



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:

LIRT Will Sizzle in Atlanta

By Linda Chopra, ey603@hotmail.com

It's been a crazy year for me, serving as acting director of my library only four months after coming aboard. I've learned more than I ever wanted to know about building repairs and the group dynamics of library boards. But our new director starts in just two more weeks, so hopefully, my life will get back to normal soon.

Although I haven't devoted as much time as I should to LIRT matters during these last few hectic months, let me assure you that the officers, committee chairs and their members have spent many hours planning an inspiring program and a fantastic 25th Anniversary Celebration for the ALA Annual Conference. We're meeting in Atlanta in June and both the city and LIRT will sizzle! I've never been to that fair city, but more widely-traveled folks have told me that it has great art museums, interesting architecture, lots of good restaurants, shopping areas, and plenty of Southern hospitality.

I know that LIRT has just what you need - practical information and congenial colleagues with whom you can share ideas and network. So come to LIRT's program on Sunday, June 16th, and then stay for our 25th Anniversary Celebration afterwards. Join us as we walk down the historical lane of library instruction and see how much our world has changed in the last twenty-five, rapidly changing years. Mingle with other instruction specialists, meet LIRT's leaders, express your concerns, discuss your ideas, and help determine the future direction of our round table. I promise that you will be both entertained and amazed. LIRT will heat up this conference with its energy and enthusiasm!

Linda Chopra is President of LIRT, and Assistant Director of the Avon Lake Public Library in Avon Lake, Ohio. ■

LIRT's Top Twenty for 2001

By the Continuing Education Committee: Susan Bissett, Doreen Harwood, Jonathan Helmke, Chair, James Millhorn; Frances Nadeau; Elizabeth Walker; and Ericka Arvidson Raber.

ACRL Instruction Section. "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians." College & Research Library News 62.4 (April 2001): 416-428.

This article contains the model statement adopted by the Instruction Section of ACRL, along with an introduction approved by the ACRL Board of Directors and a note by Carla List. The model statement is one of the very most basic documents that every instruction librarian should be familiar with. It is meant to be used in conjunction with the Competency Standards, approved in 2000. Where the Competency standards describe the broader goals that characterize Information Literacy, the model statement breaks down these ideas into performance indicators and lists possible specific instructional outcomes - different ways a class might demonstrate mastery of the broader goal. Instruction librarians can use these performance indicators and instructional objectives, not only to focus their teaching more tightly on the concepts of Information Literacy, but more importantly, to begin conversations with faculty about how to accomplish the broader goals, within the scope and limits of a given class. As one of the basic professional documents of the Instruction Librarian, this is a must read.

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25th Anniversary

In June, we will all head to Atlanta for the ALA Annual meeting. The high point for all of us will be the celebration of LIRT's 25th Anniversary. This has put me in mind of all the events that we celebrate - birthdays, anniversaries, graduations, new beginnings, and fond farewells. All of this is what we will be doing in Atlanta. We will celebrate the beginning of a group designed to bring instruction librarians of all backgrounds and talents together. We may come from schools or public libraries or academic institutions, but we are all brothers and sisters in the instruction group. We support each other. We share our time and talents with each other.

We will be also celebrating an anniversary. LIRT has been here for 25 years. It has helped us connect with colleagues, pass along information and tips, and enabled us to make our opinions known to others. This is also a graduation of sorts as we move onward through the digital millennium. Now, more than ever, our talents and knowledge as library professionals is needed to help educate and direct the next generation of library patrons and information users. The one exception to my reminiscence is that this is not a farewell, except to the old ways we have done things in the past. We are living in a faster than the speed-of-light age. Many of us are on the cutting edge of countless innovations, which were never dreamed of before for a library. We will be leading the way for the next group of library professionals. Years from now, they will be standing in our place, wondering how it is possible we have come so far. Our answer could be that it was through perseverance and hard work. It is my hope that as we celebrate our 25th anniversary, we look forward to another 25 years with LIRT. It is up to each of us to make it another 25 years of excellence through the commitment of our time and ideas.

--Carol Schuetz



LIRT MEETINGS ALA ANNUAL CONFERENCE, ATLANTA 2002

Saturday, June 15	Hilton Atlanta, Salon C
8:00 a.m. - 9:00 a.m.	Executive Board I
9:30 a.m. - 11:00 a.m.	Steering Committee I
11:00 a.m. - 12:30 p.m.	General Membership & All Committee Meetings
Sunday, June 16	Marriott Marquis, Imperial Ballroom, Salon B
9:20 a.m. - 12:00 p.m.	Emerging Visions: Libraries and Education in the 21st Century LIRT Conference Program
12:30 p.m. - 1:30 p.m.	Marriott Marquis, Bonn/London/Zurich/Sydney Rooms LIRT/IS 25th Anniversary Reception
Monday, June 16	Georgia World Congress Center, A302
9:30 a.m. - 11:00 a.m.	All Committee Meeting II
11:30 a.m. - 12:30 p.m.	Steering Committee II
Tuesday, June 17	Marriott Marquis, Zurich Room
9:30 a.m. - 11:00 a.m.	Executive Board II

ANNOUNCEMENTS

MARCH LIRT NEWSLETTER

Due to a printing error, some members did not receive their March copy of the LIRT News. There is a scanned copy of the newsletter at the following URL:
<<http://www.uflib.ufl.edu/instruct/lirt/lirt.html>>.

LIRT ANNUAL CONFERENCE PROGRAM

The location of the program and the anniversary reception have been changed from the conference center to the Marriott Marquis hotel. Please see the revised announcement on the facing page for correct room information.

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.

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

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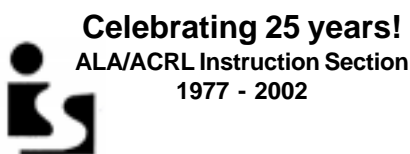
Contributions to be considered for the September 2002 issue must be sent to the editor by July 8, 2002. Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611. All material in the **LIRT News** is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement. Production Editor: Jana S. Ronan ©American Library Association

Join the Celebration!



LIRT & IS - 25 Years of Library Instruction

In 2002 the Library Instruction Round Table and the ACRL Instruction Section celebrate their 25th Anniversaries in Atlanta. A quarter century ago, two separate groups of forward-thinking librarians within ALA decided to form both a section and a round table dedicated to encouraging creativity and innovation in teaching and learning in all types of libraries. These two units of ALA have fostered and supported instruction librarians since 1977. We have a day of festivities planned for Sunday, June 16. We hope you'll spend the day and celebrate with us.



For more the most up-to-date information on the 25th Anniversary Celebration, visit LIRT (www.baylor.edu/LIRT/anniversary.htm) and IS (www.ala.org/acrl/is/conference/annual02/anniversary.html) on the web.

Emerging Visions: Libraries and Education in the 21st Century

LIRT Annual Conference Program

Marriott Marquis, Imperial Ballroom, Salon B 9:30 a.m.-12:00 Noon

Since the founding of LIRT in 1977, sweeping technological innovations have changed how we teach, both in the classroom and in the library. In a broad look at the future, this program will examine new directions in the field of education and how they will impact libraries. **Dr. Louis Schmier**, professor of history at Valdosta State University, and author of *Random Thoughts: The Humanity of Teaching and Random Thoughts II: Teaching from the Heart*. Louis Schmier will share his philosophies on student-centered learning and how it applies to libraries. **Tim Grimes**, Associate Director of Community Relations of the Ann Arbor District Library, Michigan, and a former President of LIRT, will speak on the increasing need for and direction of instruction for users in public libraries. **Jean Donham**, College Librarian, Cornell College, Iowa, and a former middle school teacher, will discuss how to apply lessons learned from the field of education to library instruction.

25th Anniversary Party

Marriott Marquis, Bonn/London/Zurich/Sydney Rooms, 12:00 Noon-1:30 p.m.

Join LIRT and IS as we celebrate our 25th Anniversary with a birthday cake, prizes, and recognition of those individuals who have been important in these two organizations during the past 25 years.

Building Premier Learning Communities: Strategies for Successful Library Involvement

IS Annual Conference Program, Georgia World Congress Center, 2:00-4:00 p.m.

Learning communities have been described as “an intentional process of re-designing curriculum and bringing faculty and students together to create more coherent and collaborative learning environments.” This program will investigate the components of successful learning communities and suggest specific strategies for library involvement. Keynote speaker **Nancy Shapiro**, founding director of the College Park Scholars Program, University of Maryland, will provide an overview of the development of learning communities and future directions. Librarian panelists will explore components of successful library involvement.

