w3.org/WAI/ER/existingtools.html>>

World Wide Web Consortium (W3C). HTML Tidy — Free utility that cleans up HTML coding errors and can help to identify where changes need to be made to make pages more accessible.  
<<http://www.w3.org/People/Raggett/tidy>>

## Vendors

Starling Access Services  
<<http://www.starlingweb.com>>

SSB Technologies  
<<http://www.ssbtechnologies.com>>

WebABLE  
<<http://www.webable.com>>

## Additional Resources:

Adobe. "Adobe's Tips and Tools for Optimizing PDF files for Accessibility." <<http://access.adobe.com/>>

Accessible Web Authoring Resources and Education Center (AWARE). "Common Myths About Web Accessibility".  
<<http://aware.hwg.org/why/myths.html>>

Casey, Carol. "Accessibility in the Virtual Library: Creating Equal Opportunity Web Sites". Information Technology and Libraries (March 1999): 22-25.

Dukart, James. "Guidelines Make Web Sites More Accessible". Virtual Government (August 1999): VG6, VG13.

Heid, Jim. "Create a Barrier-Free Web Site". Macworld (August 2000): 109-111.  
<<http://www.macworld.com/2000/08/create/barrier-free.html>>

*continued on page 3...*

Heid, Jim. "Designing for Other Impairments". Macworld  
<<http://www.macworld.com/2000/08/create/access.html>>

Holzschlag, Molly E. "Web Accessibility with HTML 4.0" Web Techniques (December 1999): 22-25.  
<<http://www.webtechniques.com/archives/1999/12/desi/>>

Kaye, H. Stephen. "Computer and Internet Use Among People with Disabilities". March 2000.  
<<http://dsc.ucsf.edu/UCSF/pdf/REPORT13.pdf>>

*continued on page 12...*

Mates, Barbara. Adaptive Technology for the Internet: Making Electronic Resources Accessible to All. Chicago: American Library Association, 2000. Note, especially Chapter 2, "Click (W)Here(?)— Basic Document Design" and Chapter 12, "Working in the Real World". <[http://www.ala.org/editions/openstacks/insidethecovers/mates/mates\\_toc.html](http://www.ala.org/editions/openstacks/insidethecovers/mates/mates_toc.html)>

Microsoft. "Microsoft's Accessibility Center". <<http://www.microsoft.com/enable>>

New York Institute for Special Education. "Blindness Resource Center: Access to the Internet and Web". <<http://www.nyise.org/access.htm>>

Olson, Walter. "Access Excess". Reason (May 2000): 49-51.

Reilly, Rob. "The Tech Coordinator's Corner: Is Your Web Site ADA-Compliant?" Multimedia Schools (September 2000): 58-59.

Schmetzke, Axel. Library Hi Tech. A future issue of Library Hi Tech will deal with "Accessibility of Web-Based Information Resources for People with Disabilities". <<http://library.uwsp.edu/news/news72.htm>>

United States Congress. "Addition to the Record: House Judiciary Committee Oversight Hearing on the 'The Applicability of the Americans with Disabilities Act (ADA) to Private Internet sites.'" <[http://www.trace.wisc.edu/docs/ada\\_internet\\_hearing](http://www.trace.wisc.edu/docs/ada_internet_hearing)>

United States Department of Justice. "ADA". <<http://www.usdoj.gov/crt/ada/adahom1.htm>>

Waddell, Cynthia. "Applying the ADA to the Internet: A Web Accessibility Standard". <<http://www.rit.edu/~easi/law/weblaw1.htm>>

Waddell, Cynthia. "Electronic Curb-cuts": The ADA in Cyberspace. Human Rights (Winter 2000): 22-24.

Waters, Chrystal. Universal Web Design. Indianapolis, IN: New Riders Publishers, 1997.

