School   Public   Special   Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

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

From the Vice President

New "Virtual" Committee Membership

By Anne Houston, ahousto@luc.edu

Welcome back from New Orleans! At ALA Midwinter, a lot of productive work was done on our upcoming 25th anniversary events, which will take place at Annual. The task force is working hard under the able guidance of Diana Shonrock, and planning a variety of projects to celebrate our 25 years. One of the highlights will be the conference program at Annual—"Emerging Visions: Libraries & Education in the 21st Century"—followed by a reception sponsored jointly with the ACRL Instruction Section. If you are already making your plans for Atlanta, please plan to join us on Sunday morning and afternoon for these events.

Midwinter also featured our annual discussion forum, which provides a chance for LIRT members to get together and discuss current topics in an informal setting. We split into three groups to talk about: standards; Web tutorials; and collaboration. Thanks to Vanessa Burford for coordinating and leading the forum!

In New Orleans, the LIRT Steering Committee officially approved a new type of committee membership. Committee members can now choose to be "virtual," and participate in the work of the committee without attending ALA conferences. This change offers a flexible alternative for LIRT members who want to get involved in committees, but have financial or work restrictions that keep them from attending conference.

Join a LIRT committee now!

Register online at:
www.baylor.edu/LIRT/volform.html

Not all committees will be able to accept virtual members. To accept virtual members, the committee must be able to conduct much of its business via e-mail or phone; and have projects that committee members can work on without face-to-face interaction. If you would like to volunteer for a committee as a virtual member, please indicate on the volunteer form that you are not able to attend conference, and we will try to find a match with a committee that has appropriate projects for virtual members. This new policy represents a major change for LIRT, which we hope will make it easier for members to participate in our many exciting activities. If you have any questions or feedback about virtual committee membership, please feel free to contact me: ahousto@luc.edu. Thanks, and have a productive spring!

Anne Houston, Loyola University, Wilmette, IL ∎

Emerging Visions: Libraries and Education in the 21st Century

By Stephanie Michel, smichel@oregon.uoregon.edu

Since the founding of the Library Instruction Round Table 25 years ago the field of education has experienced sweeping 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.

Stephanie Michel, Humanities Reference Librarian, Knight Library, University of Oregon, Eugene, OR ∎

INSIDE

FROM THE EDITOR

The Fire Within

The winter Olympic games began this week and with it, all the excitement and national pride that befits an event of this magnitude. The slogan for the 2002 Winter games is "Light the Fire Within". Perhaps, that would be an appropriate phrase for us to remember as we begin a new year and a new semester. In our role as instructors, we help light the fire within library users. For some of us, these users come in the form of students. I know, you probably look at your classes and think that showing someone how to use the *Expanded Academic Index* is hardly important. But to the myriad of students and other library users who come through the doors each year, we are beacons of light in an otherwise unknown and uncertain territory. The time and commitment we make in teaching library instruction classes are invaluable assets to today's library. It is my hope that in the following year, we will "Re-light the Fire Within" ourselves. The experiences and techniques that we all have are resources that no workshop or seminar can teach. These are all things that we can give to each other through sharing and helping each other. For those of you who have contributed to the newsletter or have shared ideas with fellow instructors, I applaud you. In your own way, each of you are heroes!

--Carol Schuetz

Non-LIRT Meetings Reports:

ACRL/IS Research & Scholarship Committee

Last Midwinter in DC, the Research & Scholarship Committee was charged with updated the *Research Agenda for Bibliographic Instruction.* This was authored in 1980 by the ACRL Bibliographic Instruction Section Committee to encourage research on effective approaches to determine the needs and effectiveness of library instruction programs.

The Research & Scholarship Committee members have conducted an extensive literature search to identify research areas considered relevant in the current library instruction climate. The Committee hosted a round table discussion at ACRL in Denver, 2001 to solicit input for the revised agenda.   Current research areas have been added to the agenda, e.g, Information Literacy. The committee's work will culminate in a revised *Research Agenda* which should be completed this year. The document will be sent for publication approval to the appropriate committees. The Research & Scholarship Committee is planning to promote the approved updated *Research Agenda* at future national conferences.

--Reported by Elizabeth Evans,
lizevans@iup.edu ∎

Digital Reference: Trends, Techniques & Changes. ACRL Workshop
Joe Janes, Information School, University of Washington; David Lankes, Information Institute SUNY, Syracuse; Steve Coffman, Library Systems

The presenters conducted a lively, timely and well-attended workshop. The session was divided into three areas: state of digital reference, standards and planning, cost and software. Libraries should not marginalize digital reference as an "add on" but integrate it into the umbrella of traditional services. Legitimate concerns include licensed software and authentication. However, vendors are already looking at reduced license fees for reference service. Staffing is an issue but statistics indicate declining desk business. Librarians have to be involved with technical decisions and software purchases because of digital reference issues. Current products vary in cost, capabilities, learning curves, browser specificity, etc. Successful pioneers include the Cleveland Public Library and the CDRS project. Marketing is crucial and should include all invaluable resources and services.

The Networked Reference Services Standards Committee A-Z is working with standards for question processing transaction protocol and networked reference metadata element sets. Digital Reference is here to stay, whether through e-mail, chat or sophisticated software. It's time to talk to your patrons electronically.

The workshop's Powerpoint presentations are available at <http://quartz .syr.edu/ACRL>
--Reported by Elizabeth Evans,
lizevans@iup.edu ▯

ACRL/ULS Current Topics Discussion
"Reaching our Users Doesn't Always Mean "Out": a discussion of "in-reach" programs in academic libraries"

This program focused on libraries as a "place", design, layout, services, etc. Not anything particularly related to instruction.
--Reported by Elizabeth Margutti
University of Virginia
eam@e.mail.virginia.edu ∎

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.

LIRT'S 25TH @your library

Celebrating 25 years!
ALA/ACRL Instruction Section
1977 - 2002

Emerging Visions: Libraries and Education in the 21st Century

LIRT Annual Conference Program
Georgia World Congress Center, 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. The keynote speaker will be from **Turner Learning**, the Educational division of Turner Broadcasting. **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

Georgia World Congress Center, 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 redesigning 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.

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

Stephanie A. Michel

CANDIDATE FOR VICE PRESIDENT/
PRESIDENT-ELECT

EDUCATION: Linfield College, BA, 1996; Indiana University, MLS, 1997. Present Position: Humanities Reference Librarian, University of Oregon, 2001-present. Previous Positions: Reference/Instruction Librarian, Radford University, 1998-00.