Common Ground - Information Literacy

By Marcia King-Blandford, mkingbl@utoledo.edu

In the midst of the emotion and surprise announcement naming Halle Berry as this year's Academy Award winner for Best Actress, no one could have anticipate the cord struck by Halle Berry's acceptance speech. Her composure, at this particular moment, when in front of her peers, Hollywood legends and millions of viewers, she thanked all those who had come before her. She gave the "nameless, faceless actresses and actors" credit for giving her this moment, and, more importantly, laying the groundwork for this opportunity. Her words brought the full force of her predecessor's vision, their tireless dedication, their commitment, their hard work and their never-wavering passion into the present moment. Halle Berry validated their sacrifices in the most public of forums.

Nothing this noble happens each day as many instruction librarians in many types of libraries stand before their audiences. Yet the parallel with Oscar night is real. After spending countless hours preparing, incorporating educational pedagogy, creating instruction materials, and dissecting research into a user-friendly information retrieval process, how many of us have the presence of mind to remember all of the individuals and their teaching and research contributions that have brought us to this "teachable moment." One of the greatest success stories instruction librarians own today is the real live presence of the Information Literacy Initiatives. Through the Institute for Information Literacy [IIL], <http://www.ala.org/acrl/nili/nilih.html>, instructional opportunity reverberates with possibilities. The unwavering vision, the sheer determination, the hard work, the battles fought, and the obstacles overcome have given way to a visible and active Institute, with trained faculty, national workshops, pre-conference programs, standards and guidelines, toolkits, a body of literature and numerous instruction directives, upon which instruction librarians can build. This tangible body of knowledge allows us to meet at the conference table equally with faculty, trustees, and

administrators. What appears to have arisen on the horizon just a few years ago is the culmination of more than 20 years of hard work. It is one person picking up the mantle and sharing the vision. There was never a guarantee that the hard work and commitment of so many would pay off. Yet these visionaries would not be stopped.

Perhaps it started when someone remembered the words of Isadore Mudge in the mid 1930s when she observed that nothing was more important than putting the right book in the right hands at the right moment in time. Or, maybe the inspiration came in the 1970s, when Evan Farber initiated formal classroom instruction into the research process. Perhaps a cord was struck when the need to justify the tangible relationship between school library media centers and student

learning outcomes was being fought in Colorado in the 1980s. What is known for sure is that "information literacy," spoken quietly more than 20 years ago, has come of age. The "nameless, faceless" visionaries of information literacy are known to us. Patricia Breivik Senn, Constance Mellon, Cerise Oberman, Thomas Kirk, Jr., Robert Wedgeworth, Carol Kuhlthau, Trudi Jacobson, Debra Gilchrist, Randall Burke Hensley, Betsy Baker, Mary George, Sharon Hogan, Lynn Westbrook, Hannalore Radar*, are just a few of the countless many. Take a moment and find your own hero among these dedicated instruction professionals. And, before you begin to teach your next class, take a moment and re-acquaint yourself with the wisdom, passion, and dedication and that has brought us to this moment. Our common ground is hallowed ground.

**My very deep apologies for anyone who I did not mention. The intent was only for demonstration purposes and was by not intended to be comprehensive. See also: AASL: Information Power: http://www.ala.org/aasl/ip_nine.html Blueprint for Collaboration: <http://www.ala.org/acrl/blueprint.html>*

Marcia King-Blandford, Associate Professor, Library Administration, Carlson Library, University of Toledo. ■



LIRT 2002 Annual Program

Emerging Visions:
Libraries and Education in the 21st Century

Since the founding of the Library Instruction Round Table 25 years ago the field of education has experienced seeping changes, particularly due to the increasing incorporation of technology into the classroom. This program will look ahead to the next 5 to 25 years to examine future directions of the field of education and how it applies to libraries. Speakers actively involved in the field of education, from outside of libraries as well as from public, school, and academic library backgrounds, will present their insights and practical experiences in the field of education and will discuss future developments they foresee in this rapidly changing field.

Remembering the Past: An Interview with Former LIRT President Tobeylyn Birch



With our 25th anniversary fast approaching, the LIRT newsletter is taking a look back at some of the people who were with LIRT in the earlier years. We wanted a chance to share their thoughts and experiences with everyone as this special event approaches. This time, we are asking Tobeylyn Birch to share her remembrances about LIRT.

LIRT: When did you start working with the Library Instruction Round Table?

TB: My active participation in LIRT began in 1983 as a member of the PR/ Membership Committee. This is easy for me to remember because my second child was only a couple months old when Mary Popp called and asked if I was interested in serving on the committee. I wasn't sure I was ready to become actively involved, with two young children to care for. But Mary was very persuasive, as LIRT needed local support for its exhibit booth at the 1983 ALA Annual Conference in Los Angeles.

LIRT: What were the important issues in library instruction that LIRT was dealing with at that time? How are these different from issues that you considered in LIRT 5 years later? How do they differ from issues in instruction that we all face in 2002?

TB: As I remember, the important issue in the early 1980's was teaching transferable skills rather than teaching specific resources. Several years later this had evolved to include critical thinking skills. During the last decade, due to the explosion of online catalogs, electronic resources, and Web-surfing, we then had to add technical skills and concepts (e.g. Boolean operators). Now we're trying to find ways to cultivate information literacy skills, which includes all of the above and more.

LIRT: Since all of them are past presidents: During your term as president, what were your goals for LIRT?

TB: My primary goals as president were to break down some of the barriers between librarians from different types of libraries and to make sure that our programs and publications addressed issues from all of the various perspectives — academic, school, public, and special.

LIRT: What things stand out in your mind as the most exciting about your years in LIRT?

TB: I'm not sure I can identify something as most exciting, but what stands out most about my years in LIRT are the friendships and professional relationships that were developed. In my experience, the members of LIRT are not only highly committed and service-oriented but they are also very fun.

LIRT: What was the activity in LIRT that was the most fun? OR What is your favorite LIRT story?

TB: I really enjoyed the Steering Committee dinners, which for many years were arranged by Chuck Dintrone. Now they have evolved into what we fondly call the "LIRT Has Beens" dinners, for past officers who still want to get together with the friends they made through LIRT.

LIRT: If the incoming LIRT president called you this June and asked for one piece of advice, what would you say?

TB: Have fun. Because participation in LIRT is voluntary, it is likely to take second (or third or fourth) place to our other commitments - family, jobs, etc.

But if we make the participation fun and enjoyable, we're more likely to keep our committed volunteers and gain more as they share their good experiences with colleagues.

LIRT: What should be LIRT's primary goal in the next 2 years?

TB: To continue to be the one organization that promotes library instruction in all types of libraries.

LIRT: Tell us about the ALA World Book Award you won. What legacy has the award left LIRT?

TB: The idea for the project that won the award started at the LIRT conference program, on critical thinking, during my presidential year. I was blown away by one of the speakers, Virginia Rankin, who presented her concept of the "presearch" process. Although designed for middle school students, I felt the process could be easily adapted for all kinds of populations, including the graduate students with whom I work. One way to share this information would be to videotape Virginia taking her students through the process. The LIRT Executive Board approved the proposal and suggested applying for the World Book-ALA Goal Award to fund the project.

I'm not sure what legacy the award has left LIRT. Winning the award probably increased LIRT's visibility within ALA, but I think it may have also helped round tables in general to gain more respect within the larger organization. ■



Past presidents Mitch Stephanovich (1999-00) in purple, Alison Armstrong (2000-01) in pink, and soon to be president Anne Houston (2002-03) in grey (bottom photo) mug for the camera with 2000 Annual program speakers Joe Dempsey and Monika Antonelli.

Click on the Back Button

By Sarah Brick Archer, archersa@nsuok.edu

Want to manage student Web searching during instruction classes and yet encourage active learning? Tired of making handouts for the next Freshman Composition class? Trying to find a way to control students without link software during a session in an online classroom? Want to have the ability to quickly modify instruction Web pages? Using instruction pages loaded on the librarian's personal home page can help solve some of these dilemmas.

Lecturing in an electronic classroom and allowing only limited use of the computers by students seems contrary to the philosophy of active learning. However, allowing students a free reign on the Web has the potential to create anarchy in the electronic classroom for an instruction librarian. The library's official Web pages do not always present the resources in the order which might be effective for a specific class. Web CT and Blackboard are useful tools for full-length classes, but may not be needed for a one-shot lecture. What is a solution? The instruction librarian can create a personal home page and load instruction pages for classes on her home page. Many universities provide space to faculty and staff for the creation of home pages. These are separate from the official library Web pages.

Online instruction pages available through a personal Web site are more than handouts saved in html. Besides effectively organizing the class instruction session, links can be added to direct the students to the online catalog, appropriate periodical indexes, reserve reading materials, class notes, and useful Web sites. Why have only the URLs when you can use hotlinks on the page? Having an online instruction page can impact the instruction librarian's teaching style. Instead of lecturing and demonstrating, the students actively use the library tools as they are being discussed. Students can be encouraged to research their own topics as each resource is presented. All students should be able to leave the instruction session with research in hand.

