## From The Vice President
Cynthia Akers, akerscyn@emporia.edu

Greetings from the Midwest!  By the time you see this newsletter; I hope that those of you enduring chilly weather have made it through a rough winter.  The ALA Midwinter Meeting in San Diego was a warming experience for me both in temperature and in collaborations with my colleagues at the LIRT retreat and committee meetings.

As we look forward to ALA Annual in Orlando, I find that I am reflecting upon long-term goals for library instruction and information literacy for all patrons.  Throughout my involvement in LIRT, I have especially appreciated our round table's focus upon practical aspects of instruction and concern for the information skills of every patron in every type of library.

Our librarians at Emporia State University have recently begun an initiative for information literacy across the curriculum.  We offer as a pilot project an online information literacy course for undergraduate students.  In addition, we teach two graduate information literacy courses online:  one for business; and one for information in the disciplines.  I am co-teaching the discipline-specific course and as I create modules and assignments for the Blackboard courseware management system, I am reminded of the constant need to "think like a patron".

As instruction librarians, we are often so inundated by the sheer number of and changes in information technologies that we can forget how much more overwhelming these technologies are for our patrons!  I now tell students in instruction sessions that I am teaching them complex searching techniques that I used to perform for patrons as an intermediary in DIALOG searches.

LIRT has a central role in this confusing world of information.  We are committed to library instruction for all, and we must acknowledge the increasing diversity of our patrons at all levels.  You can be a part of this exhilarating role.  Please consider volunteering for a LIRT committee, attending the LIRT Conference Program in Orlando, and telling colleagues that LIRT is for them!

I am excited for the future of LIRT.  Please contact me at akerscyn@emporia.edu with comments or ideas – and see you in Orlando!

*Cynthia Akers,*
*Emporia State University, Emporia, KS*

## 2004 Program Committee Finalizes Plans
*by Linda Marie Golian-Lui*

*Angst to Zest:  Empowering the Non-Traditional Student* is the title of the 2004 LIRT Annual Program that will be held on Sunday, June 27th, beginning at 9:30. The location of the program has not yet been finalized.  LIRT is encouraging all conference attendees to join us for practical approaches for using adult learning theories in the development of effective library instruction programs.  The Keynote speaker, Dr. Phyllis Bebko, Assistant Vice-President for Broward County Operations of Florida Atlantic University will address adult learning theories while librarians Judi DeLisle, from Valencia Community College, and Deborah Anderson, from Brevard Community College – Palm Bay Campus, share with us their experiences developing exciting and creative instruction programs.  Program attendees will receive a free LIRT stress relief squeeze apple in return for completing a program evaluation form.  Please plan on joining us for an exciting program.

## INSIDE

*From the Editor*

**Energizing for the Future**

Spring is an energizing season as the earth breaks the bonds of winter's grasp: leaves are appearing on trees; flowers are blooming; and even the dreaded dandelions are appearing in our lawns.  These are all welcome signs of rebirth and renewed energy.  It is amazing to see what changes occur with a few warm days and the promise of more to come.  Winter can be a very long season for those of us in the cold snowy parts of the country.  San Diego in January was like a taste of spring and although many of us had to travel back to cold winter climates, we enjoyed the break.  I think we were energized not only by the warm temperatures, but also by our colleagues as we met and exchanged ideas.

On January 9th, LIRT held a planning retreat at the San Diego State University Library.  LIRT officers – past and present, committee chairs, and others interested in library instruction gathered for this all-day event.  Kathryn Deiss, a librarian and experienced facilitator, guided us through a variety of activities as we examined LIRT – past, present, and future.  Using the basics of planning, we were asked to imagine that we were creating a new organization.  As we worked through the process, one activity building on the next, we could feel the energy build as we "created LIRT".  We discussed the common themes that brought us together – "Why form LIRT?"  We brainstormed and shared our ideas as a vision for this "new organization" was created.  We discovered our strengths and our weaknesses.  We celebrated our successes and learned from our failures.  Like the Energizer Bunny, we kept going and going and going, but we were recharged by snacks, a great lunch, and wonderful conversations.  At the end of the day, we began to formulate a plan for the future.  We created a list, "LIRT's work", and began to prioritize the tasks and we realized that there was more work to do.  The "work" of the day was recorded on flip charts and these will be transcribed by Kathryn.  LIRT officers will use these documents to chart the future, including developing a mission statement and reviewing committee structure.  Although we were tired at the end of the day and glad to get back on the bus, we were also energized and eager to guide LIRT into the future and find new ways to partner with other groups interested in library instruction and information literacy.