ALA ACTIVITIES: LIRT: Conference Program Planning Committee, member 1998-01, chair, 2001-present.

ALA DIVISIONS: ACRL IS: Communications Committee, member, 2001-present; Planning Committee, intern, 1999-00, member, 2000-01; Web Site Administrator, 2001-present;. State and Regional Library Association Activities: Oregon Library Association, member, 2001-present.

MEMBERSHIP IN OTHER PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES: Beta Phi Mu, member, 1998-present.

HONORS, AWARDS, PRIZES, MEDALS, CITATIONS: Selected to participate in ACRL/SUNY Information Literacy Immersion Program 1999, Plattsburgh, NY.

PUBLICATIONS: "What Do They Really Think: Assessing Student and Faculty Perspectives of a Web-based Tutorial to Library Research." College & Research Libraries, 2001. "Library Assignments, the Good, the Bad, and the FISHY!" (contributing author), chapter, Making the Grade: Academic Libraries and Student Success, TBA.

Carolyn K. Frenger

CANDIDATE FOR VICE TREASURER/TREASURER-ELECT

EDUCATION: University of California, Los Angeles, BA, 1993; MLIS, 1997.

PRESENT POSITION: User Education Librarian, Gelman Library, The George Washington University, 1997-present.

ALA ACTIVITIES: Library Instruction Round Table Research Committee chairperson, 2000-2002.

ALA DIVISIONS: ACRL-IS-Research and Scholarship Committee member, 2000-2001, ACRL-10th National Conference Planning Committee, Invited Papers Subcommittee member 2000-2001.

STATE AND REGIONAL LIBRARY ASSOCIATION ACTIVITIES: District of Columbia Library Association Intellectual Freedom Committee chairperson, 2000-2001.

HONORS, AWARDS, PRIZES, MEDALS, CITATIONS: Recipient of ACRL 1999 National Conference Scholarship, ACRL 1999 National Conference poster session, "Gelman Library's Undergraduate Web Site: An Alternate Resource for an Environment in Flux".

PUBLICATIONS: "A New Librarian's Point of View". College and Research Libraries News, June 1999.

STATEMENT OF CONCERN: A willingness to serve is a cornerstone of being a librarian today. LIRT and its members demonstrate this willingness on an ongoing basis. Having been a member of the round table for more than a year and a half, I have seen how vital this organization is to the library instruction community and what its contributions add to the library profession as a whole. As Vice Treasurer/Treasurer-Elect, I would be able to continue my service to the organization and broaden my experiences and knowledge of the library instruction field as well as lend my talents to the furthering of the round table's mission. It would be my honor and pleasure to serve in this office. ∎

Anne-Marie Pappas (Mimi)

CANDIDATE FOR SECRETARY

EDUCATION: Florida State University, B.A., 1993; Florida State University, M.A 1996; Florida State University, M.S.L.I.S 1998.

PRESENT POSITION: Reference Librarian and Freshmen English Program Coordinator, Humanities & Social Sciences Services, George A. Smathers Libraries, University of Florida, 1998-Present

PREVIOUS POSITIONS: Adjunct Faculty, English Language Institute, (English for speakers of other languages), Daytona Beach Community College, 1997. Instructor, Berlitz ELS Language Center, DeLand Florida, Stetson University, 1996-1997. Graduate Teaching Assistant, Freshman English, Florida State University, August 1994-December 1995 and August 1997-May 1998.

ALA DIVISIONS: Library Instruction Round Table: Conference Program Committee 2000-Present.
RUSA, MARS: Best of the Web Committee 2001-Present.

HONORS AND AWARDS: Attended ACRL Institute for Information Literacy Immersion '01. LIRT Scholarship to attend the ACRL Institute for Information Literacy Immersion '01. ACRL scholarship to attend the ACRL Institute for Information Literacy Immersion '01.

PUBLICATIONS: Ronan, J., Pappas, M. (2001). Library instruction is a two-way street: Students receiving course credit for peer teaching. Education Libraries, 25 (1), 19-24. Patterson, M. (1999). Business Statistics of the United States. (Book Review). Government Information Quarterly, 16, 298-99. Patterson, M. (1999). Should All Library Schools Offer Courses in Library Instruction? Library Instruction Round Table News, 21 (4), 7.

ATLANTA
ALA ANNUAL CONFERENCE
June 13-19, 2002

LIRT Discussion Forum: Midwinter in New Orleans 2002

By Vanessa Burford, vburford@utsa.edu

Marketing, collaboration, marketing, and outreach were the common threads that ran through the LIRT Discussion Forum at the 2002 Midwinter Meeting in New Orleans… did I remember to mention marketing? Approximately twenty-five participants broke into three groups to discuss Information Literacy Standards, Web-based Tutorials, and Collaborative Partnerships.

The Information Literacy Standards asked what institutions should consider as they seek to interpret and internalize information literacy standards? How can different audiences (librarians, faculty, administration, etc.) address incorporation the standards into their work? How should librarians address students' computer skills, including knowledge of applications, as they apply to information literacy? Librarians must reach out to other departments in their institution and seek collaboration for incorporation of information literacy standards into the curriculum – we can't be the only campus unit addressing the need for information literacy. The incorporation of standards should be customized since each institution is unique has its own needs.

Perhaps most importantly, librarians need to market information literacy standards to students in their own language… One librarian at an arts institute in California found that student interest and participation in her information literacy course increased dramatically when the name of the course was changed to "Irreverent Research." Irreverent Research sounds more fun and less intimidating than "Information Literacy," "Library Instruction," or even worse, "Bibliographic Instruction." Making this type of effort to communicate with students at their level of interest will likely help create more teachable moments between librarian and student.

The Web-based Tutorials group started with the issue of assessment. We need to move beyond multiple choice. One suggestion was to partner with faculty for usability testing of Web-based tutorials. Institutions need to provide for adequate staffing, as these tutorials require updates, maintenance, and funding. Librarians and systems staff need to collaborate to address both the creative and technical aspects of the tutorials. Most importantly, how can librarians encourage faculty with negative impressions of Internet resources to use the tutorials with their classes? Marketing! Reaching out to the faculty to demonstrate the tutorial (as well as other library services) will increase the likelihood of faculty participation.