Organizing the instruction page effectively using the power that html and links can provide creates a potentially dynamic active learning scenario.

Copying handouts for classes is time consuming and expensive. It also raises the issue of how often the students actually use the handouts and whether it is a judicious use of university funds. It seems that students never have the handouts when they need them, so if an instruction page resides on the Web, it is always accessible. Having instruction pages on the Web is also helpful for absentee students or students who want to work ahead. Instead of asking the librarian for a copy of a handout, the student can locate it on the Web. Class outlines can be included on the Web page and students can print those and bring them to class. These outlines make a good source for taking notes. Online instruction pages also assist librarians on the Reference Desk who might need to consult the sources that have been recommended to students during library instruction classes.

Without a link system in an electronic classroom, it is difficult to control where students will wander on the Web. Using a personal Web home page, a separate page can be created for each class. It can be tailored to meet the instructional needs of your students and can include links to official library Web resources, but in the order that is most effective for that particular class. For example, the freshman composition classes might need to take a virtual reality tour of the library, so links to library floor maps are included. The indexes that directly relate to literary topics could be listed, also. Links to English subject Web pages would be included to direct the students to effective Web pages that are relevant to their class. By reminding students to "click on the back button" to return to the library instruction page, it assists in keeping the students together and on the "same page."

Many libraries have their own Web pages, but these frequently are controlled by the library Web Master. Changes to these official library pages probably occur less often which would not be as useful for instruction librarians. There are often rules, protocol, and delays that must be taken into consideration. Having a personal home page that includes class instruction pages can alleviate these problems. Pages can reflect the librarian's style and needs. They can quickly be updated to reflect the changing needs and last minute scheduling of classes.

Using a personal home page to create class instruction pages can be time consuming at first, but the possible benefits outweigh the front-end time commitment. Having the students "click on the back button" gives them the freedom to explore their own topics and yet stay with the class. It enables the library instructor to meet the students where they live—on the Web.

Sarah Brick Archer, Assistant Professor of Library Services, Co-Coordinator of Reference, Reference/Arts & Letters Resource Coordinator, John Vaughan Library, Northeastern State University, Tahlequah, OK. ■

SFX

continued from page 11....

OpenURL-Enabled Resources.
<<http://www.sfxit.com/sources-list.html>>

Schneider, K. G. "SFX: A Linkalicious Service." *American Libraries*, 32 (June/July 2001): 118. <<http://www.ala.org/online/netlib/il601.html>>

Wilson, P. "One Search Interface Fits All." *Public Libraries*, 40 (Sept./Oct. 2001): 280-281.

Special thanks to Kevin Petsche of the IUPUI University Library SFX Project Team.

Randall Halverson, Assistant Librarian, Science/Engineering/Technology/Nursing Team of the University Library, Indiana University-Purdue University Indianapolis (IUPUI). ■

Keeping Up With the Technology We Teach.

By Jamie MacInnis, macinnis@umr.edu

It's 9 AM and you're facing a roomful of sleepy freshmen. Using a presentation that took hours if not weeks to develop, you are about to demonstrate a core resource. Opening up a web browser and connecting to the database for a live demonstration, suddenly you find yourself lost. Overnight a familiar and well traveled territory has altered to an alien landscape.

As librarians, we cope daily with changes in the technologies we use. Whether it's a new interface for a commonly demonstrated resource, a newly added database, or an upgrade to our institution's network software, we spend our days adapting at a moment's notice.

How do we as librarians and teachers keep up? I don't mean awareness of new resources and technologies. For that we subscribe to listservs, read publications both within and outside our profession, or browse web resources such as Steven Bell's [Keeping Up](http://staff.philau.edu/bells/keepup) web page, <<http://staff.philau.edu/bells/keepup>>, or the Berkeley Digital Library Sunsite's [Current Cites](http://sunsite.berkeley.edu/CurrentCites) <<http://sunsite.berkeley.edu/CurrentCites>>. Rather, how do we keep up with learning to use, and concurrently teach, ever-changing technologies effectively?

There are references in the literature to institution-based attempts to address the problem, either as a professional development issue (Block and Kelly, 2001) or as part of initial and ongoing training of reference staff (Mendelsohn, 1999). Nothing was found in the literature however, specifically detailing strategies developed by individual librarians.

In an attempt to gather tips from other librarians I submitted a query, asking for personal strategies for keeping up, to several listservs (LIBREF-L, STS-L, BI-L, LIRT-L, and a local one, MRSC-L). Out of 21 responses, only seven referred to individual strategies; three mentioned library-based programs, one of which is described in the Block

and Kelly article; one mentioned an institution wide program, Teaching, [Learning, and Technology @ NJIT](http://www.njit.edu/tlt/index.html) <<http://www.njit.edu/tlt/index.html>>; and the other 10 responses listed web sites they used to keep up with information about new technologies.

The following list is culled from these responses:

- Volunteer with community groups. This can be used as a testing ground to learn new tools (e.g., Microsoft Access or Dreamweaver), and once a skill is gained you can then use it more effectively at work. Volunteer work may take time, but then so do lengthy workshops and classes. It can be good public relations for your employer, and the savings in workshop fees might make your boss happy. In one case, the work a librarian did resulted in a nice letter from her state representative just in time for her tenure review.
- Cultivate an 'I can do that' attitude: just jump in and plunge ahead.
- Share tips with others on how to use a technology or resource. This method is often incorporated into more formal approaches (e.g., as part of reference meetings or via internal email lists).
- Learn a resource as part of preparing for a class or as a demonstration for someone.
- Take advantage of free trials and/or free classes vendors provide to learn their products.
- Take specific reference questions to conference exhibits and try them out on vendors' products. The searches that sales representatives normally do are usually canned, in order to produce guaranteed results.
- Identify goals for keeping up with changes, then determine what measures will meet those goals and how to implement them.

- Use every spare moment you have trying out databases.
- Read the brochures, explore the help screens, click on all the links and tabs.
- One librarian cited advice she was given during a presentation several years ago. To paraphrase, give up trying to keep up with technology, because we all do the best we can and no one can keep up with all the changes.

What are my own strategies? Play with resources every chance you get. Don't be afraid to learn in front of users, because doing this can help the user both to understand the resource and show them techniques for dealing with change themselves. Get involved in committees responsible for evaluating new resources to be added, or volunteer to participate in beta tests for new interfaces. This has the double advantage of giving you advance practice and allowing you to contribute to the improvements in the final product.

No one suggestion will work for everyone. In a situation like the one described at the start of this piece, incorporating tips on how to survive this increasingly common occurrence could save both the presentation and the students from disaster. Just remember that when it comes to technology, our strength doesn't lie in what we know, but what we're capable of learning and teaching at a moment's notice.

References:

- Block, Karla J. and Julia A. Kelly. "Integrating Informal Professional Development into the Work of Reference." [The Reference Librarian](#) 72 (2001): 207-17.
- Mendelsohn, Jennifer. "Learning Electronic Reference Resources: A Team-Learning Project for Reference Staff." [College & Research Libraries](#) 60 (July 1999): 372-83.
- Jamie MacInnis, Reference Librarian, Curtis Laws Wilson Library, University of Missouri-Rolla, Rolla, MO.* ■



Stephanie Michel, Incoming Vice-President/President-Elect

Stephanie Michel is LIRT's incoming Vice-President / President-Elect. Stephanie became a member of LIRT after attending the 1998 Annual Program in Washington, DC. As a member and later, chair, of the Conference Planning Committee, Stephanie has enjoyed implementing LIRT's commitment to library instruction for all types of institutions and the provision of practical tips that librarians can take away and incorporate into their own instruction and into the planning of the conference programs. Program planning takes two years and involves everything from finding the right speakers to ensuring adequate climate controls for the room! The focus of the 2002 program in Atlanta is the future of education.

After chairing and preparing to leave the Conference Planning Committee, Stephanie decided to run for the office of Vice-President / President-Elect upon the invitation of Anne Houston, LIRT's incoming President. Serving as Vice-President / President-Elect, and, later, President will offer Stephanie the opportunity to promote LIRT's mission to advance instruction in all types of libraries. One of Stephanie's priorities as an officer of LIRT is to get more public and school librarians involved in the organization as committee members. She hopes to promote virtual committee membership as an alternative for those who are unable to attend conferences as a way to increase their input into the decision-making of the round table.

As a librarian, Stephanie is strongly committed to instruction, and believes that all students should have the opportunity to learn how to use the library. Stephanie's current position is Humanities Reference Librarian at the University of Oregon, but her duties include instruction and collection development in her areas of expertise (English, Theatre, Comparative Literature, and French) in addition to reference. In addition to course-integrated instruction, Stephanie also teaches a

one-credit library research class, LIB 101, which offers her the opportunity to experiment with different instructional methods. Stephanie has found that her most successful instructional experiences are those in which students have responsibility for their own learning. Giving some control to the students, whether asking them what topic to investigate, what the next step should be, or to give feedback to the rest of the class makes their learning experience more enjoyable and rewarding. Stephanie also offers workshops for students and faculty, some of which are standing room only, and administrates the ACRL Instruction Section Web site.

