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LIBRARY INSTRUCTION ROUND TABLE NEWS

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

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FROM THE PRESIDENT

By Alison Armstrong, alison.armstrong@uc.edu

I find it both exciting and a little bit overwhelming to return back to work from conference. My state of confusion is compounded by the fact that you, the reader, are now getting ready to attend Annual Conference in San Francisco while I, the writer, am still in the mind set of immediate follow-up from Midwinter. So, what issues do I address: the wrapping up of one conference or the getting ready for the next? Perhaps, I'll touch briefly on both.

My conference experience at Midwinter was very rewarding. I attended our discussion forum and want to thank LIRT Publicity Coordinator, Vanessa Burford (USTA), for the outstanding job she did in moderating the session. As always, I learned from my colleagues and now I have a few more resources than I did prior to conference. The LIRT officers, committee chairs and members did a great job and we are moving forward with an agenda to benefit our membership and maintain a healthy organization. The enormous amount of planning involved for

our upcoming 25th Anniversary is well underway and Diana Shonrock (ISU), Chair of the 25th Anniversary TF, deserves our great thanks: thank you, thank you. Turning now to the upcoming conference, Cynthia Akers, Committee Chair for Conference Program 2001, has been busy with her group putting together our program, "Partnerships for Instruction". I'm sure this program will be another in a long line of wildly successful LIRT conference programs. As well, I anticipate LIRT's continued success on a number of fronts: collaborating with other groups to promote library instruction and support instruction librarians, and developing resources to share with its membership.

I feel good about all that was accomplished at Midwinter and I have my list of follow-up activities. Now that I'm back at my desk, like everyone, I have piles of work. So while its nice to be back home from Midwinter, I really look forward to getting away and seeing you all in San Francisco. ■

ALA COUNCIL ACTIVITIES

By Tim Grimes, LIRT Councilor, GrimesT@aadl.org

ALA Council tackled several key issues during the January Midwinter Conference. Here are some highlights of important sessions:

ALA COUNCIL/EXECUTIVE BOARD/MEMBERSHIP INFORMATION SESSION/COUNCIL I

This Sunday and Monday mornings meeting contained several reports, including the reports of the President, Nancy C. Kranich, the President-Elect John W. Berry and the Freedom To Read Foundation.

HIGHLIGHTS

The Budget Analysis and Review Committee (BARC) reported that ALA is in sound fiscal condition and that they were particularly pleased with the attendance at the Financial Planning Seminars held at conference for Association leaders. President Nancy Kranich pointed to highlights of her term of office and her projects to advance her theme – *Libraries: The Cornerstone of Democracy*.

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LIRT 25th Anniversary Quiz:

When did the LIRT logo change from the one pictured at left to the logo that we use now? See page 7 of this newsletter for an answer.

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From the Editor

This past weekend, I heard a surprising comment about librarians. On Sunday evening, I listen to a radio show called "Cyberline". The discussion was on the Internet and information access. One of the participants ends the discussion with the statement that librarians are considered to be cool again. Did you hear that? - we're cool again. My next thought was, "When did we ever stop being cool?" Stop for a moment and look back on our history. At the Great Library in Alexandria, who knew where all the scrolls were kept? Librarians. When the Dewey and LC call numbers came out, librarians could tell people how it worked. Card catalog - been there, done that. In fact, if they made a T-shirt for it, librarians would have one. So when the Internet and information in all its electronic forms came about, is it any surprise that librarians should lead the way in educating others on its use. The point I'm trying to make is this: no matter what innovations have come out, no matter how our profession has evolved, we have been able to instruct patrons in the use of whatever materials are available. This

means paper, microform, audio/visual, and now electronic forms. We continually strive to provide quality instruction to our students. This is accomplished by being aware of changes in our profession, by attending workshops, and, perhaps most importantly, by sharing ideas with each other. Quality instruction is not a one-man job. It is by working together that we achieve something of which we all can be proud. When we share ideas, experience our own successes and then pass our ideas on to others, we keep instruction moving on into the future. When the librarians of the future look back on us, will we be someone to be proud of or will we be a mere blip on the timeline of librarianship? Quality instruction for the future requires idea sharers and risk takers. Have the faith to step out and try something new this year. Take someone else's idea, change it a little and make it work. Then, pass it on to someone. Let's all work to make a difference for the future. And remember, we are cool! ■

-- Carol Schuetz

CALL FOR SUBMISSIONS

As part of the LIRT program in San Francisco, a poster session featuring "Partnerships in Instruction" in practice will be featured. The session will take place on Sunday, June 17, 2001, right after our program (approximately 11:30 a.m. to 12:30 p.m.)

Do you have a successful partnership for instruction in place? For instance, is your library partnering with a school, public, or academic library to strengthen the continuum of instruction? And, would you like others to know about it?