During the retreat, the group reaffirmed that LIRT is a flexible, fluid, and continually evolving organization with a creative and energetic membership.  Are you a member of a LIRT committee?  If not, please volunteer, share your creativity and energy.  A list of committees and their charges can be found on the LIRT web site <http://www3.baylor.edu/LIRT/committees.html> along with the committee volunteer form <http://www3.baylor.edu/LIRT/volform.html>.  Watch for more information about the retreat and plans for LIRT's future in up-coming issues of *LIRT News* and on the LIRT web site.

Meetings, programs and discussion forums provided additional sources of energy and ideas during ALA Midwinter.  The Liaison Committee continues to keep us informed on non-LIRT instruction related activities - don't miss the summary reports on these events in this issue.  To provide opportunities to share ideas, LIRT committees continue to sponsor interesting and dynamic discussion forums at Midwinter and the Teaching, Learning, and Technology (TLT) Committee's forum was no exception.  The energy flowed at each table as new and innovative ways to use technology to enhance instruction were shared.  Ideas for technology applications in one-shot instruction sessions, distance education courses, and web pages were shared and many of us left with a list of things to try.  Eileen Stec, member of TLT, introduces us to some of the instruction software packages and provides links to a variety of help sites in her article "Instruction Technology 101".  As an added bonus, many of us learned some "tricks of the trade" as we shared successful teaching techniques and activities used in the classroom, both virtual and physical.

Share your energies – become an active member of LIRT; join a committee; or share your best practices in a *LIRT News* article.  To quote the 4-H motto, help us "to make the best better".

Caryl Gray

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⭐          **Request for Articles**          ⭐

Have you or has your library created an instruction program for adult learners?  Please share your experiences with LIRT.  The Newsletter Committee would like to include several brief articles on adult learning in the June (deadline April 15) and September (deadline July 15) 2004 issues of *LIRT News*.  Please send your articles to Caryl Gray (cegray@vt.edu).

# Instructional Technology 101

*By Eileen Stec - estec@rci.rutgers.edu*

**Getting Started**

Using technology as a teaching tool can begin with simple, inexpensive software or software you currently own such as Microsoft Office®.  As you gain more expertise and your appetite is whetted, you can move on to more complicated software with steeper learning curves.  The focus of this article is on the beginning and intermediate user. Software presented has been used by the author or colleagues although it does not cover the universe of available software.  Tutorials and help sites are also described.  Some are mentioned within the text, however all URL's are provided at the end of the article.

Presentation software

A commonly used program for presentation is PowerPoint®. Users may choose to add narration to their slides.  To add audio in PowerPoint® all the slides must be completed first, then all recording must be done in one continuous session.

The command to record is located on the menu bar under Slide Show - Record Narration. *Low Threshold Application, Week#5* (see Instruction software section for description of this tutorial) takes this process a step further and compresses the presentation into a Quick Time® movie. *Low Threshold Application, Week#29* describes additional software packages that can import PowerPoint® slides and save and compress the files to a more manageable size.  This tutorial is not for the beginner.

Audio

What if you want to record audio alone and place it in a Web page?  Again, Microsoft provides a Sound Recorder program as an accessory. It is located in the Entertainment folder, and in some versions under Accessories - Entertainment.  With a microphone, you can record sound or narration saved as .wav files.  The control bar for the software is the same as a tape recorder.  Remember that the red button starts recording. There are no editing capabilities and the resulting files are large, but the process is very simple.

A higher end audio program, Sound Forge® is sold by Sony. It allows the user to import various formats, including .wav files.  The user can "normalize" sounds so recordings from different sessions can be edited to a normal volume.  This is particularly helpful if recording is done in several sessions.  Portions of a recording that have no sound—like the silent seconds at the beginning or end—can be "cut" - reducing file size even further.  The user can add other effects, including "reverb", one of my favorites.  Perhaps the most important feature is the ability to compress a large .wav file down to an MP3 file. The compression can reduce the size as much as 90%. This is an important consideration if narration is placed on the Web.