Stephanie's career as an instruction librarian has its origins in her experience as a Circulation assistant at Linfield College's library. High points of the position included a paid opportunity to learn about the library and not having to wash dishes in the cafeteria! After a year in Circulation, Stephanie became an assistant to a librarian whose duties included reference and instruction. Having the opportunity to see what librarians actually do on a daily basis helped change Stephanie's misconceptions about the field of librarianship and helped her realize that she would find a career as an instruction librarian personally and professionally rewarding.

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Can you lend LIRT a hand?

Sign up to be a LIRT Booth Volunteer!



It's LIRT's 25th Anniversary! We need friendly faces to meet & greet those who will be stopping by the LIRT booth in Atlanta to help celebrate with us. Pick a time that you're free and send your name and contact information to:

Linda J. Goff, Head of Instructional Services, Library 2021
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2000 State University Drive, East
Sacramento, CA 96819-6039
(916) 278-5981 FAX (916) 278-5661 ljgoff@csus.edu

	9-11 AM	11 AM - 1 PM	1 - 3 PM	3 -5 PM
Saturday, June 15				
Sunday, June 16				
Monday, June 17				
Tuesday, June 18				

*Exhibits close at 4 PM on Tues. Please indicate if you can help pack up the booth. ***You don't have to be a LIRT member to participate, so bring a friend!***



CHECK THESE OUT!

By Cynthia Akers, akerscyn@emporia.edu

Hello, and welcome to the beginning of a new year and refreshed ideas for library instruction! This is my first "Check This Out" column and I am happy to be able to bring you some of the latest readings for better teaching in this world of complex information technologies. You will notice in this column a variety of trends – from Web-based instruction to the reconsideration of technology itself and its best application for teaching information competencies. Happy reading!

TEACHING INNOVATIONS

Davis, Phillip M. "The Effect of the Web on Undergraduate Citation Behavior: A 2000 Update." College and Research Libraries 63.1(2002): 53-60.

Davis presents results from an ongoing study first reported by himself and Suzanne A. Cohen in the *Journal of the American Society for Information Science and Technology* (15 February 2001: 309-14.) The 2001 article examined undergraduate citation behavior in an Introduction to Microeconomics course between 1996 and 1999, while Davis's latest article brings the research up to date for 2000. The study focuses upon a research project assigned by the professor to teams in the class, and the project includes the writing of a research paper supported by scholarly references. The papers' bibliographies are then examined and categorized according to the type of reference (book; journal; magazine; newspaper; Web; other; and unidentifiable citations.) Not surprisingly, the study reveals a move away from print books and toward electronic resources, especially Web sites from commercial domains, from 1996 to 2000. This move is especially evident in the rise of newspaper articles cited in the bibliographies, with these articles retrieved in an electronic full-text format. Library instruction is an integral part of the class assignment. Davis cautions, though, that "The results of this study are

disappointing, but not surprising" in light of the World Wide Web's popularity" and emphasizes the need for librarians to work in collaboration with professors to encourage scholarly research.

Gutierrez, Carolyn, and Jianrong Wang. "A Comparison of an Electronic vs. Print Workbook for Information Literacy Instruction." Journal of Academic Librarianship 27.3 (2001): 208-12.

The authors report the results of a study performed with two freshman student groups at the Richard Stockton College of New Jersey Library. Both groups used a "Library Research Skills" workbook in a Freshman Seminar to take students through the research process of selecting a topic, using print and electronic sources, and evaluating the retrieved information. One group used a traditional print workbook, while the other group used an electronic version offered through the World Wide Web and created with a software program called Asymetrix Toolbook Assistant II. Both groups also had the benefit of a class lecture from a librarian to start them on the workbooks. The study revealed that, while students preferred the electronic version of the workbook to the print, in reality the students who used the electronic workbook did not perform significantly better on the tests and quizzes that were a part of both versions. Gutierrez and Wang observe that "focusing on the instructional delivery [may result] in missing a very important point. The study found that those students who regularly used the library benefited most from library instruction" regardless of the mode of instruction – in person or online.

Jacobs, Mark. "Speakeasy Studio and Café: Information Literacy, Web-Based Library Instruction, and Technology." Information Technology and Libraries 20.2 (2001): 66-71.

Jacobs describes the use at Washington State University of a local Web-based program called the Speakeasy Studio and Café in the teaching of a WSU general education course, "Accessing Information for Research." This one-credit course, taught by librarians, is enhanced by Speakeasy's ability to create "a digital online classroom complete with tables, chairs, assignments, blackboards, and interactive discussions between students and teacher". Speakeasy offers, among other technical enhancements, hosting of discussion forums on a variety of topics, assignments, and even the saving of subject terms used in online databases for research. Jacobs adds that the online environment facilitated by Speakeasy "show[s] students an enjoyable and innovative alternative to the traditional classroom setting. ... taught from a learning platform that immerses them in and prepares them for a future that will be increasingly dominated by technology-driven forms of information access." More information about Speakeasy is found at <<http://morrison.wsu.edu/About.asp>>.

Oling, Lori, and Michelle Mach. "Tour Trends in Academic ARL Libraries." College and Research Libraries 63.1 (2002): 13-23.

What does your library support in terms of library tours vs. library instruction? Do you make library tours an integrated part of your instruction, or provide separate tours for individuals or groups? The authors of this article explore the nature and concept of library tours in ARL libraries, with survey results received from 68 out of 111 libraries. Their findings demonstrate that librarian-mediated library tours are still the most popular, with other mediums such as audiocassette tours, video tours, and computerized tours via CD-ROM or HyperCard lagging behind in recent years. Although librarians report mixed results with stand-alone library tours and prefer to provide tours in the context of instruction, the authors note that virtual tours via the World Wide Web are currently fairly popular. They add that time will reveal if these virtual tours will remain useful.

CHECK THESE OUT!

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Stevenson, Stephanie. "K-12 Education Portals on the Internet." Multi-media Schools Oct. 2001: 40-44.

Stevenson defines a portal as "a Web site that provides entry to a comprehensive and well-organized collection of content, tools, and value-added services." She describes briefly a variety of existing education portals for kindergarten through high school, including AOL@School, BigChalk, BritannicaSchool.com, Classroom Connect, and Classwell Learning Group. Instruction librarians would benefit considerably from exploring these portals – and looking for opportunities to add their own tutorials and suggested research sites to augment the portals' existing repackaged content.

TEACHING AND LEARNING THEORIES

Drake, Miriam A. "Science, Technology, and Information." Journal of Academic Librarianship 27.4 (2001): 260-62.

Drake offers a conceptual approach to information in terms of the ongoing effects of scientific and technological evolutions. Since the end of the Second World War, discoveries in science and technology have moved at an increasingly rapid pace and have affected by extension the speed of and access to information. She brings up a current concern of the electronic dissemination of information: Who, on the World Wide Web, is responsible for peer review and refereed scholarly information? Drake also examines briefly the learning preferences of our current student population, a population able to perform many tasks simultaneously and impatient with more traditional, linear forms of the research process. This article helps in bringing another perspective to our library instruction methodologies.

Olson, Joanne K., and Michael P. Clough. "Technology's Tendency to Undermine Serious Study: A Cautionary Note." The Clearing House Sept./Oct. 2001: 8-13.

This article presents a theoretical view of technology in the context of overall critical thinking and learning skills. They note that learning is by its very nature "an active process, and for learning to occur students must be mentally active – selectively taking in and attending to information, and connecting and comparing it to prior knowledge and additional incoming information in an attempt to make sense of what is being received." In the rush to embrace technology, an emphasis upon education as pure entertainment may have been communicated inadvertently to students. While the authors do not discount appropriate uses of technology in teaching, they add that "the teacher's role is critical" in encouraging students to engage themselves in a long-term process of learning.

Suarez, Doug. "Modeling and the Use of Graphics in Web Tutorials: A Lesson from Social Learning Theory." College and Research Libraries News 63.2 (2002): 95-96, 119.

Suarez takes an interesting approach in this article by applying the concepts of social learning theory to Web-based instruction and the instructor's implementation of graphics to enhance teaching. He describes four tenets of this theory: attention to the learning process, free of physical or environmental distractions; retention of information learned previously; reproduction of learned skills; and motivation to learn and to replicate the learning process in gaining new knowledge. Suarez observes that the use or misuse of graphics in Web tutorials can affect greatly the ability of students to model these four tenets. He concludes that "[b]ecause a large part of student learning is visual, we need to use images that stimulate, motivate, and reinforce or tutorial content."