Here's your opportunity. Submit a 50-word description of your proposed poster session along with a title of the session to:

Cynthia Akers, Asst. Prof. of Library Services
Emporia State University
1200 Commercial, Campus Box 4051
Emporia, KS 66801-5092
E-mail: akerscyn@emporia.edu

The deadline for submissions is Friday, April 6, 2001. Proposal submissions may be sent via regular mail or E-mail.

We will feature 10 poster sessions. Please note that if your session is accepted, you will need to supply your own backing board if needed. Tables will be set up for the sessions.

LIRT Committee Reports

[Editor's note: Absence of a committee report indicates that the report was not received by press time.]

INSTRUCTION FOR ADULT POPULATIONS (ADULT LEARNERS)

Angela Dunnington, Chair,
adunnington@utsa.edu

Members Present: Angela Dunnington (Chair), Kristine Kenney, Sharon Stewart, Colleen Waltman

The committee met for the first time and worked on revising and confirming the committee charge related to mission and goals of LIRT. We examined issues relating to the instructional needs of adult learners at a variety of different types of libraries. The committee's main goal is to be facilitator for information on learning styles, teaching methods, and training resources most often associated with adult populations. This committee currently has six members representing public and academic 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.

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

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SLATE FOR LIRT OFFICE, 2001-2002

Anne Houston

CANDIDATE FOR VICE PRESIDENT/
PRESIDENT ELECT.

EDUCATION: University of Virginia, BA, 1988; Duquesne University, MA, 1993; University of Michigan, MILS, 1994.

PRESENT POSITION: Head, Mallinckrodt Campus Library, Loyola University Chicago, 2000-present.

PREVIOUS POSITIONS: Science Librarian, Loyola University Chicago, 1995-1999; Associate Librarian, Kresge Business Administration Library, University of Michigan, 1999-2000.

ALA ACTIVITIES: LIRT Conference Program Committee member, 1998-present, chair, 2000.

ALA DIVISIONS: ACRL, University Libraries section, Instruction section.

HONORS, AWARDS, ETC.: ACRL Conference scholarship recipient, 1999.

STATEMENT OF CONCERN: After serving as the chair of the conference program committee in 2000, I am eager to stay involved with LIRT and to continue making contributions to the organization. The unique role of LIRT is to provide a forum for teaching issues common among all types of libraries; as president I would be interested in continuing to expand our membership among public, special and school librarians, and exploring the teaching and learning issues we share. Librarians are educators first and foremost, and our input as teachers is vital to the continuing development of libraries, especially in the area of technology. I am proud that LIRT serves as mentor and advocate for teaching librarians; I believe I can bring energy and enthusiasm to our organization in this capacity, and provide leadership in our 25th anniversary year. ■



Trisha Stevenson Medeiros

CANDIDATE FOR TREASURER

EDUCATION: Kean University, BA, 1992; Rutgers University, MLS, 1995.

PRESENT POSITION: Library Director, Purnell School, 2000-present.

PREVIOUS POSITIONS: Coordinator of User Services, New York University School of Medicine, 1999-2000; Instructional Services Librarian, Pepperdine University, 1998-1999; Senior Reference Librarian/Technology Center Manager, Burlington County Library, 1995-1998.

ALA ACTIVITIES: Library Instruction Round Table (LIRT) Liaison Committee 1998-2000; Library Instruction Round Table (LIRT) Committee for High School to College Transition, 2000-present.

STATEMENT OF CONCERN: This is an exciting time to be involved with the Library Instruction Round Table (LIRT) as the organization reaches its 25th anniversary. LIRT's efforts continue to empower and strengthen partnerships between all library types. In order to increase and improve services of LIRT, the organization needs to continue its strong and growing membership. As Treasurer, I would bring enthusiasm and energy to managing LIRT's funds in accordance with our organization's bylaws. It would be an honor to serve the membership in this capacity. ■

Timothy P. Grimes

CANDIDATE FOR ALA COUNCILOR

EDUCATION: University of Michigan, M.L.S. 1984; University of Michigan, B.A. 1976; American Academy of Dramatic Arts, New York, Advanced Study 1979-80.

PRESENT POSITION: Associate Director of Bibliographic Services and Community Relations, Ann Arbor District Library, 1995-

PREVIOUS POSITIONS: Acting Co-Director, Ann Arbor District Library 1994-95; Adult Services Specialist, Loving

Janet E. Sheets

CANDIDATE FOR SECRETARY

EDUCATION: College of William and Mary, AB, 1965; University of North Carolina, MS in LS, 1967.

PRESENT POSITION: Reference Librarian, Coordinator of Instruction for English and Education, Social Science & Humanities, Baylor University, 1996-present.

PREVIOUS POSITIONS: Head of Reference (Social Science & Humanities (1983-1996); Reference Librarian (1977-1983), Baylor University, Waco, Texas., Coordinator of Public Services, Northeast Louisiana University, Monroe, Louisiana, 1975-77; Reference Librarian, Joint University Libraries, Nashville, Tennessee, 1973-75. Reference Librarian, Duke University, Durham, North Carolina, 1968-72.