- *Information Literacy Standards*
- *Web-based Tutorials*
- *Collaborative Partnerships*

The Collaborative Partnerships group believed that the impetus for collaboration falls on the library. We have to get out there and make the effort if we want things to happen, and we might even change the image of the library in the process. How can we create collaborative partnerships? The first step is to identify a need and potential allies who also want to address the problem. Reach out to potential partners by attending their meetings, participating in their events, and marketing library services. Present the project (and the library) not only to the targeted collaborator, but also to community members whose influence can have a significant impact (parents, politicians, administrators, etc.). Communicate enthusiastically and diplomatically to keep things positive and avoid turf wars. Remember to communicate to the group in their own language as "librarianese" is not widely spoken. Lastly, the partnership must be maintained. Keep the communication going with your collaborators so all will remain enthusiastic and involved.

That collaboration and marketing were significant elements in all three discussions was quite enlightening. Librarians can create all kinds products and services, but we must have seek partnerships with potential collaborators in our respective communities to create a visible presence and let people know what we have to offer.

Vanessa Burford, Librarian and LIRT Publicity Coordinator, University of Texas, San Antonio ∎
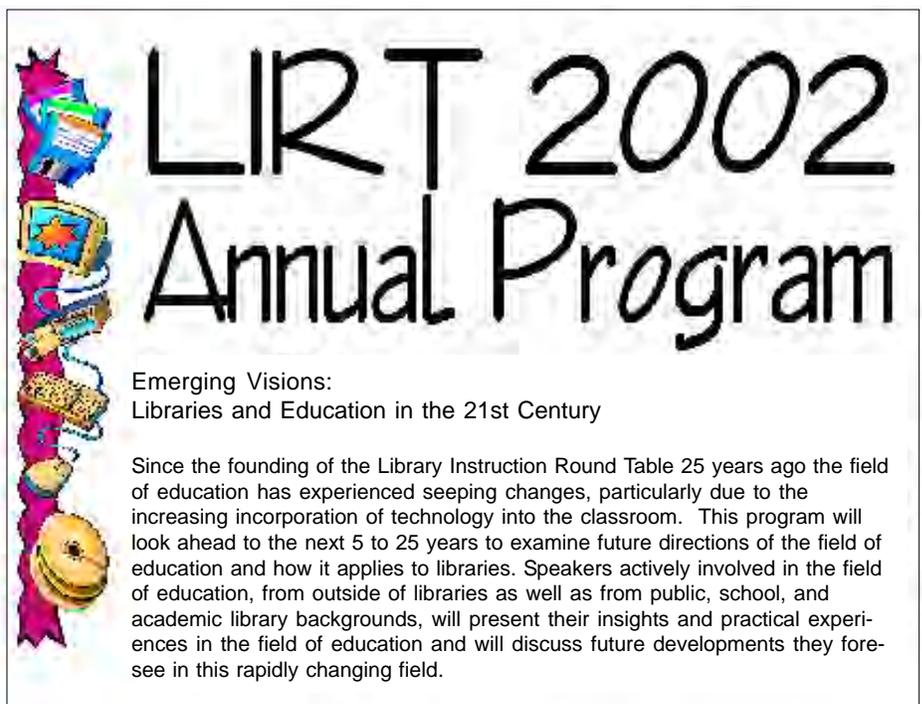
Emerging Visions:
Libraries and Education in the 21st Century

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.

ALA MIDWINTER CONFERENCE REPORTS
from LIRT Committees and Task Forces

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

ADULT LEARNERS
Chair: Angela Dunnington,
adunnington@selu.edu

The committee discussed ideas for creating a tri-fold bibliography of resources on learning styles and teaching methods most often associated with instruction to adult populations. This bibliography will be made available at the LIRT booth during the American Library Association Annual Conference in Atlanta and also via the LIRT Web site. The committee also plans to prepare another "then and now" newsletter article submission for the June issues of LIRT News. The topic of this submission will include instruction for adult populations within a distance learning environment. This committee currently has seven members representing public and academic libraries.

ELECTIONS COMMITTEE
Chair: Elizabeth Margutti,
margutti@virginia.edu

The chair reported on the final slate of officers for the 2002 LIRT election. Preliminary plans were made for developing a slate of candidates for the 2003 election, including developing a list of contacts for potential candidates and placing an announcement/call for "volunteers" in the newsletter.

LIAISON
Chair: Kay M. Stebbins,
kstebbin@pilot.lsus.edu

Our Committee discussed the non-LIRT Meetings to attend and report on for the newsletter. We also selected other ALA committees and round tables to advertise the 25th anniversary celecbration in Atlanta, GA 2002.

PR/MEMBERSHIP
Chair: Linda Goff, ljgoff@csus.edu

The committee focused on plans for the booth at Atlanta, especially the 25th Anniversary give aways. Apple lollypops with LIRT stickers were suggested. Members also discussed the difficulty in recruiting volunteers to man the booth in Atlanta.

RESEARCH
Chair: Carolyn Frenger,
cfrenger@gwu.edu

The Research Committee met and discussed the "From Chalkboard to Keyboard: 25 Years of Bibliographic Instruction Research" brochure it is creating for LIRT's 25th Anniversary. The brochure will be distributed at ALA Annual in Atlanta this June. The group divided up the responsibilities and discussed the production timeline. Also, the group's second Distance Education brochure status was updated. The committee hopes to have it ready for distribution during the Annual Conference. Finally, the group began preliminary discussion on its next series of brochures to be focussed on Library Instruction and Information Literacy. It was decided that the committee will begin working on the first brochure during ALA Annual in June.

Slate for LIRT Office

Stephanie A. Michel
CANDIDATE FOR VICEPRESIDENT/
PRESIDENT-ELECT

STATEMENT OF CONCERN: As a member and now chair of the Conference Program Planning committee, I have had the opportunity to meet and work with inspirational leaders who have helped to shape the Library Instruction Round Table. LIRT serves as an essential resource to instruction librarians by offering professional development opportunities such as conference programs on best instructional practices, webliographies of instructional resources, and discussion forums to share ideas with colleagues across the country. As President, I will contribute to this organization by promoting LIRT's mission to include and serve instructional librarians in all types of libraries: public, academic, school, and special. By participating in the leadership of LIRT, I hope to give something back to the organization.