ALSO OF NOTE

Multimedia Schools Nov./Dec. 2001. (Check out "The Reference Shelf: Understanding the Web and All It Offers")

Reference Services Review 29.4 (2001). (Several articles of note about information literacy and competencies, plus the annual bibliography of "Library Instruction and Information Literacy – 2000" by Anne Marie Johnson.)

Oman, Julie N. "Information Literacy in the Workplace." Information Outlook June 2001: 32+. (An interesting perspective of information literacy concepts and their application in workers' "knowledge management".)

Yi, Hua. "Information Literacy Program: Achievements and Improvements." Academic Exchange Quarterly 5.3 (2001): 199-204. (A comparative study of information literacy programs at California State University, Bakersfield and San Marcos campuses).

Cynthia Akers, Instructor of Library Services, & Reference/Electronic Services Librarian at Emporia State University. ■

Member A'LIRT

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While pursuing her Master of Library Science at Indiana University, Stephanie worked as an Instructional Assistant for the Undergraduate Library, where she had hands-on experience in teaching students how to use the library. These early sessions helped develop the instructional skills Stephanie continues to use as a professional.

Stephanie's advice for those considering or pursuing a career in librarianship: get involved and be open to change! Stephanie's greatest learning in library school came from work experience, where she learned to apply the theoretical framework to the day-to-day activities of the classroom and reference desk. Also, try to learn as much about new technologies while in school since the opportunity to do so decreases once one is employed. Be ready for and receptive to change since libraries are constantly changing and seek opportunities to further your knowledge in ways that will benefit you and / or your organization. ■

Early Feedback on Instructional Issues for SFX Linking Software.

By Randall Halverson, rahalver@iupui.edu

A sizable group of “online integration software” products are now available. In general, these products help to unify access to the electronic resources available at a particular library or library system. P. Wilson summarized the general features of these products in the fall of 2001 (see <http://www.ala.org/online/netlib/il601.html>).

SFX, which stands for “special effects”, has been called the “Cadillac” version of several linking products designed to improve access to journal articles. These vary considerably in their ease of use, options for local customization, and cost of implementation. This article provides a review of instructional considerations for SFX; observations may also be applicable to other products and library environments.

Along with four other institutions, IUPUI University Library participated in beta testing of SFX software starting in 2000. Since then, the software has been made commercially available by Ex Libris (see <http://www.sfxit.com/>). To add to the perspective of our library’s early assessment of the instructional impact of the software, input is included from responses obtained from a brief questionnaire submitted in April 2002 to several national list serves.

Initially, some libraries have offered instructional sessions focused exclusively on SFX. However, more commonly, instruction in the use of SFX has been included as part of instruction in the use of other library resources. Some librarians note that use of SFX is intuitive for library/information literate users. These users are often readily able to use the software and are very pleased with its result. The main concern of such users is when more databases will be incorporated. So far, librarians do not report that SFX implementations have resulted in dramatic changes in the content and goals for libraries’ instructional programs.

SFX typically “runs” in three windows;

- the Source Window: where the original abstracting and indexing (A&I) database search was conducted,
- the SFX Services Menu Window: showing the SFX resource list for a particular item,
- and the Target Window: showing results once SFX has linked to the selected resource.

Because successive SFX windows are smaller and appear above the previous window, window navigation may be clearer than in the past, when users may have employed two or more open windows — including an A&I database(s) and the online catalog — by minimizing or re-sizing windows, or by toggling between open windows. In an SFX implementation, some users may be aided by instruction in re-sizing or moving windows.

SFX generally provides up-to-date access to holdings information. The library/system itself inputs holdings information for online subscriptions to electronic journals. The library/system must work collaboratively with abstracting/indexing database vendors to obtain content updates and to enable their databases to display an SFX icon in conjunction with journal entries (to serve as “source” databases).

By connecting “on the fly”, SFX also provides an “up-to-date”, customized list of service options appropriate for a particular item. The service menu is created via customized programming by each implementing site — and relies upon holdings information for that library — its “profile” stored on the SFX server. The number and kind of service links provided by SFX vary by citation, reflecting appropriate service options for a particular item at a library/system. Ideally, an SFX services menu will list links to full-text options first, if available, followed by a link to the online catalog. A simple strategy for instruction can be to suggest that users start by using the top link given in the list.

Once a user selects a service menu item, the SFX system employs OpenURL protocols to convey “metadata” for a particular citation on to the “target”, which provides full-text content, additional information or a service such as an interlibrary loan link. SFX cannot always take a user directly to a full-text item (article-level linking) — but is programmed to get “as close as possible”. In some cases, for example, SFX can only provide access to a Table of Contents page (issue-level linking) for a title, requiring the user to browse to find the article. Currently, SFX links to ProQuest databases (as a target) take a user to a list of hot-linked issues for that title (journal-level linking). Users must browse to find the appropriate issue and article. ProQuest is working to be able to offer article-level linking.

SFX includes approximately 17 optional “service types, e.g. “getAbstract” (to provide an article abstract) which may be available for a particular item. An implementing library can choose to include, or not include, each of these. “Contingency” criteria can also be programmed into the system, for example: not showing a link to an abstract if full-text access is available. For the best outcome, it is important for instructional and reference librarians to be involved in deciding which features to include.

SFX aids in providing seamless access to materials, but the research environment can still be complex for new users. Early in an SFX implementation, instruction may help users to overcome varied results. It is also likely that there will be a continuing need to assist users via instruction or the design of online resources, to identify appropriate databases to start searching. The choice of the source database is very important for effective searching since citations must be present in a database for users to be able to link to full-text access elsewhere! While an implementing library controls information provided regarding subscriptions to electronic titles, the reliable operation of SFX is dependent upon the accuracy of holdings data provided by full-text aggregators.

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SFX Linking Software

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If an aggregator lists a particular journal as having full text coverage for an issue of a particular title, SFX will show a full-text link for any citation to that issue. Publishers seldom “guarantee” cover-to-cover coverage of content; selective coverage of items within an issue can be problematic. Our library recently worked with a large database provider that had included a title in a “full-text” list. In fact, only one article of one issue was contained in the database.

Ex Libris typically does not support “branding” of the SFX icon with a customized symbol for a particular library – which would help to clarify when library-provided resources are being used, as opposed to free web resources. However, it may be possible to employ branding through negotiation with SFX source vendors.

Notably, the SFX icon has the same appearance for articles having links to full-text and for those that do not. To tell if full-text content is available, the user must click the icon to view the services menu. Unfortunately, some vendor databases implement the SFX icon differently. For example, ProQuest databases generate a relatively small proprietary icon (not the usual SFX icon) if no full-text is available through ProQuest. Similarly, for OVID, librarians note that it can be a challenge to explain why the usual SFX icon is not available. Instead, a special path, requiring the user to identify several less-than-obvious links is required to obtain the SFX options list.

In an SFX implementation, philosophical decisions may arise in the choice of whether to simplify options to make the system more understandable to a casual user, or to provide options which may benefit a sophisticated user, or provide a “back-up” in case a feature turns out to be unavailable. Some users, accustomed to links from citations providing immediate full-text access, may be confused when a list of service options is presented instead. Some users dislike having to “run around” to find an item if SFX ultimately leads to the online catalog.

Instructional exposure to the value of service options can help. For future implementations, feedback from some users suggests a preference for a link designating direct access to full-text content, if that content is available.

Users linking to an article that is included in full-text by more than one database from a given publisher will see multiple links to full-text content. In our experience, this occurs with EBSCOhost databases. SFX can also show a link to content that is not yet available. This occurs when citations to articles appear in a source database before the corresponding content is available in a target database – a common event for “target” databases having publisher-imposed embargo periods. Unfortunately, if an item is erroneously listed as full-text, a user is apt to get a “less than meaningful” browser or server error message. In ISI databases such as Web of Science, users may miss the SFX icon because of loading delay. It is necessary to wait for the citation page to load completely; the SFX links load last and might be missed otherwise.

At this point in the evolution of the relationship between the SFX product and database vendors, SFX service discontinuities continue to occur for many databases. Recently, for example, linking to articles within EBSCOhost databases was temporarily unavailable; users could still obtain the article by doing an independent search within the appropriate database. In another case this spring, certain WebSPIRS databases temporarily failed to “return” the SFX icon. Occasional losses of service are likely to continue as network software and vendor databases are updated. Users will continue to need to be aware of “back-up” strategies, or know how/who to ask for assistance.

In defining service menu links for multiple library applications, compromises may be necessary, but will have instructional implications. For example, in our case, our SFX library catalog link conducts a search of all Indiana University Libraries – to include both SFX libraries on our campus. In contrast, our regular in-library default is to search our own holdings. We are hopeful that we will be able to add a

“local campus” search option to our SIRSI online catalog, so that the default searches are more similar.