ALA ACTIVITIES: LIRT: Continuing Education Committee, 1996-2000, Chair: 1997-1999; LIRT: PR/Membership, 2000-2002.

ALA DIVISIONS: CLS: Secretary 1984-86. RASD: Bibliography Committee 1977-81; RASD: Outstanding Reference Sources Committee 1978-82. RASD: Reference Sources for Small and Medium-sized Libraries, 4th ed. Ad Hoc Committee, 1982.

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Branch Library, Ann Arbor District Library, 1989-1994; Reference Librarian, Detroit Public Library, 1985-89.

ALA ACTIVITIES: ALA Council (LIRT Representative) 1999-; LIRT Representative to ALA Planning and Budget Assembly 1987-91; LIRT Representative to ALA Literacy Council 1991-92; Roundtable Coordinating Committee 1990-93; LIRT President 1992-93; LIRT Vice-President 1991-92; LIRT Treasurer 1987-88 & 1990-91; LIRT Secretary 1989-90; LIRT Executive Board 1987-94; 1999-; LIRT Steering Committee 1987-94; 1999-; LIRT

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Janet E. Sheets

CANDIDATE FOR SECRETARY
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MEMBERSHIP IN OTHER PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES: Phi Beta Kappa, Beta Phi Mu.

PUBLICATIONS: "Recognizing and Identifying Allusions in Literary Works." *Creative Strategies for Library Instruction in the Arts, Literature, and Music*. Ed. Marilyn P. Whitmore. Active Learning Series 5. Lancaster, Pennsylvania: Library Instruction Publications, 2001. 163-182. "Role-Playing as a Training Tool for Reference Student Assistants," *RSR: Reference Services Review* 26:1(1998) 37-41. "The RASD Outstanding Reference Sources Committee: Retrospect and Prospect" (coauthor) *RQ* 20: 359-365, 1981.

STATEMENT OF CONCERN: In this new electronic environment, instruction needs have increased for users in all libraries. LIRT is the one organization in ALA that strives to address the instruction concerns of all librarians: academic, public, school and special. All librarians who are teachers have much to learn and to teach each other. I enjoy working with the members of LIRT and appreciate the openness of the organization. I would be honored to serve LIRT as secretary. ■

Timothy P. Grimes

CANDIDATE FOR ALA COUNCILOR
continued from page 3...

Organization and Bylaws Committee, chair 1993-94; LIRT Long-Range Planning Committee 1996-98, chair 1991-92; LIRT Elections Committee 1993-94; LIRT Financial Planning Task Force 1994-97; LIRT 25th Anniversary Task Force 1998-; LIRT Research Committee 1986-87.

ALA DIVISIONS: PLA Marketing of Public Library Services Committee 1998-, chair 1998-2000; PLA Leonard Wertheimer Award Committee, chair 1997-1998; PLA Promotions Committee, 1996-98, chair 1997-98; RUSA MOPPS Services to Adults Committee,

1990-92; 1993-97; RUSA CODES Readers Advisory Committee 1995-97. State and Regional Library Association Committees: Beta Phi Mu, Board of Directors 1985-87, 1992-94; Michigan Library Association, Executive Board 2000-; Michigan Library Association, Public Library Division, President 2000-, Executive Board 1997-; Michigan Library Association, Public Library Division, Fantastic Fiction Committee 1993-99, chair 1996-98; Michigan Library Association, Michigan Author Awards Committee 1995-97.

MEMBERSHIP IN OTHER PROFESSIONAL ORGANIZATIONS: Southeast Michigan Adult Reading Roundtable, cofounder and chair, 1990-95.

HONORS, AWARDS: Beta Phi Mu Award for Exceptional Achievement in Librarianship, University of Michigan, School of Information, 1990; Margaret Mann Award for Professional Promise, University of Michigan, School of Information, 1984.

STATEMENT OF CONCERN: I have served LIRT for more than a decade in almost every capacity on the executive board, in other LIRT leadership roles and now

for two years on ALA Council. My broad background in a university library, a specialized urban library reference department, a public branch library and currently as a public library community relations manager, coupled with my strong LIRT organizational history, has greatly assisted in my Council work. I would like to continue my work in this capacity and further strengthen LIRT's voice in ALA decision making. ■

Non-LIRT Meetings Report:

ACRL Instruction Section
Emerging Technologies Committee
Saturday January 13th, 2-4pm
Peter Tagtmeyer, Chair.

The committee reviewed the status of their Internet Education Project, a web site containing a database of reviewed library instruction tutorials. They reviewed the current guidelines, and talked about plans for the project's new website. A general call for submissions of tutorials to be reviewed by the committee for inclusion on the website is set to go out in March 2001.