Anne-Marie Pappas (Mimi)
CANDIDATE FOR SECRETARY

STATEMENT OF CONCERN:
One of the most important benefits that LIRT has to offer its membership is the opportunity to work with and learn from librarians from all types of libraries. I have observed that LIRT members create many publications and work very actively in committees, sharing with each other practical knowledge and a diversity of experience. As LIRT's Secretary I would do my utmost to facilitate timely, effective and clear communication and continue LIRT's 25 years of excellence. ■

Non-LIRT Meetings Report:

Medium-Sized Academic Libraries Discussion Group
"Distance Education, Electronic Reference and Library Service"

The 35 attendees began the discussion by talking about methods to market library and electronic reference services with particular reference to distance education students. One library has enlisted the support of the Continuing Education program and includes information in the packet sent out to all Continuing Ed students. Another suggestion was to embed a link to the library homepage in the online course syllabi. Other libraries are putting a link to the E-reference page on as many web pages as possible. Then the discussion moved to ref chat and whether or not the students like using it. One person mentioned a survey taken in the DC area that found students preferred to call for help on cell phones rather than using chat while at computers. Discussion also covered policies regarding in-person questions vs. calls or ref chat, and the move among many libraries to serve users in the order that questions are received, regardless of if they come by phone, walk-in or online.

--Reported by Elizabeth Margutti
University of Virginia
eam@e.mail.virginia.edu ■

LIRT: Then and Now

Introduction

By Sharon Lee Stewart, Adult Learners Committee, sstewart@bama.ua.edu

Adult education in the United States has a long history. A resource of note, for those who want to pursue this subject in depth is Malcolm Knowles' A History of the Adult Education Movement in the United States. Knowles covers the time period of 1600 to 1976. To our readers who are not employed at an institution of higher learning, there are other trends in the book that are relevant, such as the public library movement. Public libraries today are still being used in support of adult education, such as those research collections that are being used as a resource, as well as for library instruction for distance learners, as a place to house a reserve collection for a class and to obtain reference assistance. Colleges of continuing studies are very prominent now on our college and university campuses. The traditional independent studies with workbook readings and assignments are still very much alive. This is a time of transition, however. The electronic age has created new ways of reaching adults who want or need to continue their education while working full time. Adults do not seem to be able to pull up stakes as they did after World War II, bring their families to a campus, and work on a degree full-time. Entire degree programs at a distance are now available at the bachelor's level through the doctorate. Libraries, by themselves or connected to a state virtual library, are accommodating those who cannot come on campus (and supporting ACRL's *Guidelines for Distance Learning Library Services* in the process). ∎

Securing the Future of Libraries: Instruction and Services to Older Adults

By Kristine Kenney, Adult Learners Committee, kkenney@stdl.org

In recent years, the older adult community, aged 50 and over, has gained attention in libraries due to a rise in numbers. According to the Administration on Aging, the number of individuals age 65 and over has expanded from 10.6% of the U.S. population in 1990 to 12.7% in 1999 or about one in every eight Americans. Traditionally, public libraries provided assistance to seniors by developing large-print book collections and services to the homebound. As the older adult population increases to more than 70 million in the year 2030, libraries must reevaluate this expanding demographic. Services need to be increased to this rapidly growing group and provisions made for innovative instructional services, necessary in order to better meet the needs of today's older patron in an ever-expanding information age.

Both universities and public libraries are facing a growth in support from the over 50 segment of the population. Universities are finding that older adults are becoming more predominant in the classroom. Adults over 40 are the fastest growing segment of the higher education population, making up 5.5 percent of enrollment in 1970 and 11.2 percent in 1993 (O'Brien and Merisotis, 1996). Libraries are finding that they need to redesign services to meet the needs of this growing demographic. With these new students, new instructional techniques must be developed. The library has changed tremendously over the past few years. Older adults are now faced with online catalogs, CD-ROM databases, Internet and other technological advancements. In order to provide training and instruction, librarians need to teach so older adult students can learn. Consider some of these techniques when working with adult students.

- Reduce student anxiety – older adults are going to be nervous when entering a classroom. They may be intimidated or even fearful. Make students feel comfortable and welcome by introducing yourself and learning about the students.

- Explore student expectations – discuss why they decided to attend the class. Include their expectations into your training. Relate the class to the students' needs.

- Utilize experiences – understand that students bring their own experiences into the classroom (both positive & negative). Keep the training comfortable and flexible. Allow older adult students to experiment and ask questions. Listen to your students, they may have a tip that will be beneficial for the next class.

- Encourage participation – when available, utilize a hands-on approach. Older adults will learn better when actively participating. Older adults learn better by utilizing their experiences.

- Make lessons relevant – address their immediate needs whether it may be signing up for free e-mail or finding items in the online catalog. Use real life examples and demonstrations. Make lessons relevant to the learner.

- Assist student growth - help learners grow with new technology. Allow experimentation. Use their experiences as examples. Provide handouts so they can refer to the information, and use repetition to reinforce learning. Build an inviting environment and students will return. By utilizing training techniques and developing senior related classes, libraries will be securing their place in the future (Fidishun, 157).

Libraries have always been in support of lifelong learning. However, services to older adults have traditionally been uninspired. With the older adult population growing, libraries must develop untraditional teaching methods and programs. According to Census Bureau projections, this aging population will be better educated than previous generations, many will have at least a high school diploma, and the number of those with a college degree will increase. For those planning library instruction, such potential patrons are likely to be

Then and Now

The Changing Role of the Public Library in Providing Literacy Skills: Identifying and Addressing New Challenges

By Eric Linderman, for the Adult Learners Committee, elinderman@ecpl.lib.oh.us

The role of the public library in promoting literacy skills is often overlooked in discussions on library instruction or information literacy. The academic library is recognized foremost for providing instructional resources for students and faculty for research, while the public library is designed to provide leisure materials and resources to supplement the educational needs of children. The public library, however, has always played a critical role in providing literacy skills to those for whom the academic institutions have been out of reach. Those who are exceptionally poor, or are in some way handicapped, have traditionally utilized the public library as a self-education resource. These people have used the library as a place to learn job skills, to prepare for examinations, and to acquire literacy skills. Public libraries have responded by providing raw materials to help people attain these objectives.

There are certain characteristics of library patrons who use the library for self-instruction. For public librarians to better assist with providing information literacy skills, it is helpful for librarians to identify the self-learners in the library, and to decide who is most at need and how to address these needs. It is useful here to revisit a mid-1980s case study that was conducted in British public libraries to assess the needs of adult independent learners in public libraries. The results of this study included some definitions of the general types of adult independent learners that use public libraries (Smith 1987). There were four types of users noted that can still be identified today. The first of these is the "serious independent learner" who is engaged in self-training or research. This type was identified as the most independent of the four and in need of the least assistance by library staff.

The "inexperienced learner" was identified as the second type in the study. This type of individual is unfamiliar with how a library works. The inexperienced learner would be a likely participant in a literacy program, such as Laubach or GED preparation classes.