**Graphics**

Using graphics in presentations to illustrate ideas can be accomplished in several ways. The Microsoft Office suite offers clip art with the package and has a feature to search in the online Microsoft Gallery.

1. Select Insert - Picture - Clip Art, then click on the button.  If you are connected to the Internet, you will be allowed to search, to select and to download clip art.

My library has used a clip art collection called Art Explosion® produced by Nova Development for several years.  The collection comes with a catalog about the size of the Manhattan phone book filled with thumbnail size replicas of the clip art.  The user can scan the pictures without opening the program.  The catalog's index is comprehensive and very useful.  Both the thumbnails and index can be browsed and are useful for selecting possible illustrative graphics.  The only difficulty is getting the graphic into your program.  As a short cut, the team using the clip art "inserts" the graphic into a Word document or PowerPoint slide, then copies and pastes it into the authoring tool requiring the clip art.

Mind mapping software is used to graphically brainstorm ideas, create topic maps, and illustrate a process.  Inspiration® and Kidspiration® (K-12 version) were designed specifically for educational use.  Instructors may also find it useful for mapping out learning objects or planning.   These applications are appealing to visual learners. Materials created can be saved in the native format or HTML. Be sure to visit the company's site to see examples of this software at work.

**Screen Capture and Capture to Video**

Taking a screen capture of either the entire desktop or an active window can be accomplished using a built-in feature of the Microsoft® operating system. *Low Threshold Application, Week #30* describes the process and provides examples of additional editing features from the Picture and Drawing tools contained in Word®.

There are many items the Microsoft software cannot capture.  Menus open on the computer screen, are one example and capturing the cursor is another.  For those cases, there are several commercial software programs available.  Capture Professional® is an example of software with these features. Although it was not tested for this article, the manual contains directions for capturing to video, e.g., capturing motion on the PC screen selecting links, opening folders, or typing text.

One word of caution, most PC screens display a resolution of 72 dpi (dots per inch). To create a readable print document, a minimum resolution of 300 dpi is required. If you plan to display the captures only on a computer screen, the following technique is unnecessary. If you wish to print the materials created, it will be very helpful.

*by Marilyn P. Whitmore, mpw@pitt.edu*

## Member A-LIRT

# Vibiana Bowman

I want to introduce Vibiana "Vib" Bowman to the LIRT membership.  She is an Assistant Professor at the Paul Robeson Library on the Camden, NJ campus of Rutgers – The State University where she has worked since 1993.  As a Reference Librarian and the library's Web Administrator, Vib is actively involved in the library's instructional program.  Her areas of responsibility are art, education, philosophy and religion, and psychology.  She has developed library research guides in these fields which are available on her home page http://vib.us/  (under Library Research Guides.")

About 90% of the students on Rutger's Camden campus are commuters and many of these students visit the library virtually.  Vib's focus is producing online help for the student doing research from home and trying to emulate the quality of instruction that the student standing at the reference desk would receive.  She and a specialist in instructional technology have been working together on a number of web-based cartoons, streamlining videos, and developing "regular" web pages that guide the students through various library and research related tasks.  Their goal is to "chunk" the information into small bits in a logical sequence so that the student can see the overall research process efficiently and effectively without being overwhelmed by enormous amounts of information.  These web-based tutorials are available at: http://www.libraries.rutgers.edu/rul/libs/robeson_lib/admin.html

LIRT readers will want to take a look at them.  She told me she loves what she does and feels that instruction is immensely important.  "A huge part of the satisfaction that I get from my work is the creative projects that our library director lets us engage in and the atmosphere at our library of commitment to our students."

In addition to library instruction, Vib's areas of research interest include community outreach, web accessibility, educational web design, and information ethics.  Vib has published articles in various refereed journals, chapters in

several books, and has been a presenter at local, state, and national library and information science conferences.  A list of these are available on her home page % http://vib.us.