--By David Ward, dh-ward@uiuc.edu



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

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Name: _____

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City: _____

State: _____

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Phone: _____

Email: _____

LIRT Discussion Forum: Midwinter 2001

By Vanessa Burford, vburford@utsa.edu

There were many of good ideas brought up at the 2001 LIRT Discussion Forum, an informal environment where librarians who work in Instruction can share challenges and find solutions. Twenty-eight of us met and split into four groups to discuss the following topics: implementation of information literacy programs, online tutorials, distance learning, and for-credit instruction. After our brainstorming sessions, each group shared its ideas with the other groups in the Forum.

INFORMATION LITERACY

The most basic question posed by the implementation of information literacy programs group was "What is information literacy?" One answer to this question is that information literacy is the framework in which the method of library instruction is utilized. The challenges in implementing a program that were discussed included tying competency standards to academic levels, evaluating skills at a variety of levels, and conveying new information instead of repetitive teaching of basic skills. A suggestion that addressed these challenges was to build the program on a matrix derived from the Information Literacy Competency Standards for Higher Education <<http://www.ala.org/acrl/ilcomstan.html>>. Carla List from SUNY Plattsburg warned, however, that Information Literacy should be a campus-wide initiative to be implemented throughout the curriculum and that librarians should not try to take the entire burden of information literacy upon themselves. Well-respected information literacy programs included Earlham College <<http://www.earlham.edu/~libr/>> and San Francisco State University <<http://www.library.sfsu.edu/>>.

ONLINE TUTORIALS

The first challenge mentioned by the online tutorials group was that of using tutorials for introductory classes such as Freshman Composition. The tutorial will be much more useful to (and used by) students who have a curricular tie-in than to those for whom using

the tutorial is merely optional. One idea discussed having students complete the Web-based library tutorial before the librarian met with the class, which could well lead to a more positive experience for all. Another challenge was that the task of designing a Web-based library tutorial often felt as though one was reinventing the wheel, not to mention the need to keep up with ever-changing technological advances. Online tutorials are usually school- or skill-specific: Could a generic template be developed that would be adaptable to a variety of environments? Linda Goff of CSU Sacramento mentioned such a program at CalPoly <<http://www.lib.calpoly.edu/infocomp/modules/index.html>> that she had adapted into her WebCT site for a Communication Studies class <<http://www.lib.csus.edu/services/instruction/ICCS/infocomp/>>.

DISTANCE LEARNING

The distance learning group came up with many questions that merit further discussion and research: How can we increase interactivity in distance education in instruction and assessment? What do students need to know in the beginning to be ready for a distance learning environment? How could all staff be kept up to date on issues regarding the distance learning programs? What do we need to do to

ensure that distance learning students have equitable access to information resources compared to on-campus students? To whom does the intellectual property of distance learning courses belong? How should we treat distance learning students from other institutions? And finally, How will we keep up with all the new technology?

FOR-CREDIT INSTRUCTION

The for-credit instruction group found that programs vary significantly between institutions with different credit hours, class sizes, and pedagogical approaches. Assessment challenges included incorporating a final evaluative project that students would find interesting, creating assignments and pre-tests / post-tests linked to information literacy competency standards. Several instructors commented that the courses took are so time-intensive that they wish they had more release time available for preparation. Many felt that the classes should be part of the required core or part of a course cluster instead of an optional elective. Another challenge is that students tend to become more apathetic when classes are larger. One person observed that CSU Hayward's Information Competency program <http://www.library.csuhayward.edu/inst_svcs.htm> seems to help prevent student attrition as the course is linked to a course cluster and is required of incoming freshmen.

Vanessa Burford of the University of Texas, San Antonio Library is LIRT Publicity Coordinator. ■

Partnerships for Instruction

LIRT Annual Program,
San Francisco, CA



The LIRT program for ALA Annual Conference 2001, San Francisco, is "Partnerships for Instruction." 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.

The program is scheduled for 9:30 a.m. to 12:30 p.m. Sunday, July 17, 2001. A poster session featuring partnerships in practice will follow the program.

Use BlackboardSM to Create a Free Course for Your Library Instruction

Online course software or services are great tools for bringing library instruction to a broader audience, who can pursue learning at their own pace, and at the comfort of their own schedules and locations. We examined one such software and service, WebCT, in our 1998 issue (Yuan, Haiwang. "Using WebCT Software in Library Media Education." *Library Instruction Round Table News* 21.1 (1998): 19-20.) Three years have passed since, and a number of sophisticated online course software and services have stood the test of usage. One that has emerged as easy to use and affordable to have is what many of us knew as CourseInfo by Blackboard.com.

As Blackboard Inc. grew, the company developed several products, covering almost all aspects of education, enabling individuals and institutions to offer and manage their education electronically. Its services now range from online course software to financial management systems. Among them are Blackboard.comSM, a free online course-creating service; Blackboard 5TM, a commercial course and portal software; Blackboard CampusWideTM, a commerce access and finance management system; Resources Center, the Web-based gateway to journal articles and other materials needed by instructors, and Building Blocks - B², a new initiative aimed at bringing together "education publishers and e-Learning tool vendors to offer content, learning applications, and third party tools."