The third category was identified as the "community group user," who would be involved in a club or society that has some sort of educational dimension to it. A current example might be a literary club or a book discussion group.

The fourth and final type of adult independent user that was identified by the British study was the "ordinary library user." This is the library user who is in frequent contact with the library's resources, but may not have the ability to make the most effective use of the tools that have been made available by the library (Smith 1987, 23-29).

The role of the public library today, with regard to the provision of information literacy, is still to provide materials for all the above mentioned users as it has always done. An additional role, and one that will be of increasing importance in the future, is to build user competency in a wide range of technology resources. Two of the previously identified groups, the ordinary user and the inexperienced user, are especially at risk of being alienated by institutions that are caught up in waves of technological progression that broaden opportunities for the educated user and further closes doors for those who are already struggling. The public library risks defeating those it intends to serve if it does not place heavy and consistent importance on user education—above all to disadvantaged library users who lack the means of obtaining education outside of the library.

One way for the public library to assist in the development of the competent library user is to target the needs of children that may not be met in the home or in failing school systems. Whereas the challenge of yesterday's library and school was to teach the child mainly research skills, the newer challenge is to provide bibliographic research skills combined with word processing, web use and design, electronic article

retrieval, and use of the most current interlibrary loan processes. A child who is left behind in any one of these areas could miss the boat to important educational and career opportunities.

The new challenge for children's and young adult public librarians is to combine all of these very different skills into library instruction programs. One example of how this can be done is a 1999 program for disadvantaged children in Muncie, Indiana. In this program, instructional sessions were spread out across a six-week time span, with each weekly session adding an additional skill to a project on African-American history. In this way, skills including web design and word processing were added to initial bibliographic instructions sessions to build a finished, multifaceted, learning experience in the library (Drumm and Groom 1999).

As for the adult public library patron, there is also a greater need today to be able to utilize multiple media and draw from more areas and platforms of information and technology than before. Online full text databases, web-accessible catalogs, and advances in the effectiveness of interlibrary loan are a few ways that underprivileged adult library users can gain access to a wealth of information that may have been inaccessible before. However, these are also advances that frighten people from tapping into the resources they need. The challenge of the adult services public librarian is to ease the patron through these doors that threaten to close out the user at any moment. This task requires considerable patience and compassion on the part of the librarian.

It is necessary for the public librarian of today and tomorrow to be highly sensitive to the subtle behaviors of patrons that indicate their apprehensions toward technologies of the library. Lucy Harrison provides some guidance for identifying the symptoms of the technophobic library user. One typical indication, she notes, is a readiness to admit one's hopelessness with computer technologies (Harrison 2000, 34). The librarian must be prepared to offer extended assistance with the patron who exhibits fear toward the library's resources.

more interested in technology-based information or continuing education classes on specialized subjects. Libraries must also take into account the different age groups.

Adults 50-65 and 65-75 "will want resources on personal finance and retirement relocation, while those over 85 have a keener interest in materials that answer questions about daily living, such as what medications to take or which social services could help them" (Kleiman, 33). Libraries will need to reevaluate current training programs and informational classes to encompass the growing needs of older adults.

Libraries of the future may also want to consider developing guidelines specifically for older adults. The Canadian Library Association has developed a set of guidelines to use in planning services that are inclusive of older adults. Among these are to train the library's staff to serve older adults with politeness and respect. Make the library a focal point for seniors' information.

Acquire current data about the older population and incorporate it into planning and budgeting. Make the library's physical facilities safe, comfortable and inviting for older people. By implementing these simple guidelines, libraries will find more older adults utilizing libraries services into the future.

The library of the future must represent older adults when planning and implementing new programs. Libraries need to incorporate new technology, promote learning and promote a positive view of aging in its services. With this ever increasing demographic, libraries must rethink their instructional techniques, implement technology, and create guidelines to meet the needs of the older adult. The future of library instruction means evaluating our previous ideas and developing new services for the 21st century.

Want to join a LIRT committee but can't attend two conferences a year? Be a virtual member! Contact Anne Houston for more information (ahousto@luc.edu).

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Kristine Kenney, Schaumburg Township District Library, Schaumburg, IL ■

An important advantage of today's public library is the benefit of newer technologies for extending the scope of library collections and services, at some times, beyond the general-interest, local material that has traditionally been available at a community's public library. More often than ever before, the public library needs to be able to cross cultural and language barriers. Immigrants have traditionally used the public library to make steps toward leaning about a new environment. Today, they can also use email to contact friend and relatives in other places, and use improved database systems and interlibrary loan to quickly retrieve native language materials as well as ESL assistance.

One way that public librarians can begin to offer increased assistance to diverse populations that might have been previously outside the library's range of service is to employ the library liaison model in use by academic libraries. In the academic library, the international students' library liaison is used to introduce international students to library services and subject specialized services, and to educate other reference staff in providing for cultural groups (Kumar and Suresh 2000, 333-34).

It is possible for the public library to adopt this same strategy for reaching out to ethnic populations in the community. Ideally, a library would have an employee who is part of the interested cultural group and who speaks the same language. In the absence of such an employee, it may be possible to work with bilingual volunteers to make cultural populations aware of library services. The East Cleveland Public Library in East Cleveland, Ohio is an example of a public library that utilizes its own outreach services department to provide services to a local Russian population. This outreach department utilizes local Russian volunteers to question the residents of nearby apartments about needs that may be served by the library. The outreach department, in turn, works with the foreign literature department of the much larger Cleveland Public Library to acquire needed Russian language materials to be delivered to these apartments. This method is also used to match users with appropriate web information and materials through long distance interlibrary loan.

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Eric Linderman, East Cleveland Public Library, East Cleveland, OH ■

News-Bites

Colleen Waltman has a new position. She was at Governors State University, University Park, as the Distance Education librarian. Colleen is now at University of St. Francis in Joliet, Ill. as the Public Services Coordinator.

Remembering the Past: An Interview with Former LIRT President Tim Grimes

As reported by Eva M. Greenberg

LIRT'S 25TH @your library

In Atlanta this summer, we will celebrate LIRT's 25th Anniversary. In recognition of this, it was felt that a visit with some of the people who were integral parts of LIRT's past was in order. We will be featuring a series of interviews with people whose own contributions and participation helped shape LIRT into what it is today. Since LIRT has such a rich and diverse history, we tried to select people who are representative of the librarians who participate in LIRT. Our only regret is that we could not interview more of the people who contributed to LIRT in its first 25 years.