As always, send questions and comments to:

Snail Mail: Tech Talk  
Billie Peterson-Lugo  
Moody Memorial Library  
P. O. Box 97143  
Waco, TX 76798-7143

E-Mail: [Billie\\_Peterson@baylor.edu](mailto:Billie_Peterson@baylor.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:

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

Name and Title:

Telephone (Work):  
FAX:

(Home):  
E-Mail:

Institutional Address:

Home Address:

Date of Application:

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

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

☐ Newsletter  
☐ Organizational/Bylaws  
☐ PR/Membership  
☐ Publications  
☐ Research  
☐ Transition from High School to College

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

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



## Top Twenty

*continued from page 4...*

Dennis, Stefanie; Broughton, Kelly. "FALCON: An Interactive Library Instruction Tutorial." Reference Services Review RSR 28.1 (2000): 31-39.

In response to teaching large numbers of students, librarians at Bowling Green State University created FALCON, an interactive tutorial on using the library's online catalog. Students learn to search the catalog via FALCON at their own pace, and when librarians may not be available. An evaluation demonstrated that FALCON was effective because it was clear, concise and not too difficult. FALCON was included on ACRL's Instruction Section's "TM's Top Ten Tutorials, Exemplary Library Tutorials on the Web, 1998 Winners," as well as on a number of tutorial or information literacy Web pages.

Donnelly, Kimberly M. "Building the Learning Library: Where Do We Start?" College & Undergraduate Libraries 6.2 (2000): 59-75.

Following in the vein of Stephen Bell's article above, Donnelly describes the learning library and model programs. First, she provides analysis and description of the learning-centered approach, which is a formal, concrete, sequential program where competencies are integrated throughout the curriculum so that students become information literate. She defines information literacy as a combination of library literacy, computer literacy and technology literacy. Her argument maintains that organizing such a program requires "wholehearted support from administration, faculty and librarians," and that "high costs are unavoidable." Secondly, the author describes model programs utilized by universities such as credit courses, freshman research experiences, core curriculum courses, Web tutorials, online workbooks, resource collections, and the like. A set of links is provided that stress "learning opportunities...outside of a traditional classroom structure."

Germain, Carol Anne; Jacobson, Trudi; Kaczor, Sue A. "A Comparison of the Effectiveness of Presentation Formats for Instruction: Teaching First-Year Students at SUNY Albany." College & Research Libraries 61.1 (January 2000): 65-72.

This article examines how a library has provided library instruction to a First-Year Experience program and compares two methods of instruction; a Web-based instructional module of a tutorial, and direct instruction by a librarian. The study showed that both methods of instruction were effective based on a pre and post test. Also, both formats made a positive difference in the number of correct answers. The authors concluded that the best method of instruction combine both Web-based assignments and face-to-face teacher contact.

Gibson, Kenneth E.; Silverberg, Michael. "A Two-Year Experience Teaching Computer Literacy to First-Year Medical Students Using Skill-Based Cohorts." Bulletin of the Medical Library Association 88.2 (April 2000): 157-64.

A case is made that medical students need to develop computer and management skills at the beginning of their medical education since providing information online is now a major part of the teaching and practice of medicine. At the State University of New York at Stony Brook, a course was developed and implemented on the use of computers to manage information. Based on a self-assessment, first-year medical students were divided into skill-based groups and a syllabus was adapted for three skill levels. Covered areas of instruction included computer basics, email management, MEDLINE, and Internet search tools. Although the noncredit program was deemed successful, the authors also outline goals for improvement in future classes.



Knapp, Patricia B. 1914-1972. "The Meaning of the Monteith College Library Program for Literary Education" (reprinted from Journal of Education for Librarianship Fall 1965). Journal of Education for Library and Information Science 41.1 (Winter 2000): 5-12.

In celebration of the fortieth anniversary of the above publication, a single article was selected to commemorate each decade of the journal's existence. Knapp's article of 1965 today reads like an opening salvo in the battle for recognition of the necessity for systematic bibliographic instruction and information literacy. The primary argument is that librarians heretofore had not adequately developed what Knapp calls "general principles of library education." In outlining her vision of the academic librarian's role, one sees today what we dub intensive training through course integrated instruction. Thirty-five years after its initial appearance, it is illuminating to encounter these foundation stones of the discipline.