Which of the components should be utilized depends on the need and budget of a library. As most libraries, public libraries in particular, offer information literacy or research instruction free to their patrons, the Blackboard.comSM free course creation service is a commendable option. It is free unless instructors start to charge their students. When it is free, it has almost all the functions one would find in its commercial product, the CourseInfo Server 4.0 or the current Blackboard 5TM.

Like WebCT, Blackboard.comSM requires little or no knowledge of HTML or other programming languages. Its intuitive interface of online forms allows instructors to easily input their teaching materials into the software. Tools built into the software even allow instructors to convert their multimedia files to Web-friendly audio and video files requiring minimum Web browser plug-ins. File management is straight forward, no more than a few clicks of the mouse, much easier than of WebCT. Since Blackboard Inc. is hosting and managing the software, it does not require downloading, configuration, and maintenance on the part of the instructors.

Although less sophisticated than in WebCT, Blackboard.comSM's administrative tools — including grading, assessment, and reporting — are useful enough in helping the instructor manage students online. Its interface-customizing functions are flexible and yet effective. Its communication

systems are powerful enough to encourage active interactions among students and between students and their instructors.

Signing up for a free course account is as easy as one-two-three. At <<http://www.blackboard.com>>, type a course name at the "Create a Course" slot, and you will be sent to a page to fill in an easy-to-follow form. Tell the software who you are, what you are going to teach, and what you want the interface to look like, and you are done! The service is free with 5 MB space so long as you access it once a month. However, for only a hundred dollars, you will be able to charge your students, and at the same time the storage space for your teaching materials will also be doubled.

Haiwang Yuan is Assistant Professor and Web Site & Virtual Library Coordinator at Western Kentucky University, Bowling Green, KY 42101 ■

Preparations Continue for LIRT's 25th Anniversary Celebration

By Diana D. Shonrock, Shonrock@iastate.edu

After Midwinter meetings ended in Washington the 25th Anniversary Committee feels as though it is now going to be a fast down hill slide to the 25th Anniversary celebration in Atlanta in 2002. It's the same way it was when your children were growing up. It seems hard to think it possible, but much work remains to be completed. The 25th Anniversary Committee members met as liaisons with all the other LIRT committees to determine what plans were underway and to coordinate activities for the BIG celebration. A couple of important reminders to all committee chairs: 1) all expenses for the 25th Anniversary must be cleared with the 25th Anniversary Committee. Emily Bergman is coordinating the money. You may contact her at

bergman@oxy.edu; 2) all committees have a liaison appointed by the 25th Anniversary Committee. If you are unsure who that is please contact me directly; and 3) great ideas are always being accepted, so feel free to continue contact the committee. Expect the announcement of the theme and program information in upcoming issues and enjoy the historical information that will be included in upcoming issues of the *LIRT News* and on the LIRT WebPages. Committee chairs can expect a timeline of due dates on LIRT-S.

Diana D. Shonrock of the Iowa State University Libraries, is the Chair of the 25th Anniversary Committee ■

Hypertext Redux

By Valerie Jackson Feinman, feinman@adelphi.edu

Recently I read the book Weaving the Web by Tim Berners-Lee, and was reminded of what has happened since I wrote a brief article on hypertext for the LIRT newsletter in 1990. At that time the group that became our Emerging Technologies Committee was closely following the development of hypertext, a word coined in 1965 from the writings of Ted Nelson. Hypertext is defined as hypertext as non-linear, non-sequential reading and writing. Applications for the PC began appearing in the mid- to late eighties, when Apple produced the HyperCard and by 1990, we at LIRT were taking a serious look at how this could aid in bibliographic instruction.

In 1991, the LOEX conference had demonstrations of in-use hypertext products developed in large universities [Utah and Ohio State], that used a “gateway”, a small program that made another world available as a part of the “Web”, developed by Berners-Lee. At several conferences, we saw librarians promoting the use of BITNET for communication between committee members in the intervals between meetings. When the NeXT computer was unveiled, faster and more efficient communication with what was fast becoming called the worldwide web was available. Connectivity was nothing like what we have now, using only a dial-in UNIX login, but we could see what might happen.

It soon became apparent that we needed rules or protocols, which would enable my computer to talk to your computer or to any computer anywhere in such a way that the system would not break down when many computers were accessing it. When the concept of “http” [HyperText Transfer Protocol] was developed, this provided rules of protocol, such as which computer speaks first and which replies when. The “web” was not a physical entity, it was merely a space in which information could exist. The concept of HTML [HyperText

Markup Language], was the next step, enabling computer users to talk to one another using the same language even though using different software.