She and a colleague have plans to collaborate on a handbook on metadata for non-technical services librarians as well as conduct research projects assessing the computer literacy and information literacy skills of undergraduates.

Vib's interest in information ethics led her work on a book dealing with plagiarism.  It is intended as a handbook for librarians as well as college and high school faculty that will help them promote intellectual honesty to the students with whom they interact.  The book is scheduled for publication in 2004 by Neil-Schuman Publishers.

Vibiana said that a background in elementary education was a natural lead-in to her interest in library instruction.  She taught for several years in early childhood programs, worked as a technical writer and customer trainer for Lexis and was a business librarian for a small computer company.  She received her undergraduate degree in elementary education from LaSalle University and the MLS from Drexel University, both in Philadelphia.

Currently Vib is serving as Chair of LIRT's Teaching, Learning, and Technology Committee and is Vice Chair/Chair Elect of ACRL'a Chapters Council.  She is immediate Past-President of the New Jersey Library Association ACRL chapter.

This very dedicated and productive librarian is near to completion of a second masters in Liberal Studies from Rutgers.  She is a film buff, collects antique children's books, and with her husband, loves to travel and to renovate their 60s style home for their family of six children, two cats, and two dogs.

### Non-LIRT Meetings......

can be used in classes with multiple participants, as well as one-on-one virtual reference service.  Both Southeastern Louisiana University and Central Michigan University use this software.  It is valuable for distance education programs and instruction with a librarian as well as the teaching faculty.  Faculty and students can readily share materials and a transcript is available at the end of the session for each person to refer to later.

*-Elizabeth Margutti.  LIRT Liaison Committee*

### Program Committee Elects 2005 Chair
*By Linda Marie Golian-Lui*

During ALA Midwinter, the committee elected the Program Chair for the 2005 Annual Conference to be held in Chicago.  Susan Sykes Berry will serve as chair of the 2005 Program Committee.  A topic currently being discussed for the 2005 program includes a partnership with the Transition Committee and will focus on library instruction that assist students transitioning from high school into college.  Speakers would be selected from high school libraries, public libraries, and academic libraries. If you have other ideas for the 2005 program, please share them with Susan at      sykesberrys@umkc.edu.

**Instuctional Technology 101**
continued frompage 3

To boost the resolution, use a recent version of Adobe's Photoshop®.

- Open Photoshop and minimize the program.
- On the same computer, grab your screen capture.
- Reopen Photoshop and from the menu bar select File New. A new file will be created the same size as your screen capture.
- Select - Edit - Paste and you've finished the first step.
- Next, Select Image - Image Size.
- When the dialogue box opens, change the resolution to 300, but uncheck the Resample box. Click OK.
- Now go back and open Image - Image Size again.
- This time change the width and height to the final size you want, leave the Constrain Proportions box checked and place a check mark in the Resample box.
- Click OK. Then save your file as TIFF for use in print documents.

Camtasia Studio® can be used to capture changes on a computer screen, in effect creating a streaming video of static pages with cursor movements, box fill-ins, and clicking web links. It requires a plug-in for the Real® Player, and can be obtained for free. This software was tested by co-workers and requires the user be an intermediate to advanced level technology user.

Non-HTML Documents for the Web
Materials created for assignments or for print use can be stored and linked to on a Web page. We're all familiar with PDF documents. They can be easily created using a scanner and Adobe's Acrobat® program. For intermediate users, creating documents in Adobe's Pagemaker® program will take a bit of time to learn, but the resulting documents can be saved as PDF files. If these materials are printed by students, they provide additional reinforcement because they may refer to frequently. An instruction example of Pagemaker's use can be viewed at

http://www.rci.rutgers.edu/~estec/IRIS/iris_high2.pdf

Instruction for software
The *Low Threshold Application of the Week* has been referenced several times in this article. To date, there are thirty-five tutorials covering teaching/learning software for beginning and intermediate technology users and are located at http://tc.unl.edu/cansorge/lta/. The tutorials contain tips on using Microsoft Office® software and other simple software useful for educational purposes.