My interview with Tim Grimes took place during the ALA Midwinter Conference in New Orleans on Saturday, January 19th, 2002. Below are the questions I asked and the answers he gave;

EG: When did you start working with LIRT?

TG: In 1986 or thereabouts.

EG: What were the important issues in library instructiion that LIRT was dealing with at the time? How are these different from issues that were under consideration five years later? How do they differ from instruction issues in 2002?

TG: Speaking from a public library perspective, I found that public librarians had difficulty seeing themselves as instructors. There have been changes over the years as public librarians realized that they were doing "library instruction" every time they showed someone how to use the card catalog or the Reader's Guide. Today, of couse, the nature of the instruction focuses onthe internet and on-line databases; and public librarians finally do consider themselves instructors.

EG: During your term as president, what were your goals for LIRT?

TG: During my term as president (in 1992), I concentrated on organizational issues. My plans were to recruit public, academic, and school librarians. I also tried to streamline the ways LIRT did business.

EG: What things stand out in your mind as the most exciting about your years at LIRT?
TG: The most exciting experience for me was networking with people from all different types of libraries.

EG: What LIRT activity was the most fun? Or what is your favorite LIRT story?

TG: Having LIRT bags made for LIRT's 15th anniversary was the most fun; and also having LIRT members from all committees ask people "How has the LIRT bag changed your life?"

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

TG: Don't panic. You have to understand that the year goes by quickly and others will help.

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

TG: Lirt's primary goal should be the recruitment of new librarians, especially those from public libraries.

EG: You are the LIRT representative to the ALA Council. What do you think the council can do to make information literacy a more vital force in the organization?

TG: The most important thing the council can do to make information literacy a more vital force in ALA is to be supportive of groups like LIRT.

Eva M. Greenberg, Reference and Adult Services Librarian, Oberlin Public Library, Oberlin, OH ∎

Instruction for First-Year Undergraduates: Developing Strategies to Facilitate Their Transitions

Please join ACRL's Instruction Section for a Pre-Conference in Atlanta, June 14, 2002. The topic of the pre-conference, Instruction for First-Year Undergraduates: *Developing Strategies to Facilitate Their Transitions,* is an exciting one! This pre-conference will explore characteristics of these students, examine what they are learning about information resources and strategies in high school, and will investigate programmatic innovations at the institutional and library levels that meet first year student needs. During the interactive pre-conference, attendees will develop or enhance personal instructional approaches to working with first year students with leadership from highly respected librarians.

The speakers include:

Randy Hensley, University of Hawaii at Manoa
Frances Jacobson, University of Illinois at Urbana-Champaign
Lisa Janicke Hinchliffe, Illinois State University
Margit Watts, University of Hawaii at Manoa.

This conference topic was hugely successful at ALA's Annual Meeting in Chicago. If you missed it then or want a refresher, please join us in Atlanta.

Registration information is now available and location information will be available shortly. Seating is limited, so please mark your calendars now for June of 2002 and plan to attend.

Do you have questions? Please contact Carla Wilson Buss, University of Georgia, at 706-542-1114 or *cbuss@libris.libs.uga.edu*. See you in Atlanta!

Common Ground

By Marcia King-Blandford, mkingbl@utnet.utoledo.edu

The Internet has tied libraries together as no paper copy of *Reader's Guide* ever did. Similar to the impact shared cataloging had on the creation of OPACs, the technological impetus of the Internet is creating a core instructional curriculum for all types of libraries to share. In order to locate information within a school, public, or academic library today, a person, of any age or background, must know how to access and search the Internet. School librarians are on the front lines in the integration of technology into the K-12 curriculum and so they carry a special responsibility for introducing students to using the Internet for information and research.

Eve Gray, Media Director, at Madison Schools in Adrian, Michigan, echoes the comments often made by academic librarians when she shares that the first choice for her 560+ student population in grades 6 through 12, is the Internet. Her challenge is to get the students to use something more than a search engine when trying to retrieve research from the Internet. As a sole practitioner, the library does not currently have its own web page. So Ms. Gray has improvised. Since the students are more attentive with web resources, Ms. Gray has begun introducing students to Michigan's Electronic Library [MEL] <http://www.mel.org> as the right choice for Internet research. By contrasting a successful search using the MEL site with the search results retrieved by using a search engine, like Yahoo, Ms. Gray demonstrates the importance of knowing where to start, how to search, and the use of standard reference resources, such as almanacs, encyclopedias, and thesaurus in an electronic format. From 6th grade science projects to junior and senior English papers, starting at the MEL site offers an opportunity for the students to be successful Internet searchers. And, since success breeds

success, Ms. Gray hopes that when the students walk past the print resources, the student's first choice at the computers will be the right choice for starting their Internet searches.

An hour away, and just across the Michigan state line, at Christ the King School in Toledo, Ohio, Liz Kissner, the school librarian, faces the same Internet searching challenges. The approximately 600+ pre-K through 8th grade students at this private Catholic school will walk right by the books to get to the Internet workstations. But Ms. Kissner is taking a different approach. She believes that the most important steps to searching on the Internet starts before the students sit down at the keyboards. She teaches the students to use the K-W-L mapping approach to define their information needs before they start to search. Since concept mapping is a standard language arts classroom teaching device, identifying this concept within the framework of searching the Internet helps the students move from classroom to library to the Internet in a more seamless fashion. Over the past few years, she has worked with the principal and the classroom teachers to develop a skills checklist for each grade level. Starting with the pre-K classes, who are taught patterns and sequencing as part of the organization of information within the library, to 1st and 2nd graders, who are taught the vocabulary and concepts of the library, then moving through to 3rd and 4th graders, who are taught both the mechanics and the finer points of searching the library's OPAC, to the 5th graders, who start learning to search the web by evaluating web sites, to the 8th graders, who are creating bibliographies which include print and electronic resources on various topics, and every grade In between, the instructional priority within the library aims to closely compliment the classroom teaching by demonstrating to the students that the library is also a classroom for learning. Perhaps, as Ms. Kissner hopes, this is one way to change the way the library's instructional efforts are perceived.

All of us on the front lines of library instruction can identify with the initiatives being put forth by these two school librarians. Their challenges are our

challenges. As we share the common ground of instruction, which is continually tempered by technological advances, administrative support and teacher-librarian collaboration, to paraphrase the words of Isadore Mudge seems only fitting, "…it is the ability to put the right information in the right hands at the right moment in time." More than 60 years later, the Internet has not changed our instructional directive.