During this development period, we librarians were tracking it carefully. The large university libraries, needing to provide instruction for thousands of frosh, welcomed the hypertext method even though it was extremely labor-intensive. Smaller libraries found the cost prohibitive, and were waiting for “shells” to be developed which could be customized for the individual library needs. Personnel in my library took weeks to develop a hypertext tour and we knew that we would not be able to update this for lack of funds and time. Something new was needed and it appeared right on cue: HTML. The other day I sat down to develop a web page, which would, incidentally, list my publications and presentations [part of my *vita*], because our entire faculty must have a web page. I had already ensured that I had a digital photo stored on my “desktop” and that my data existed in digital format [that is, in a file I could access easily]. Producing the web page, with connectors to the bibliography and connectors to the URLs of related papers took me about two hours. I know nothing about coding, but coding is done for me in the software now available.

This summer I will have achieved 50 years of work in libraries, a period in which I have seen many changes in our operations, although not in our philosophy. We still assist and teach others in accessing our materials. The changes in the past decade have been faster and more comprehensive than those of the preceding decades. We are now looking back at twenty-five years of the existence of LIRT and wondering what will happen in the next twenty-five. Our profession is rather unique, both in its particular set of skills and knowledge needed, and in its adaptability to changing technologies along with its sophistica-

tion in using these for library needs. Long ago we thought we could predict what might happen in the next decade, but now I wouldn’t want to try to predict beyond the next two years. I do look past our anniversary in 2002 and forward to the next decade of LIRT.

Valerie Jackson Feinman is Coordinator of Library Instruction at the Adelphi University Libraries, Garden City, NY 11530. ■

LIRT 25th Anniversary Quiz:

The current LIRT logo debuted in the September 1990 issue of the LIRT News.



ALA Council

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A project of particular interest to LIRT members is a document entitled A Library Advocate’s Guide To Building Information Literate Communities, which is a compilation of tools, tips and techniques to promote information literacy skills as central to the lives of all Americans (The document is available at <http://www.ala.org/pio/advocacy/informationliteracy.pdf>). Kranich also outlined her 5-year @ Your Library – Campaign For America’s Libraries (check out www.ala.org/@yourlibrary for more information). President-elect John W. Berry outlined his three key initiatives: Equity of Access, Recruitment to the Profession with a Strong Emphasis on Diversity and Electronic Participation for ALA Members. Candace Morgan, President of the Freedom To Read Foundation, outlined the Foundation’s activities since the annual conference and urged ALA to be a lead plaintiff in a legal challenge to the Children’s Internet Protection Act.

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Angela Dunnington

Angela Dunnington has recently taken on the task of chairing LIRT's new Adult Learner's Committee. Angela is a Reference Librarian and Bibliographer at University of Texas, San Antonio. In her new position, she will head the committee responsible for examining issues related to the instructional needs of the adult community and nontraditional students. One of her main goals is to develop this committee into a facilitator for information on adult learning styles and on the teaching methods appropriate for this population. Since the committee is relatively new, having met for the first time at the Midwinter meeting in Washington D.C., the group's course of action is still under development. Nevertheless, one should expect to see some dynamic initiatives very soon, given Angela's leadership skills and dedication to serving the needs of adult library users.

Angela has been involved with LIRT since 1998. Before joining LIRT, she was active in ALA through the New Member's Round Table and ACRL's Instruction Section. When she became a member of LIRT, she continued her pattern of proactive involvement, never hesitating for a moment to take on new

duties and tasks. Upon joining LIRT, she immediately applied to the Liaison Committee and served for two years. In addition to her current LIRT Committee Chair assignment, Angela is chairing the President's Program Committee for the New Members Round Table, as well as serving on her second ACRL Instruction Section Committee: The Awards Committee.

Along with her committee work, Angela's other professional experience makes her uniquely qualified to be chair of the Adult Learners Committee. Her first job out of library school was at Louisiana State University, Shreveport – a commuter campus with many adult students. After one and a half years at this university, she landed her current job at the University of Texas at San Antonio. Her duties at this institution include reference, library instruction and collection development. Despite being very busy, Angela refuses to let her hectic work schedule prevent her from taking an active role in student groups. She is a member of the Non-Traditional Student Council and is also a mentor to the students enrolled in the "college success

seminar," which is offered through the university's Thomas Rivera Center.

Angela is very dedicated to promoting the library's collection and resources. She continually searches for new ways to convey information about using the library to the students at her university. Her guiding assumption is that active learning styles are the best way to acquire the necessary research skills. To this end, she is currently working on an online tutorial, entitled "Library 101." She also has a chapter in a forthcoming volume of Library Instruction Publications' Active Learning Series. Her contribution to this volume is entitled "Creating Effective Search Strategies."

Angela's commitment to helping adult students is impressive and admirable. Her dedication to this population, along with her wealth of experience, will start her committee off on the right foot, I am sure. Let's all thank Angela for taking on the task of chairing this new committee and wish her luck. Her group will no doubt help shed new light on the best strategies for addressing the needs of adult and non-traditional students.