As the number of open-URL compatible databases increases, the potential value of SFX to a user increases. Upcoming versions of SFX are expected to provide options such as alphabetized lists of accessible journals, allowing browsing by issue. Enhancements in service may further assist users to exploit the entire holdings of our libraries – but is likely to require user support via instruction, reference services, and the design of online support resources.

Tips for SFX implementation/instruction

- Provide a link to “What’s New for SFX” or “SFX Help” pages from the library homepage. These items can be included in the service menu, but may be missed by users
- List important items first in the services menu list, such as full-text access.
- Streamline access to full-text.
- Clarify what is included in the services menu list, simplifying the list when possible.
- Emphasize/clarify “where to click” on the services menu list; it’s not necessarily clear what is hot-linked.
- Working with database vendors, attempt to provide uniform access/appearance for the SFX link – with a library “brand” icon if possible.
- Assist users to “recover” with back-up strategies if the system “breaks down”.

Additional Resources:

Available SFX Targets.
<<http://www.sfxit.com/targets.html>>

Open Linking in the Scholarly Information Environment Using the OpenURL Framework.
<<http://www.dlib.org/dlib/march01/vandesompel/03vandesompel.html>>

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Dear Tech Talk--

We need to redesign our library web site -- yet again -- and we want to design something that will appeal to our users. The library's web team has been looking at other library web sites and surveying the library staff. Now these meetings are dominated by disagreements about what resources to present, what words to use, how to present the information, etc. There must be a way to resolve these issues -- what is it??

--Battered, Bloodied, and Bludgeoned

Dear BBB--

Your goal is to redesign the library's web site so that it will appeal to the users. You further state that you've surveyed other library web sites and library staff. What about the users themselves? What do they really think about the library's web site; can they find the information they need; do they understand the terminology used; does it really meet their needs? Many libraries now use usability testing to answer these and other questions in evaluating web sites from the users' perspective.

First, what is "usability"? Nielsen defines "usability" as "the quality of the user experience when interacting with something" -- such as a web site. How quickly can the user find what s/he needs; how easy is it to navigate through the site; how understandable is the language used on the site; what options are available when the user gets "stuck"?

Usability testing, according to Rubin (22), uses "techniques to collect empirical data while

observing representative end users using the product to perform representative tasks." Usability tests have been around years. Now companies are using these same techniques to evaluate and improve the quality of their web sites for their users, and libraries are following suit. The ultimate goal of usability testing is to develop tools that rely on user-centered design -- in this case, library web pages that are truly designed for the patron, not librarians.

Like any project, good usability testing requires planning, but it's not an overwhelming task. Generally usability testing involves: (1) Identifying goals and what is to be tested; (2) Developing a test plan; (3) Identifying and selecting test participants (4) Preparing the test(s); (5) Conducting the test(s); (6) Debriefing the participant(s); (7) Interpreting the results; (8) Producing a report; and (9) *Listening* to the users and *implementing* the results of the tests -- even if the expressed needs fly in the face of what you, the "professional" believes is needed!! Detailed information on planning can be found in a variety of resources, but in particular look at Rubin (chapters 5 - 10), Dickstein, and Kirby.

As for usability evaluation methods,

there are actually many available. The Usability Evaluation Methods web site groups these methods into categories (testing, inspection, and inquiry) and provides a useful summary of each method. For the most part, libraries seem to use a combination of the following methods: heuristic evaluation, performance measurement, questionnaires/surveys, and thinking aloud protocols.

A recommended strategy is to perform a heuristics evaluation first -- to identify problems that can be easily corrected -- before performing tests that actually involve users. Heuristics are a list of rules that are applied to a the tool being evaluated. Nielsen is noted for his "Ten Usability Heuristics": (1) Visibility of system status; (2) Match between system and the real world; (3) User control and freedom; (4) Consistency and standards; (5) Error prevention (6) Recognition rather than recall (7) Flexibility and efficiency of use; (8) Aesthetic and minimalist design; (9) Help users recognize, diagnose, and recover from errors; (10) Help and documentation. Instone has further defined these heuristics by applying them specifically to web site evaluation.

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LIBRARIES THAT HAVE RECENTLY IMPLEMENTED USABILITY TESTS:

Indiana University-Bloomington Libraries
<<http://www.indiana.edu/~libslis/assess/>>
Roger Williams University Library
<<http://gamma.rwu.edu/users/smcmullen/usable.html>>
Massachusetts Institute of Technology Library
<<http://macfadden.mit.edu:9500/webgroup/usability/results/>>
University of Arizona Library
<<http://dizzy.library.arizona.edu/library/teams/access9798/lf2.htm>>
University at Buffalo-SUNY Library
<<http://wings.buffalo.edu/univserv/serviceexcellence/2000/pdf/TechtoolsCDServExctext2.pdf>> and
<<http://ublib.buffalo.edu/libraries/wat/bison-report.pdf>>
University of Washington Library
<<http://staffweb.lib.washington.edu/wisc/usability/>>
University of Wisconsin Library
<<http://www.library.wisc.edu/libraries/News/Design.html>>
Washington State University Library
<<http://www.vancouver.wsu.edu/fac/diller/usability/website.htm>>
Yale University Library
<<http://www.library.yale.edu/~prowns/nebic/nebictalk.html>>

Perhaps you think usability testing of your web site will take too much time and effort. Nielsen estimates that it can take as little as 39 hours to perform a usability test -- from the planning stage to the final report. Additionally, he makes a strong case for using as few as 5 representative users in each test (as long as they represent a homogenous user group). Experience indicates that 80% of the problems with the tool being evaluated will be discovered by as few as 5 users. As more users are tested, a significantly lower number of new problems are found with each test. Nielsen and others emphasize performing usability tests iteratively, as changes take place on the web site or on a prototype for the web site -- so test with small groups and test often!! Use the results of the tests to both design the library's web site to meet your users' needs, but also to resolve those differences of opinions that arise in web site team meetings.

Additional Resources:

Allen, Maryellen. "A Case Study of the Usability Testing of the University of South Florida's Virtual Library Interface Design". Online Information Review 1 (2002): 40-53.

Battleson, Brenda, et. al. "Usability Testing of an Academic Library Web Site: A Case Study". The Journal of Academic Librarianship (May 2001): 188-198.

Benjes, C. and J. F. Brown. "Test, Revise, Retest: Usability Testing and Library Web Sites". Internet Reference Service Quarterly 4 (2001): 37-54.

Byerly, S. "Usability Testing and students with Visual Disabilities: Building Electronic Curb Cuts into a Library Web Site". Colorado Libraries 3 (2001):22-24.

Campbell, Nicole. "Discovering the User: A Practical Glance at Usability Testing". The Electronic Library (Oct. 1999): 307-311.

CHI-WEB Mailing List. An ACM SIGCHI moderated discussion list on the human factor aspects of the World Wide Web.
<<http://www.sigchi.org/web/>>

Chisman, Janet, et. al. "Usability Testing: A Case Study". College and Research Libraries (Nov. 1999): 552-69.

Dickstein, Ruth and Vicki Mills. "Usability Testing at the University of Arizona Library: How to Let the Users in on the Design". Information Technology and Libraries (Sept. 2000): 144-151.

Dumas, Joseph and Janice Redish. A Practical Guide to Usability Testing. Norwood, NJ: Able, 1993.

Feldman, Susan. "The Key to Online Catalogs that Work? Testing, One, Two, Three". Computers in Libraries (May 1999): 16-20.

Fichter, Darlene. "Head Start: Usability Testing Up Front". Online Jan./Feb. 2000): 79-81.