**Help creating instruction.**
Interaction with the learner is a hallmark of good instructional design. Penn State has prepared a tutorial demonstrating learning theory with examples of interaction in distance education (http://ide.ed.psu.edu/idde/). McGraw Hill provides a rich collection of educational materials including classic material such as *Bloom's Taxonomy*, and constructivist teaching and learning models. There are also sections on learning objectives, lesson plans, curriculum theory and motivation at http://www.mhhe.com/socscience/education/methods/resources.html

A popular method for teaching is the Web Quest. This activity and a inquiry-based learning objects are described at http://school.discovery.com/schrockguide/webquest/webquest.html. Links to repositories of Web Quests are included in Kathy Schrock's article.

Have fun trying out the software and techniques!

**URL's for software mentioned:**
- Sound Forge® - http://mediasoftware.sonypictures.com/
- Camtasia Studio® - http://www.realnetworks.com
  http://www.realnetworks.com/products/camtasia/index.html
- Photoshop® - http://www.adobe.com
- Art Explosion® - http://www.novadevelopment.com/
- Inspiration® - http://ww.inspiration.com/home.cfm



# *Active Learning Series*
from Library Instruction Publications,        Marilyn Whitmore, Editor/Publisher

This series provides ready-made lesson plans and exercises you can tailor for your library's needs.
A sample of titles is listed below. See the website for all titles, sample lesson, index and order form.

***No. 7    Government Publications Unmasked: Teaching Government Information Resources***
ISBN: 0-9652711-8-8

***No. 6    Teaching Information Literacy Concepts...***
ISBN: 0-9652711-7-X

***No. 5    Creative Strategies for Library Instruction in the Arts, Literature and Music***
ISBN: 0-9652711-6-1

Contact **Library Instruction Publications**        — voice & fax 412.687.1844
        **www.library-instruction-pubs.com**        — mpw@library-instruction-pubs.com

# Slate For LIRT Office, 2003-2004
## Candidate for Vice-President/President-Elect

**VIBIANA BOWMAN**
**Candidate for Vice President/President – elect**

*Education:* Candidate for Master of Arts Graduate School of Liberal Studies, Rutgers University, in progress; Drexel University, MLIS, 1981; LaSalle College, Bachelor of Arts, 1978.

*Experience:* Reference Librarian and Web Administrator, Paul Robeson Library, 2000-present.

*ALA Activities:* ALA, 2000; LIRT: 2001; Teaching, Learning, and Technology Committee, Chair, 2003-2005. ACRL: Chapters Council, Vice-Chair/Chair Elect, 2003-04; Instructional Section Web Administrator, 2000-01.

*State and Regional Library Associations:* New Jersey Libraries Association: Academic Statement Task Force, 2003; College and University Section/ACRL NJ: Past President, 2003–04; President, 2002–03; Vice President/President Elect, 2001-02.

*Awards and Honors:* Beta Phi Mu International Library and Information Studies Honor Society, 1981.

*Statement of Concerns:* I feel privileged to be a member of the Learning Instruction Round Table. As an officer would work to: increase membership in LIRT (especially among new professionals and library students); promote librarianship as a profession among undergraduates; provide mentoring experiences for the next generation of library leaders; raise an awareness of the legal and ethical issues facing librarians in a post-9/11 environment; and focus attention on the importance of library instruction as a cornerstone of information literacy.

**CAROL L. SCHUETZ**
**Candidate for Vice President/President – elect**

*Education:* Baylor University, MS – Economics, in progress; University of North Texas, MLS, 1996; Baylor University, BS – Secondary Ed., 1993.

*Experience:* Reference Librarian, Baylor University, March 1998.

*ALA Activities:* ALA member, 1996 – present; LIRT Newsletter Committee: member, 1998 – present; chair and editor, 2000-2002; LIRT Newsletter Production editor, 2002 – present; International Relations Roundtable, member, 2001 – present.

*ALA Divisions:* ACRL: University Libraries Section, Instruction Section.

*Honors and Awards:* ACRL Conference Scholarship recipient, 1999.

*Publications:*

Goolsby, Mary; Carol Schuetz and Phillip Jones "From Funeral to Christening: OPAC Rites of Passage" The Bottom Line: Managing Library Finances 13(1) 2000.

"Dictionary of International Business Terms" (book review) in Business Information Alert, April 1999.