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

ALA Council

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COUNCIL II

Much of the discussion at this Tuesday morning meeting centered on a proposal from the ALA Committee on Education for a post-master's certification and discussion of chat-based services for ALA committee members.

HIGHLIGHTS

- Council passed the *Library Services for People With Disabilities Policy*
- Council approved Programmatic Priorities for 2002 – Diversity; Equity of Access; Education and Continuous Learning; Intellectual Freedom and 21st Century Literacy

■ Council referred both a proposal for criteria for programs to prepare library technical assistants and a proposal for a post-master's certification back to committees for further details and clarification.

■ Council passed a recommendation that ALA provide some form of chat-based services for members for committees to work with during 2001.

COUNCIL III

Much discussion of the Wednesday meeting centered on a document defining privatization, and the Children's Internet Protection Act.

HIGHLIGHTS

- Council approved the Betty J. Turock Scholarship, supporting the education of a principal minority group in an ALA accredited masters program in Library and Information Science.
- Council resolved to initiate legal action challenging the Children's Internet Protection Act.
- Other actions included passing of resolutions to develop @ your library materials in Spanish, improving public access to government information and LSTA reauthorization. The Council spent much time on a report discussing the terms 'outsourcing' and 'privatization' – which will be discussed in more detail at the annual conference. ■

TECH TALK

Dear Tech Talk—

We desperately need another electronic classroom, but our library doesn't have any extra rooms or unused space that can be dedicated to another classroom, especially one filled with large, cumbersome computers and wires. Please — can you suggest a solution for our problem?

—Desperately Seeking Instruction Space

Dear Desperately—

A possible solution that comes to mind for those of you with this problem and an adventuresome spirit — consider using laptop computers in a wireless electronic classroom. Although still in the realm of the "frontier", wireless technology has undergone some major changes in the past twelve months. Major issues from a year ago are now dissipating.

To begin with, what is a wireless network? A wireless network *IS NOT* a network completely devoid of wires, but at the local level, individual computers connect to the main network without using a physical wire. Instead the PCs use a signal to connect to a nearby physical device (an access point). The access point *IS* physically connected to the main network with wires.

Briefly, there are three methods that can be used to implement a wireless network: Frequency Hopping Spread Spectrum (FHSS), Direct Sequence Spread Spectrum (DSSS), and infra-

red. With FHSS, "short bursts of data hop from one frequency to another based on a predetermined pattern, and the transmitter and receiver must synchronize this hop sequence" in order to transfer data. Whereas DSSS "is a high-bandwidth" technology that spreads signals over a wide range", using a "redundant bit pattern". There are advantages and disadvantages to each of these methods, and both are supported by wireless vendors. More detailed information about these two methods can be found in Ruber's article. The infrared solution is less popular, most likely because its success requires that the transmitted signal be beamed in a straight line to the receiving device. For example, in order for someone to transfer data from one Palm Pilot to another (using infrared technology), both Palm Pilots must be in the same room and in relative alignment with each other. Both the DSSS and FHSS methods use radio frequencies and are less hindered by spatial positioning and physical obstacles such as walls and floors.

Computers, in this case laptop computers, capable of receiving a wireless signal need to be at the receiving end. Computers with wireless capabilities can be obtained by purchasing a wireless card (for about \$200) for each laptop or by purchasing laptops with wireless capability already built into the unit. (Although not all laptops come with built-in wireless capability, it's a desired feature because it eliminates the potential of damage to the wireless card.) The laptop is then configured to connect to the wireless network. Additionally, if library patrons have their own laptops with wireless capabilities, they can be given the information to configure their laptops to communicate with the library's wireless network.

There are some definite advantages to having a wireless network available in a library:

- Wireless networks can sometimes circumvent the cost of installing a wired network, especially in areas of a building where thick concrete, asbestos, architectural features, historical preservation, or other similar obstacles exist.

- Because there are no wires to run, except from the access point devices to the wired network, installation can take place very quickly.

- Rooms in the library that aren't tied to wired usage become more flexible.

- The laptops are available for patron checkout or other uses when not needed for classes.

Imagine a perfect world in which you have a room in the library with wireless capabilities, modular tables and chairs, and about 20-25 laptops configured to work with the wireless network. An electronic instruction session is scheduled in the room. Setup time is needed to get the room ready for the instruction — moving tables and chairs, retrieving and setting up the laptops, checking everything to be sure it works properly. During the class instruction is provided as usual, but with an additional advantage of more eye contact with the students because there are no bulky computers sitting on tables. After the class is over, the laptops are stored away and the room is now available for other uses. During peak instruction periods, the room may only be used for electronic instruction, but what about those lulls in instruction activity that all libraries experience at some point? With the implementation of a wireless network and the use of laptops, a room that might otherwise contain barriers (cumbersome computers and wires) that hinder its use, becomes a room that invites usage in a variety of ways.