Lawler, Sally H.; Olson, Elizabeth A.; Chapelski, Elizabeth E. "Enhancing Library Research Skills of Graduate Students Through Guided Autobiographies." Behavioral and Social Sciences Librarian 18.1 (1999): 33-44.

The article details the collaboration of teaching and library faculty for an interdisciplinary graduate seminar on gerontology at Wayne State University. The seminar focused on newly enrolled graduate students, many of whom had been away from formal education for a good while. As a way of easing the students into the research process, they were encouraged to reminisce about the aged from their own personal experience. The librarian then intervened to turn these recollections into research questions, which could be searched systematically employing various bibliographic tools. This experiment offers a shining example of a resource based course assignment, and underlines a fruitful instance of teaching and library faculty collaboration.

*continued on page 14...*

## Top Twenty

continued from page 13...

Miller, Kristin. "Developing Good Research Habits: Encourage Students to Create a Working Bibliography Online." College & Research Libraries News 61.5 (May 2000): 418-420.

This article brings attention to a significant problem engendered by the new online and full-text research environment. The author finds that increased ease of access to materials has created an environment where students frequently do not exercise adequate selection and judgement in what they print, download and the like. The upshot is often sloppy research. To counteract this trend the author advocates a renewed emphasis on training techniques for the systematic collection and organization of information. One vehicle she sees as particularly valuable in encouraging higher quality papers is the implementation of a working bibliography for research assignments.

Pappas, Marjorie L. "Managing the Inquiry Learning Environment." School Library Media Activities Monthly 16.7 (March 2000): 27-30, 36.

After summarizing several definitions of "inquiry," Pappas reports that inquiry learning engages the student and utilizes questioning techniques that are fostered by coaching from the teacher or school library media specialist. The inquiry environment is open and flexible, with the student accessing primary resources and interviewing people. Management of the inquiry environment requires collaboration between teacher and school library media specialist to teach students to gather and use information; to engage in questioning and reflection; to work with others in groups; to plan their learning experiences; and to engage in assessment. For each of these management tasks, Pappas cites models. Finally, the author acknowledges the difficulty in changing from traditional approach to inquiry learning and suggests beginning with one curriculum unit.

Potter, Theodore A. "A New Twist on an Old Plot: Legal Research is a Strategy, Not a Format". Law Library Journal 92.3 (Summer 2000): 287-94.

The author argues that owing to the omnipresence of computers in legal research that law students should first be introduced to online resources, and then print resources afterward. The aim is not to belittle print sources. Rather the author emphasizes that what is most important is inculcating proper research strategy rather than format. The author responds to old assumptions and raises new issues for teaching legal research.

Rockman, Ilene F. "More Than Faculty Training: Integrating Information Competence into the Disciplines." College & Research Library News 61.3 (March 2000): 192-4.

With the goal to ensure that all students are information literate, the authors conducted a week-long summer workshop for faculty to enable them to systematically integrate library skills into the classroom curriculum. Fourteen faculty members attended the workshop. Morning sessions consisted of lectures covering principles of information competence, stimulating student curiosity, adult learning theory, student-centered interface design, determining the literacy components in different disciplines and problem-based learning. In the afternoon sessions, faculty members worked with subject specialist librarians to revise a course syllabus, reshape an assignment or design teaching materials according to their information competencies. On the last day, each faculty member presented a "before" and "after" assignment, explaining the integration of information competencies. URLs at the end of the article provide links to the overview, information competencies and schedule of the program.

Van Ullen, Mary K.; LaFond, Deborah M. "Promoting European Union Depository Collections in the United States Through Bibliographic Instruction." Journal of Government Information: An International Review of Policy, Issues and Resources 27.3 (May 2000): 325-343.

This is an excellent inquiry into a rarely covered subject, European Union (EU) depository collections. The article examines the use of instruction in publicizing this often-neglected collection. Fifty-five EU depositories were surveyed about their bibliographic instruction offerings, the use of the collection, the EU reference collection, and other promotional efforts. The majority of respondents claimed the most important concept they taught was the structure and function of the EU including the legislative process, and the history and nature of documents. Other respondents indicated they often spent valuable time teaching basic research skills, and hence had to gloss over key concepts. Overall, the librarians highlighted the difficulties of teaching and promoting this valuable albeit complex resource.

continued on page 15...