Schuetz, Carol. "Shakespeare Goes Online - Internet Resources for Teaching Shakespeare in the Classroom" published by ERIC, March 1999.

*Presentations:*

Copresenter of poster session "From Funeral to Christening: OPAC Rites of Passage AsEffective Public Relations" at ALA Annual Conference, 1999

Co-presented program "Marketing 101: Publicizing your WebPAC/WebCAT/WebOPAC/Online Catalog at IUG Meeting., Philadelphia 2000.

*Statement of Concern:* During the time I have served on the Newsletter committee, I have been impressed by the willingness of librarians, of all backgrounds, to share their ideas, their techniques and their time with one another. This is the very foundation of LIRT. As changes in our profession occur, one thing remains the constant. It takes all types of librarians to educate the public. In a time when more importance is placed on electronic media and quick delivery, we shoulder even more of the burden for educating patrons. LIRT is the pipeline that connects all us whether we be public, academic, school or special librarians and it allows for the flow of ideas and support between us. It is my wish to support this ideal in whatever capacity I may serve. I encourage the participation of all librarians. In LIRT, it is our diversity which makes us great organization that we are.

# Candidate for Secretary

**AMY WALLACE**
**Candidate for Secretary**

*Education:*  San Jose State University, MLIS, 1996; San Diego State University, MA, 1995. Experience:  Head of Public Services, California State University, 2003-present.

*ALA Activities:*  LIRT Computer Applications Committee, 2000/2001; LIRT Teaching, Learning, Technology Committee Chair 2001-03; ACRL - WSS Collection Development Committee 1998-02; ACRL - IS Education Committee 2000-02.

*State & Regional Library & Other Associations:*  California Academic and Research Libraries, Southern California Instruction Librarians Interest Group, Secretary, 2003-04; Southern California Instruction Librarians Interest Group, Secretary 2002-03; American Society for Information Science and Technology, Information Science Education Committee, 1998-03; Pratt Severn Best Student Research Paper Award Jury Member, 1999-00; Pratt Severn Best Student Research Paper Award Jury Chair 2000-01.  Los Angeles Chapter of the American Society for Information Science (LACASIS): Past Chair/Awards Chair 2003-04; Co Chair 2002-03.  Past Chair/ Nominations Committee, Chair 2001-02; Chair 2000-01; Chair Elect 1999-00.

*Awards and Honors:*  Los Angeles Chapter of the American Society for Information Science and Technology:  James M. Cretsos Leadership Award, 2003; Outstanding Membership Award, 1998.  Phi Beta Mu, 1997.

*Statement of Concerns:*  I believe that one of the biggest concerns facing ALA sections and round tables is that member involvement is on the decline.  Overall membership has not declined, but it seems more and more difficult to get members to run for office or participate in committee work.  Employers are asking more of their librarians, giving them less time to attend conferences, and cutting professional development funds.  Members are finding it difficult to attend conferences and increasingly ask to participate virtually.  Important formal and informal networking cannot be done face to face.  The most valuable things I bring back from a conference do not usually come from programs, but from friends on committees and attending social lunches.  Conferences and committee work give me a chance to find out what cool things are being done at another library.  It is my hope the LIRT can increase both its membership and member involvement.


**KAY STEBBINS**
**Candidate for Secretary**

*Education:*  Texas Woman's University, MLS, 1973; Texas Woman's University, Business Education, Bachelor of Arts 1971.

*Experience:*  Reference & Instruction Librarian, Louisiana State University-Shreveport Noel Memorial Library, 1990-present.

*ALA Activities:*  ALA Library Instruction Roundtable 1998-present; LIRT Liaisons Committee, 1998-2002; Chair, 2000-2002.  RUSA BRASS, Dun & Bradstreet Outstanding Service to Minority Business Communities Award Committee, 2002-04; Chair, 2003-04; RUSA BRASS, Discussion Group Committee, 2001-03.