Fleming, Jennifer. "User Testing: How to Find Out What Users Want". <<http://ahref.com/guides/design/199806/0615jefprintable.html>>

Gordon, Seth. "User Testing: How to Plan, Execute, and Report on a Usability Evaluation". <<http://builder.cnet.com/webbuilding/pages/Graphics/Evaluation/>>

Goto, Kelly. "Usability Testing". <<http://www.gotomedia.com/iceland/usability/>>

Hom, James. "The Usability Methods Toolbox". <<http://www.best.com/~jthom/usability/usahome.htm>>

Instone, Keith. "Conducting Your First User Test". <http://www.webreview.com/1997/05_30/strategists/05_30_97_8.shtml>

_____. "Site Usability Evaluation". <http://www.webreview.com/1997/10_10/strategists/10_10_97_1.shtml>

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SAMPLE SURVEYS AND OTHER TOOLS:

- Indiana University
<<http://www.indiana.edu/~libslis/assess/Lab2.doc>>
- MIT Libraries
<<http://macfadden.mit.edu:9500/webgroup/usability/results/materials.html>>
- Roger Williams University Library
<<http://gamma.rwu.edu/users/smcullen/form1.html>>
<<http://gamma.rwu.edu/users/smcullen/form2.html>>
(See McMullen article, page x)
- University at Buffalo (SUNY) Library
(See Battleson article, page x)
- University of Arizona Libraries
(See Veldof article, page x)
- University of Washington Libraries
<<http://staffweb.lib.washington.edu/wisc/usability/>>
- University of Wisconsin Libraries
<<http://www.library.wisc.edu/libraries/College/elrept98.pdf>>
- Washington University
<<http://www.vancouver.wsu.edu/fac/diller/usability/contents.htm>>
- Yale University Libraries
<<http://www.library.yale.edu/~prows/nebic/online.html>>

- _____. "Site Usability Heuristics for the Web".
<http://www.webreview.com/1997/10_10/strategists/10_10_97_2.shtml>
- _____. "Usable Web: User Testing".
<<http://usableweb.com/topics/000878-0-0.html>>
- _____. "User Test Your Web Site: An Introduction to Usability Testing".
<<http://instone.org/keith/howtotest/introduction.html>>
- Kirby, Lauren. "Professional Website Usability".
<<http://www.webmasterbase.com/printTemplate.php?aid=223>>
- Kuniavsky, Mike. "Why User Testing is Good".
<<http://hotwired.lycos.com/webmonkey/98/14/index3a.htm>>
- LITA Human/Machine Interface Interest Group. "Usability Testing Resources".
<<http://www.vancouver.wsu.edu/fac/campbell/hmiig/usabres2.htm>>
- McGillis, Louise and Elaine G. Torns. "Usability of the Academic Library Web Site: Implications for Design". College and Research Libraries (July 2001): 355-368.
- McMullen, Susan. "Usability Testing in a Library Web Site Redesign Project". Reference Services Review 1 (2001): 7-22.
- Methods for Designing Usable Web Sites: Conducting and Using Usability Tests. <http://usability.gov/methods/usability_testing.html>
- Nielsen, Jakob. "Cost of User Testing a Website".
<<http://www.useit.com/alertbox/980503.html>>
- _____. Designing Web Usability: The Practice of Simplicity. Indianapolis, IN: New Riders Publishing, 1999.
- _____. "Heuristic Evaluation".
<<http://www.useit.com/papers/heuristic/>>
- _____. "How to Conduct a Heuristic Evaluation".
<http://www.useit.com/papers/heuristic/heuristic_evaluation.html>
- _____. Jakob Nielsen's 50 Web Sites: Real-World Usability Deconstructed. Indianapolis, IN: New Riders Publishing, 2001 (Oct. 2001).
- _____. "Severity Ratings for Usability Problems". <<http://www.useit.com/papers/heuristic/severityrating.html>>
- _____. "Ten Usability Heuristics".
<http://www.useit.com/papers/heuristic/heuristic_list.html>
- _____. Usability Engineering. San Francisco: Morgan Kaufmann Publishers, 1994.
- _____. "User Testing".
<<http://www.zdnet.com/filters/printerfriendly/0,6061,2137666-84,00.html>>
- _____. "What Is Usability?"
<<http://www.zdnet.com/filters/printerfriendly/0,6061,2137671-84,00.html>>
- _____. "When to Outsource the Recruiting of Test Users".
<http://www.useit.com/alertbox/outsource_recruiting.html>
- _____. "Why You Only Need to Test With 5 Users".
<<http://www.useit.com/alertbox/20000319.html>>
- Nielsen, Jakob and Donald A. Norman. "Usability on the Web Isn't a Luxury". Informationweek.com (14 Feb. 2000): 65-73.
- Norlin, Elaina and Winters, CM. Usability Testing for Library Web Sites: A Hands-On Guide. Chicago: American Library Association, 2002.
- OCLC "HCI (Human-Computer Interaction) Web Resources".
<<http://www.oclc.org/usability/resources/>>
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- 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 ■
- Instruction for First-Year Undergraduates:
Developing Strategies to Facilitate Their Transitions



Join Us for BITES WITH LIRT

Atlanta, GA, June 15 and June 17, 2002



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 Conference in Atlanta. LIRT welcomes all types of librarians (who have an interest in instruction) from all types of libraries. You do not need to 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. Enjoy a great lunch with LIRT—good food, good company, and interesting conversation. We have selected restaurants for Saturday and for Monday and will make the arrangements. All you have to do is reserve your spot and show up! Please see restaurant details below. Online reservations will be available via the LIRT website.

DEADLINE IS Monday, June 3, 2002. Confirmations with directions to restaurants will be sent by email or FAX, based upon supplied addresses.

Send requests for reservations to:

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

BITES REGISTRATION FORM

Name: _____

Institution: _____

Mailing Address: _____

Telephone: _____

FAX: _____

Email: _____

Join us on either or both days. Please mark your preference(s) below:

Lunch Saturday June 15 12:30 PM

<input type="checkbox"/> Prime Meridian	OR	<input type="checkbox"/> Azio Downtown
Omni Hotel at CNN Center		222 Peachtree St. (International Blvd.)

Lunch Monday June 17 12:30PM

<input type="checkbox"/> Prime Meridian	OR	<input type="checkbox"/> Irish Bred Pub & Grill
Omni Hotel at CNN Center		74 Upper Alabama St. SW (at Underground Atlanta)

Are you a LIRT member? Yes No

LIRT's Top Twenty

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Albrecht, Karl. "The True Information Survival Skills." Training & Development 55.2 (Feb. 2001): 24-30.

This is an interesting article from a futurist about the information age. The author scrutinizes three assumptions about the information age: The Internet will change everything and everybody, Eventually, all human beings will be connected, and people will have to learn a completely new way of thinking. Then the author states what skills are needed for next century: (1) Interpersonal effectiveness, (2) Filtering: the ability to see through the clutter, (3) Propaganda resistance, (4) Breadth of knowledge, (5) Tolerance for ambiguity, and (6) Intellectual courage. One interesting section of the article talks about the digital pecking order: infophiles and infophobes. The author states that the majority of the population are infophobes.

Cottrell, Janet R.; Eisenberg, Michael B. "Applying an Information Problem-Solving Model to Academic Reference Work: Findings and Implications." College & Research Libraries 62.4 (July 2001): 334-347.

Findings of a study indicate that the Eisenberg-Berkowitz Information Problem-Solving model (Big 6) can be a useful tool for the reference process. The model keeps the reference process on track by providing a useful checklist for determining where a student is in the research process, for assuring no steps in the Big 6 are missed, and for giving advice. However, before students can perform all of the model's steps in the library, other resources need to be present and effectively supported such as application software, laser-quality printers, multimedia production and effective writing.

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LIRT's Top Twenty

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Davis, Jean J.; Szymczak, Victoria.; Topulos, Katherine. "Perspectives on Teaching Foreign and International Legal Research." Legal Reference Services Quarterly 19.3/4 (15 Feb. 2001): 55-69.

The authors present a valuable overview of problems encountered teaching international legal research in various formats in a semester course. They suggest resources to use for beginning to teach international and foreign legal research and provide effective teaching techniques and class activities that made their classes successful.

Davis, Philip; Cohen, Suzanne. "The Effect of the Web on Undergraduate Citation Behavior 1996-1999. An analysis of undergraduate term papers in microeconomics." Journal of the American Society for Information Science and Technology 52.4 (2001): 309-314.

Davis and Cohen collected 68 undergraduate student microeconomic term papers from 1996 and 69 from 1999 and extracted the bibliographies. These were coded as book, journal, magazine, newspaper, Web, other, or unidentifiable. Web source citations were verified online to see if they still existed and were classed as: found directly, not found directly but found elsewhere, found after correcting a typographical error, and not found (after a site and Google search).

The average number of citations increased from 11.6 in 1996 to 11.9 in 1999. The mean number of journals and magazines did not change significantly. Overall median citations increased from 10 to 12. Book citations dropped from 30% to 19%, Web citation went from 9% to 21%, and newspapers increased from 7% to 16%. There was a significant decline in the use of books and journals in favor of the use of newspapers and magazines interpreted as a decline in the use of scholarly materials. For 1999 URLs, 55% went directly to a cited document, 19% were found elsewhere, and 10% contained errors. 16% were not found. Of the 1996 citations only 18% of the URLs still led directly to the cited document, 26% were found elsewhere, 3% had errors and 53% could not be found. The authors believe stricter guidelines for acceptable citations are called for, as is the creation of scholarly portals, and increased instruction on resource evaluation.

"Faculty-Librarian Partnerships." Reference Services Review 29.2 (2001).