### CALL FOR HISTORIC LIRT MATERIALS

An exhibit about LIRT is being developed for the 25<sup>th</sup> anniversary celebration. Please consider lending any LIRT memorabilia you may have. It will be returned to you after the celebration. Do you have any of the promotional materials given away at the booth? The first issue of the *LIRT News*? Other LIRT sponsored publications? Photographs from LIRT events? If you can help, please contact Emily Bergman at [bergman@oxy.edu](mailto:bergman@oxy.edu) or 323-259-2935.

## Top Twenty

continued from page 14...

Wien, Charlotte. "Teaching Online Information Retrieval to Students at Two Danish Universities." Aslib Proceedings 52.1 (January 2000): 39-47.

With the addition of a new school of journalism, librarians and faculty as the University of Southern Denmark knew that their students should have training that incorporated information research concepts and skills. In designing the class, major Danish newspapers were surveyed to learn what resources and assistance was available to their journalists. After analyzing the results and examining available resources, it was decided to focus on basic

theoretical problems involved in information retrieval and how to express an information need. This article provides a nice overview of the current information literacy efforts outside the U.S. Moreover, it furnishes a convenient blueprint for getting journalism students started on the right path towards information literacy.

Willingham, Taylor. "Real World to Classroom and Back: Confessions of a Reluctant Instructor." American Libraries 31.6 (June/July 2000): 70-2.

The article describes the author's experience of having taught a course in library literacy for the library science program at San Jose State. The author has a somewhat unusual

background in that she possesses an MBA as opposed to a degree in library science, yet it is clear from her students' enthusiastic response that her educational background was not an issue. A significant portion of the course was devoted to fieldwork and real-world scenarios, which the author emphasizes, was the course's strongest selling point. She also makes it clear that those who adopt library literacy as a career face many challenges. Another nice aspect of the article is that it applies to all library types. ■

## ***Volunteers are needed to staff the LIRT booth in San Francisco !***



The PR/Membership Committee needs your help. Our booth volunteers have the opportunity of meeting and greeting potential LIRT Members, sharing information about LIRT and its activities and talking with other librarians from around the country about instruction issues. Helping out at the booth is a great way to get involved in LIRT!

If you can contribute a couple of hours of your time, please contact Linda J. Goff at [ljgoff@csus.edu](mailto:ljgoff@csus.edu) or (916) 278-598, or fill out the form below and mail it to her at: California State University, Sacramento, 2000 State University Drive, East, Sacramento, California 95819-6039.

=====

Name _____	Email _____
Institution _____	Work Phone _____
Address _____	Home Phone _____

Indicate your first (1) and second (2) preferences. You will be contacted prior to the conference regarding your schedule and training.

	9-11am	11-1pm	1-3pm	3-5pm	no pref.
Sat. 6/16					
Sun. 6/17					
Mon. 6/18					
Tues. 6/19			Closed	Closed	Closed

If you are available on Friday afternoon, we also need help with Booth Set-up.

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

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

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

**ELECTION/NOMINATING:** Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for



## LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

LIRT committees and maintains files of prospective committee appointees.

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

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

**ORGANIZATION & BYLAWS:** Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and

through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

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

**PUBLIC RELATIONS/MEMBERSHIP:** Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference.

Organizes BITES (meals for instruction librarians to meet for food and discussion) at the Midwinter and Annual conferences.

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

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

Two new committees:

ADULT LEARNERS and TRANSITION FROM HIGH SCHOOL TO COLLEGE

*Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Linda Chopra, telephone: (440) 244-1192, email: Linda.Chopra@lorain.lib.oh.us, or see the address on the Committee Volunteer Form on next page.*



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

NON-PROFIT  
U. S. Postage  
PAID  
Permit No. 6784  
Chicago, IL

71188  
BILLIE PETERSON-LUGO  
7201 Sandera Dr  
WACO, TX 76710-4057