Statement of Concern:  not available at time of publication


# Candidate for Vice-Treasurer/Treasurer-Elect

**CARYL E. GRAY**
**Candidate for Vice Treasurer/Treasurer-elect**

*Experience:* College Librarian, University Libraries, Virginia Tech 2001-present.
*Education:* MLS, University of Michigan, 1971; BS - Secondary Education, West Virginia University, 1968;
*ALA Activities:*  Library Instruction Roundtable (LIRT); Newsletter Committee 2002- present; Newsletter Committee Chair and Editor of LIRT News, 2003 – present.  New Members Roundtable (NMRT), 2000 –2003; Exhibitor Contact and Relations Committee, 2001 – 2002.
*ALA Divisions:*  Association of College & Research Libraries (ACRL) Instruction and Science and Technology sections.
*State Library Associations:* Virginia Library Association, Publications Committee Chair, 2001 – present.

**TIMOTHY P. GRIMES**
**Candidate for Round table Councilor**

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

*Experience:* Manager, Community Relations Department, Ann Arbor District Library, 1995. ALA Activities: ALA Council (LIRT Representative) 1999 - present; ALA Awards Committee 2002 - present; EBSCO Award Jury, 2002-03; PLA Marketing of Public Library Services Committee 1998-2002, chair 1998-2000; PLA Leonard Wertheimer Award Committee, chair 1997-98; PLA Promotions Committee, 1996-98, chair 1997-98; RUSA MOPPS Services to Adults Committee, 1990-92; 1993-97; RUSA CODES Readers Advisory Committee 1995-97; LIRT President 1992-93; LIRT Vice-President 1991-92; LIRT Treasurer 1987-88 & 1990-91; LIRT Secretary 1989-90; LIRT Executive Board 1987-94; 1999 - present; LIRT Steering Committee 1987-94; 1999 -present; LIRT Organization and Bylaws Committee, chair 1993-94; LIRT Long-Range Planning Committee 1996-98, chair 1991-92; LIRT Elections Committee 1993-94; LIRT Financial Planning Task Force 1994-97; LIRT 25th Anniversary Task Force 1998-2002; LIRT Research Committee 1986-87; Roundtable Coordinating Committee 1990-93; LIRT Representative to ALA Planning and Budget Assembly 1987-91; LIRT Representative to ALA Literacy Council 1991-92.

*State & Regional Library & Other Associations:* Michigan Library Association, Leadership Academy Implementation Committee, chair 2002 - present; Michigan Library Association, Executive Board 2000-02; Michigan Library Association, Public Library Division, President 2000-02, Executive Board 1997-2003; Michigan Library Association, Public Library Division, Fantastic Fiction Committee 1993-99, chair 1996-98; Michigan Library Association, Michigan Author Awards Committee 1995-97; Beta Phi Mu, Board of Directors 1985-87, 1992-94; Southeast Michigan Adult Reading Roundtable, co-founder and chair, 1990-95.

*Honors and Awards:* Beta Phi Mu Award for Exceptional Achievement in Librarianship, University of Michigan, School of Information, 1990; Margaret Mann Award for Professional Promise, University of Michigan, School of Information, 1984; Graduated cum laude from the University of New Hampshire, 1976.

*Statement of Concerns:* I have served LIRT for more than a decade in almost every capacity on the executive board (including LIRT president), in many other LIRT leadership roles and now for five years on ALA Council. My broad background in several types of libraries - a university library, a specialized urban library reference department and a public branch library - as well as my current position as a public library community relations manager, coupled with my strong LIRT organizational history, has greatly assisted in my Council work. I would like to continue my work in this capacity and further strengthen LIRT's voice in ALA decision making.

**DEBORAH BERNNARD**
**Candidate for Round table Councilor**

*Education:* University at Albany, State University of New York, MLS, 1996; Fairfield University, BA Politics, 1984. ALA Activities: Library Instruction Round Table (LIRT) Member, Conference Planning Committee, 2000; Chair, Conference Planning Committee-2003.

*Membership in Other Associations:* Eastern New York Chapter of the Association of College & Research Libraries: Program Planning Committee, Member, 2001-2002, 2003; Local Arrangements Committee, Member, 2001-2002. State University of New York Librarians Association 1997-2002: Coordinator of the Information Literacy subcommittee 2000-2001; Coordinator of Distance Education component of Library Instruction Committee 1997-2000; Program Planning Committee, June 1999; Local Arrangements Committee, June 1999.