Marcia King-Blandford, Carlson Library, The University of Toledo, OH. ∎

News-Bites

Angela Dunnington was the Reference librarian and Bibliographer at the University of Texas, San Antonio. Now she is Reference and Instruction librarian/Assistant Professor at Southeastern Louisiana University in Hammond, LA.

Guidelines for Contributors to the LIRT News

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

Article Types Accepted

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

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

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

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

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

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

For more details, please consult: <http://www.baylor.edu/~LIRT/guidelines.html>

The Campaign Against Plagiarism: Academic Initiatives

By Vibiana Bowman, bowman@crab.rutgers.edu

Question: What do <u>Time</u>, <u>Newsweek</u>, <u>U.S. News and World Report</u>, <u>Addiction</u>, and <u>The Journal of Academic Librarianship</u> all have in common?

Answer: They have all current, feature articles which center on the topic of plagiarism. Accusations of plagiarism against such notables as Stephen Ambrose and Doris Kearns Goodwin have rocked the academic community in recent months. Academics and scholarly writers are not the only group being hit with such accusations. Colleges and universities are grappling with the issue of student plagiarism, as well. Theories on why plagiarism is (seemingly) rampant abound: increased pressure to publish; access to a huge amount of research on the Internet; lack of high scholarly standards in the academic community; the "dumbing down" of the American educational system, etc. etc., etc. Thus, the arguments rage on. Bottom line, however, is that this issue effects all those associated with education and perhaps, most of all, librarians. We serve as information gatekeepers and as liaisons between students, teachers, and finished scholarly products. How then can librarians, especially those interested in technology and/or instruction, to help our students to avoid plagiarism and help our faculty to detect it?

Plagiarism occurs when a writer presents another person's intellectual property as his or her own. While some students may deliberately and knowingly lift portions of a document (or even an *entire* document), most students inadvertently plagiarize by neglecting to properly cite the sources that they use when writing their research papers. All colleges and universities view plagiarism as a very serious offence. Rutgers University, like other institutions, has made the issue of plagiarism a priority in all its academic departments, including its libraries. Rutgers University's position on plagiarism is found its Policy on Academic Integrity for Undergraduate and Graduate Students <http://teachx.rutgers.edu/integrity/policy.html>. As with the majority of academic institutions, the consequences as delineated in the Rutgers policy for students caught plagiarizing or falsifying their works are justifiably severe in order to protect the intellectual property rights of writers and researchers. Various departments and centers in Rutgers University have addressed the question on how best to convey this information to their students. The following are a few of the projects under development:

• Paul Robeson Library (Camden Campus) has developed an online tutorial using Macromedia Flash, "How to Avoid Plagiarism" <http://www.libraries.rutgers.edu/rulib/abtlib/camlib/flash_presents/flashplaglinks.html>. This is a self-paced tutorial with a quiz that leads the student through an explanation of what plagiarism is, what the consequences are, and how to recognize examples of plagiarism. (Educational content written by Vibiana Bowman, Reference Librarian and graphic design by John Gibson, Computer Technician.

• The Mabel Smith Douglass Library (New Brunswick Campus) has developed a plagiarism tutorial in conjunction with an academic exercise for the students of the Douglass College, at Rutgers University, called, "Shaping a Life" <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> This tutorial, which utilizes, Macromedia Flash, utilizes student actors to portray a "what would you do" scenario to instruct students on good research habits and how to properly cite the information in their papers. The credit for this movie include various professionals, but Eileen Stec, Library Instruction Coordinator for Douglass Library, was responsible for the exercise's educational content.

• The Department of Sociology, Anthropology, and Criminal Justice at Rutgers Camden Campus (Chair, Robert Wood) <http://sociology.camden.rutgers.edu/curriculum/plagiarism.htm> has an excellent resource page for its students on the web, including a link to an essay on plagiarism by eminent sociologist, Earl Babbie.

There are many excellent online resources available on the Web from other academic institutions. Following are some examples of how some colleges and universities are addressing the problem:

• Plagiarism: What It Is and How to Recognize and Avoid It (Indiana University) <http://www.indiana.edu/%7Ewts/wts/plagiarism.html>

• Avoiding Plagiarism (Hamilton College) <http://www.hamilton.edu/academic/resource/wc/avoidingplagiarism.html>

• Deterring Plagiarism: Some Strategies (University of Toronto) <http://www.utoronto.ca/writing/plagiar.html>

• Plagiarism Information for Students and Faculty (Van Wylen Library) <http://www.hope.edu/lib/support/plagiarism/>

• Citing Sources and Avoiding Plagiarism: Documentation and Guidelines (Duke University) <http://www.lib.duke.edu/libguide/citing.htm>

• Avoiding Plagiarism: Mastering the Art of Scholarship (UC Davis) <http://sja.ucdavis.edu/avoid.htm>

Many academic institutions are also turning to detection software to aid their faculty and administrators to identify suspect passages in student papers. Commercial sites offer some free trial version and some academic institutions are creating pathfinders to locate detection software:

• Eve 2.3 <http://www.canexus.com/eve/index.shtml> (May download trial)

• The Plagiarism Resource Center at the University of Virginia <http://plagiarism.phys.virginia.edu/> (FREE software download)

• WordCheck Keyword Software <http://www.wordchecksystems.com/> (May download trial)

• Plagiarism: Software Solutions from the University of Melbourne <http://www.services.unimelb.edu.au/plagiarism/solutions.html>

These lists of project, demos, and software packages represent just a sampling of the effort being made by educators to forge a solution to a serious problem facing the academic community. Through the collaboration, resource sharing, and brainstorming, librarians can contribute greatly to this effort.

Vibiana Bowman, Reference Librarian, Paul Robeson Library, Rutgers University ∎

From Overheads to the Web

By Billie Peterson, Baylor University

Dear Tech Talk—

Twenty-five years ago, I was a toddler — now here I am, grown and a professional librarian. Somewhat unexpectedly, I've recently become involved in library instruction activities.

Awareness of LIRT's upcoming 25th Anniversary, has prompted me to wonder about what library instruction must have been like twenty-five years ago. In particular, I am curious about how the use of technology in library instruction has changed during the last twenty-five years.

—Really Ready to Reminisce

Dear RRR—

The previous Tech Talk column covered the use of technology for bibliographic instruction from the late 70's to the late 80's. In the late 80's computers and end-user databases were increasingly at the forefront as information delivery tools. Librarians now needed to bring these new resources into the classroom, as well as the print resources. Additionally, the Internet started to make its public appearance. With the advent of these new information delivery tools, the use of technology in the classroom, and even instructional methodologies, shifted dramatically.