This special thematic issue from Reference Services Review is highlighting a current topic talked about among librarians: Faculty-Librarian Partnerships. The topics include: (1) Faculty-librarian collaboration in Mexican and Australian Libraries, (2) Campus-wide partnerships through Teaching, Learning, and Technology Roundtables, (3) Using inquiry methods to foster information literacy partnerships, (4) Faculty-

librarian collaboration for nursing information literacy using a tiered approach, (5) Building partnerships in liberal arts teaching, (6) Collaboration between liaisons, faculty, and students to create a web research guide, and (7) Collaboration between a marketing faculty member and a documents to create a workshop about international marketing resources.

Farmer, Lesley S. Johnson. "Building Information Literacy Through a Whole School Reform Approach." Knowledge Quest 29.3 (Jan./Feb. 2001): 20-24.

Farmer discusses how the faculty, librarians, and students at Redwood High School in California acknowledged a problem with research and analysis skills. A group of all three populations was formed to "improve student information literacy competence through" a combination of developing research and evaluative skills, sharing information and "incorporating technology into the literacy process". Using the information literacy standards set down by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), current skills were assessed by observing classes and evaluating assignments and papers. All parties took new responsibility for the skills and participated in in-service trainings (faculty) and skills workshops and new types of assignments (students). Studies have shown the improvement in student work.

Gerdy, Kristin B. "Making the Connection: Learning Style Theory and the Legal Research Curriculum." Legal Reference Services Quarterly 19.3/4 (2001): 71-93.

Gerdy emphasizes early in the article the importance of instructors/librarians understanding what learning styles are and how to vary your teaching to different styles. With each discussion of different styles/theories, Gerdy gives concrete examples of how to apply legal research assignments and lectures to students with those needs.

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Veteran LIRT Members Barbara Pilvin, Diana Shonrock, Kari Lucas, and Sharon Stewart enjoy lunch with other LIRT members and guests at one of the Bites with LIRT, in Philadelphia, 1997.

LIRT's Top Twenty

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She covers the four steps of andragogy, instructional preferences (visual, tactile/kinesthetic, verbal, and Kolb's information processing model.

Hull, Tracy L.; Lawton, Kelly Ann. "The Development of a First-Year Student Library Instruction Program at Duke University." The Reference Librarian. 73 (2001): 323-336.

The article charts the progress of a cooperative venture between Duke's Lilly Library and the freshmen writing program. In the course of five years the program was revamped continuously. Initially starting as a one-shot lecture and workbook program the class advanced to two sessions with an increasing emphasis on hands-on learning and also an increasing reliance on electronic formats. The authors offer a solid account of how to launch a successful program. It is also instructive to examine the superb workbook that accompanies the course. The workbook is located at: <http://www.lib.duke.edu/libguide>.

Ireland, La Verne H. The Impact of School Library Services on Student Academic Achievement. An Annotated Bibliography (2001). ED450807.

This is a useful bibliography for the school librarian to call upon whenever they feel under duress. The one hundred twenty-nine articles, books and dissertations document the positive impact of school libraries. The author has used a broad canvas in collecting resources, and the coverage ranges from 1953 to 2000.

Manuel, Kate. "Science and Information Literacy on the Internet: Using the ACRL and Project 2061 Standards to Create a Science Web Page Evaluation Tool." Issues in Science & Technology Librarianship. 30 (Spring 2001). Available at: <http://www.library.ucsb.edu/istl/01-spring/conf1.html>

This article is a brief summary of a conference report. The value is in the links to AAAS science literacy "Project 2061" at <http://www.project206.org/>, the ACRL "Information Literacy Competency Standards for Higher Education" at <http://www.ala.org/acrl/ilcomstan.html>, and finally the actual ACRL conference presentation by Aimee Lynn German and Laura M. Bartolo. The presenters describe their research project to evaluate Web sites using their evaluation tool. They include a summary of the literature search, copy of the Web page evaluation tool, and statistical analysis of the data. They summarize that "one way to promote information and science literacy in the classroom is using the standards created by recognized research institutions such as ACRL and AAAS as a way to measure the quality of a Web site."

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 (Jan. 2001): 71-85.

Author reviews literature of the recommendations and standards for developing information literacy beginning in 1974 with Paul Zurkowski in order to develop a questionnaire that would measure information literacy competencies of graduating seniors. Charts and narrative explain the results of the questionnaire that was administered in 1994, 1995 and 1999. Overall conclusion is that students believe they know more about accessing information than they demonstrate on a multiple-choice questionnaire.

Michel, Stephanie. "What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-Based Tutorial to Library Research at Radford University." College & Research Libraries. 62.4 (July 2001): 317-332.

The author did a study of a web-based tutorial from Radford University. Twelve sections of

English 102 sections were surveyed, including the faculty. Results showed that students were positive towards the online tutorial. The author reports that "study indicated that students and faculty were not strongly in favor of using the tutorial to replace traditional library instruction".

Moyer, Susan L.; Small, Ruth V. "Building a Motivation Toolkit for Teaching Information Literacy." Knowledge Quest. 29.3 (Jan./Feb. 2001): 28-32.

The authors build on the current information problem solving models to help students be motivated, stimulate intellectual curiosity, and develop self-confidence during the information seeking process. They used the Small and Arnone's Motivation Overlay. They gave specific lessons in which the Motivation Overlay was used.

Rabine, Julie; Cardwell, Catherine. "Start Making Sense: Practical Approaches to Outcomes Assessment for Libraries." Research Strategies. 17.4 (2000): 319-335.

In response to academic libraries' need to document student achievement, Rabine and Cardwell offer some practical approaches to assessment in the real-life situations of one-shot instructional sessions. The authors share advice and two assessment tools that have worked well for them: "a brief survey given to a large number of students and an in-depth, multipart tool used with a number of library instruction sessions."

Ragains, Patrick. "Infusing Information Literacy into the Core Curriculum: A Pilot Project at the University of Nevada, Reno." Portal: Libraries and the Academy. 1.4 (2001): 391-407. Available at: http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v001/1.4ragains.html

This article presents a successful information literacy pilot project at the University of Nevada, Reno, in the spring of 2000.

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LIRT's Top Twenty

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The author reviews the planning and implementation process, student/faculty assessment, and future plans to promote information literacy. The key component for the project's success was the commitment of the faculty members involved in the project. The author notes that "wide acceptance of information literacy can be a long-term process, one that requires librarians and instructional computing staff to form lasting and supportive relationships with undergraduate faculty."

Sears, Dennis S. "The Teaching of First-Year Legal Research Revisited: a Review and Synthesis of Methodologies at Brigham Young University." Legal Reference Services Quarterly 19.3/4 (2001): 5-26.

The author looks at the evolution of the BYU Law Libraries' Instruction Program concerning first-year law students. The author constructs a literature review to support the current instruction program and its effectiveness. The literature review contains information on the two different styles of teaching methodologies concerning legal research: 1) problem-solving and 2) biblio-

graphic detail. In the conclusion, the author describes a three-pronged approach. Very informative article from a legal library standpoint.

Sutherland, Naomi R. ; Winters, C. M. "The A, B, Z's of Bibliographic Instruction: Using Real-Life Analogies to Foster Understanding." The Reference Librarian. 73 (2001): 293-308.

This article discusses the role of analogies in bibliographic instruction and how they are effective. Examples are given how analogies are used in bibliographic instruction.

Valentine, Barbara. "The legitimate effort in research papers: Student commitment versus faculty expectations." The Journal of Academic Librarianship 27.2 (Mar. 2001): 107-115.

The author looks at the research process from the view on how students complete a research project and their views on the assignment. This article is interesting because it looks at the various expectations of the students and faculty concerning research assignments. The author also looks at how the library can help be an intermediary between the teaching faculty and students.

Ward, Duane. "The Future of Information Literacy." C&RL News 62.9 (Oct. 2001): 922-950.

This well-written article talks about the relationship between information literacy skills and complex issues involving our world and the students' lives. The author talks about an innovative program where students will be using information literacy skills to solve a community problems. ■



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:

Anne Houston, Head of Mallinckrodt Library, Loyola University —
Mallinckrodt Campus, 1041 Ridge Road, Wilmette, IL 60091
Work: 847.853.3050 FAX: 847.853.3203 Email: ahousto@luc.edu
<<http://www.baylor.edu/LIRT/volform.html>>

Name and Title:

Telephone (Work): (Home):
FAX: E-Mail:

Institutional Address:

Home Address:

Date of Application:

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

- | | |
|--|--|
| <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 (but would like to participate through email, and online)

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

ADULT LEARNERS: Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

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 LIRT committees and maintains files of prospective committee appointees.



LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

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 conferences.

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

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.

TEACHING, LEARNING, & TECHNOLOGY: Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

TRANSITION FROM HIGH SCHOOL TO COLLEGE: charge under development

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 Anne Houston, telephone: (847) 853-3050, email: ahousto@luc.edu, or consult the LIRT website at <<http://www.baylor.edu/LIRT/>>. A committee volunteer form is available on page 19 of this newsletter.



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