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Managing Instruction Programs in Academic Libraries

LOEX 2001 Conference, Wilmington, NC June 15-16, 2001
<http://www.emich.edu/public/loex/CONFERENCE/2001/>

Sound too good to be true? Well, there are some problems associated with wireless networks:

- Although the speed of wireless networks continues to increase (having gone from 2 Mbps to 11 Mbps within the last 18 months), it will always lag behind the speed of most wired networks.
- There are bandwidth issues associated with having several computers accessing the wireless network at the same time. Instructing the users of 20 laptops to connect to a networked resource (such as a web-based database) at the same time may not be a trivial matter within a wireless network. Response under these conditions needs to be tested and addressed.
- Wireless networks aren't as secure as wired networks.
- When moving around in a wireless network, signals may deteriorate and data or the connection may be lost (although this would be less of a problem in a classroom setting).
- Installation of a wireless network may not be the least expensive way to provide network access to an area. The cost effectiveness will depend on the physical barriers that need to be addressed if a wired network is installed.

Even with these caveats, a wireless electronic classroom that uses laptops in the library may be worthy of consideration. The technological disadvantages, such as speed and contention for bandwidth, are improving at a rapid pace. Twelve to eighteen months from now, the wireless network landscape will most likely be substantially changed.

Of course it isn't sound planning to implement a wireless electronic classroom simply because it's the latest technology. Examine your libraries specific network and space needs. Are there aspects of a wireless net-

work that might address identified problems? If so, then the implementation of a wireless network would bear further investigation. If you decide to investigate wireless technology further, some key wireless vendors are:

Breezecom	< http://www.breezecom.com >
Cisco Wireless	< http://www.cisco.com/warp/public/44/jump/wireless.shtml >
Lucent WaveLAN	< http://www.wavelan.com/ >
Proxim	< http://www.proxim.com >
RoamAbout	< http://www.enterasys.com/wireless/ >
RadioLAN	< http://www.radiolan.com >

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LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT:

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

Name and Title:

Telephone (Work):
FAX:

(Home):
E-Mail:

Institutional Address:

Home Address:

Date of Application:

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

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

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

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

The LIRT News
is online at:



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

Additional Resources:

Bobicki, Jeff. "The Wireless Connection". School Library Journal (Supplement Summer 2000): 25-26.

Brewin, Bob and James Cope. "The Big LAN on Campus is Wireless". Computer World (September 4, 2000): 1.

"Building a Wireless Classroom" <<http://is.asu.edu/r%26d/wireless/wireless.html>>

"Bytes Without Wires: Wireless LANs and WANs in Libraries". LITA Emerging Technologies Interest Group at ALA New Orleans, June 27, 1999. <<http://www.ofaolain.com/profdev/ala99/>>

Clark, Elizabeth. "Pulling the Plug on the Local Loop". Network Magazine (June 1, 1999) <<http://www.networkmagazine.com/article/NMG20000509S0025>>

DeCandido, Grace. "Wireless Networks: Unplugged, and Play". Public Libraries (July/August 2000):203,205. Also: PLA Tech Notes <<http://www.pla.org/technotes/wireless.html>>.

Engeldinger, Eugene, Michael G. Love, Angela Myatt Quick, and Carol Sabbar. "Wireless Laptops for the Library and the Portable Classroom". EDUCAUSE 2000. <<http://www.carthage.edu/ais/presenting/educause2000/EDUCAUSE.htm>>

Griffioen, James, W. Brent Seales, and James E. Lumpp Jr. "Teaching in Realtime Wireless Classrooms". 1998 ASEE/IEEE Frontiers in Education Conference. <<http://www.dcs.uky.edu/~wc/publication/teaching.html>>

Griffioen, James, W. Brent Seales, James E. Lumpp Jr., and Tom Kay. "Experience Developing Wireless Networks for Interactive Multimedia Instruction". <<http://www.dcs.uky.edu/~wc/publication/design.html>>

Parker, John. "Hotel School Books a System; Cornell Checks in to Wireless LAN to Improve Computer Accommodations". PC Week (April 19, 1999): 129.

Piper, Dave. "Using Wireless Technology to Solve a Computer Classroom Design Problem". Poster Session presented at the Medical Library Association Annual Meeting, May 5-11, 2000 Vancouver, BC. <<http://www.ahsc.arizona.edu/wireless/>>

Quick, Angela Myatt and Chris Grugel. "Using a Portable Wireless Electronic Classroom for Information Literacy Instruction". LOEX of the West 2000. <http://www.carthage.edu/ais/presenting/loex2000/loex_bi_pwec.htm>

Ruber, Peter. "Wires Not Included". Network Magazine (June 1, 1999) <<http://www.networkmagazine.com/article/NMG20000509S0032>>

Schneider, Karen. "Look Ma, No Wires." American Libraries (March 2000):83.

Sullivan, Kristina B. "Wireless Solutions Extend LAN's Reach". PC Week (September 7, 1998): 77.

TelecomResearch.com <<http://www.telecomresearch.com>>

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

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. ■

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.



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