Paralleling the practice of bringing reference books to the classroom, instruction librarians now needed to bring computer-based resources to the classroom — or bring the students to those resources. One solution was a re-purposing of the overhead projector. Libraries purchased a single computer workstation, an overhead projector with a high-intensity light, and an LCD panel that connected to the computer and rested on top of the overhead projector. With this technology, librarians could display information from the computer to the

class and incorporate live demonstrations of electronic resources into their presentations. For the times, this was amazing technology — except that instructors now had to wrestle with the nuts and bolts — literally — of connecting LCD display panels to computers as well as rethink teaching strategies in order to integrate these new resources into bibliographic instruction. However, research of that time was focusing on the effectiveness of student-centered learning, and a major problem with classroom demonstrations was its emphasis on passive learning.

During the early and mid 90's, computer workstations (Macintoshes and PCs) became viable and then essential purchases for libraries. They became commonplace in both offices and public service areas. The HyperCard software program came with every Macintosh. HyperCard was easy to use and many librarians quickly recognized the value of this program for creating computer-assisted instruction modules that were non-linear and emphasized student-centered learning. For the first time it was relatively easy for librarians to create and modify computer-assisted tutorials without having to rely on the expertise of other programmers. Many libraries, large and small, used HyperCard for bibliographic instruction — Gateway to Information (Ohio State University), Library Navigator (University of Iowa), PLUTO (Purdue University), Research Assistant (proprietary product marketed by Ann Bevilacqua) — to name just a few. Not surprisingly, librarians also started to study the effectiveness of these new tools, both the cost and instructional effectiveness. Research studies verified that these methods of instruction were equal to, if not superior to, the lecture methodology of the past.

Also at about this same time, the first electronic classrooms began to appear. Classrooms in libraries were redesigned to support student computers as well as instructor computers. Within the classroom setting, students could have hands-on experience with a variety of electronic resources. Once again, instruction librarians were faced with incorporating this technology into their instruction. However, as is evidenced by a LOEX Survey completed in 1995, lectures, tours, print handouts, and

workbooks were considered the least effective methods of instruction while hands-on, independent instruction, lecture combined with another method (such as hands-on) and active learning models were considered the most effective methods. Instruction librarians were thrilled to have the opportunity to integrate their lectures with these hands-on opportunities, creating a more interactive learning environment.

Even during the early days of the Internet, librarians experimented with using it for instruction. One easily adapted Internet technology was the use of e-mail to deliver instructional modules to interested learners. The benefits of using e-mail in this way were that the students could choose which instructional modules to work through and times that fit their schedules. This method was also relatively inexpensive; and once the modules were created, it was not very time consuming on the part of the instructor. Additionally, e-mail instruction also involved students in active learning. However, e-mail was restricted to plain text formats, so there were some pretty clear limits on how far one could go in using e-mail for instruction.

Looming on the horizon was the World Wide Web — a medium with unimaginable potential for user-centered, highly interactive instruction opportunities. The World Wide Web was a natural migration for those libraries that used HyperCard for bibliographic instruction. It had all of the advantages of HyperCard (user-centered, non-linear, interactive, relatively easy to create and maintain), with additional advantages – platform independent, available from anywhere in the world, and capable of supporting graphics (and much, much more as the standards and browsers evolved). There were, and still are, some disadvantages to web-based instruction: minimal personal contact with the learners, a lack of time to develop and produce high-quality modules, a lack of control over the display (an issue that has constantly improved), and dealing with Internet-shy students (another issue that is disappearing with time).

Currently, librarians are making extensive use of the web to deliver instruction for everything basic guides to content areas to detailed information literacy tutorials. The value of this mode of instruction is further emphasized by the collection of web-based instruction resources maintained by ALA's Library Instruction Round Table (http://www.baylor.edu/LIRT/lirtproj.html) and ACRL's Instruction Section Internet Education Project (http://cooley.colgate.edu/etech/iep/default.html). Additionally, software programs like Dreamweaver, Fireworks, and Authorware are making it even easier for librarians to create very sophisticated tutorials.

Even with the proliferation of web-based bibliographic instruction activities, experimentation with other forms of technology continues to take place. During recent years, librarians have experimented with taking their instruction services "on the road" by taking the appropriate equipment to classrooms outside of the library. With laptop computers and projectors decreasing in size, this activity has become even more viable. Others are experimenting with NetMeeting, Chat, video streaming, wireless technology, and course software such as Web CT or Blackboard for instructional purposes. Currently within the college and university environment, many instruction librarians are working to incorporate research components into the course material created by faculty who are presenting class information through courseware like Web CT or Blackboard.

For the past twenty-five years, instruction librarians have consistently taken advantage of current technology to provide the best instruction opportunities. As the technology evolved, the instructional methodologies evolved, moving from passive, teacher-centered models to interactive, learner-centered models. However, the essence of the information to be learned has remained constant. Take Ohio State University as an example — twenty-five years ago the instruction librarians at OSU defined a general search strategy to be used for finding information effectively and efficiently. Twenty-five years ago, this search strategy appeared on paper handouts, then on videotape, later on HyperCard. Today it is fully integrated

into their web-based Gateway to Information. It is difficult to predict what technology will be available to librarians during the next twenty-five years. However, the actions taken by instruction librarians during the past twenty-five years clearly indicate that instruction librarians of the future will continue to take advantage of technology to enhance their instruction models.

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LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

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.

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 By-laws 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/>. Ask about virtual membership!

TECH TALK

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Teifel, Virginia, "Library User Education: Examining Its Past, Projecting Its Future." Library Trends (Fall 1995): 318-338.

Welsch, Erwin K. "Using Research Assistant for Library Instruction." Computers in Libraries (June 1990): 10-13. ■

As always, send questions and comments to:

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

E-Mail: Billie_Peterson@baylor.edu

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

Or use the online form at: <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")

_____Adult Learners   _____Newsletter
_____Computer Applications   _____Organizational/Bylaws
_____Conference Programs   _____PR/Membership
_____Continuing Education   _____Publications
_____Elections/Nominations   _____Research
_____Liaison   _____Transition from High School
_____Long-Range Planning   to College

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.

LIRT'S 25TH @your library

LIRT is 25!
Join the Celebration!

Emerging Visions: Libraries and Education in the 21st Century
LIRT Annual Conference Program, Georgia World Congress Center, 9:30 a.m.-12:00 Noon

25th Anniversary Party
Georgia World Congress Center, 12:00 Noon-1:30 p.m.

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