*Honors and Awards:* The Pritchard Award, in recognition of my work with a graduate student of the School of Information Science and Policy, University at Albany, on a project to develop a series of newsletters designed to acquaint the faculty of the Rockefeller College with the collections and services of the Dewey Library, April 2000. Sylvia Chu Memorial Scholarship for reimbursement of registration fees for attendance at the SUNYLA Conference, June 1998. Schenectady County Community College Student Government Award for Dedication and Excellence during the 1997-1998 academic year.

# Can you lend LIRT a hand?

# Sign up to be a LIRT Booth Volunteer!

We need friendly faces to meet & greet  those who will be stopping by the LIRT booth in Orlando.
Pick a time that  you're free and send your name and contact information to:

Donna  Kanapes
Public  Relations/Membership  Committee  Chair
dkanapes@yahoo.com.

|  | 9-11 AM | 11-1 PM | 1-3 PM | 3-5 PM |
|---|---|---|---|---|
| Saturday, June 26 |  |  |  |  |
| Sunday, June 27 |  |  |  |  |
| Monday, June 28 |  |  |  |  |
| Tuesday, June 29 |  |  |  |  |

*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 please bring a friend!***

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## Caryl  E. Gray
## Candidate  for  Vice-Treasurer/Treasurer-Elect   *(continued  from  page  7....)*

*Statement of Concern:*  As we incorporate information literacy principles into library instruction, it is vital that we seize opportunities to learn from colleagues and to share ideas. In addition, as teachers it is important that we are also learners. LIRT provides a forum of all librarians to learn not only from our successes but also from our trials and errors.  It is also important that we have open discussions across the continuum of library instruction (K-12, public, and academic libraries) so that information users will have the foundational skills to locate, to evaluate, and to use information appropriately. Again, LIRT provides a forum of these discussions. As chair of the LIRT Newsletter Committee and current editor of LIRT News, I have had the opportunity to observe the vitality of the organization, the collaborative efforts of the membership, and their zeal to promote information literacy through library instruction.  It is an honor to be asked to be a candidate for Treasurer-elect.

## DEBORAH BERNNARD
## Candidate for Round table Councilor   (continued from page 8....)

*Statement of Concerns:*  The LIRT Councilor fills an important role on the executive board of our round table.  We are fortunate to be assigned a permanent slot for representation on the ALA Council.  Not all round tables have this privilege. If elected, I will take my responsibility to represent LIRT's concerns and interests to the Council seriously.  I am interested in the issues of Professional Ethics, Literacy and Education as they intersect with Information Literacy and will work to shape policy in these areas in accordance with LIRT's values.

## Non-LIRT Meetings at ALA
### 2004 Midwinter Conference, San Diego, CA

**"*Tackling Standard #4: How Can We Help Students Use the Information They Find*"**
**ACRL – Instruction Section -**
**Teaching Methods Committee Discussion**
The brainstorming session of the ACRL Instruction Section Teaching Methods Committee, moderated by Mark Evans, examined the role of the librarian in Information Literacy Standard #4. ("The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.")  Small groups were asked to generate several categories to share with the entire audience for the question: "What does it mean to use information effectively?"  Critical thinking, knowing when the information need is met, and the creation of an end product were cited as significant to the process.  The second question, "How can librarians teach students, and partner with faculty to teach students, how to use information effectively?" invoked  a myriad of responses, ranging from initial collaborations with faculty in developing the assignments used, to a research consultant role, to utilization of assessment tools such as graded assignments or quizzes.  The final portion of the session was used to share successes and challenges experienced with this standard.  The challenges of time and reluctance of teaching faculty seemed universal.  Successes included the use of faculty workshops to 'spread the word' and semester-long partnerships that allow for a more sustained collaboration.   -*Lori Critz.  LIRT Liaison Committee*

**Library Education Assembly Meeting**
**ALA**
The Library Education Assembly is a gathering of representatives from various ALA groups, largely committees and roundtables.  It is tasked with meeting to "exchange information, share ideas, and express concerns pertaining to education for library service."  The Committee on Education Representative then takes the Assembly's discussion points back to the Committee to assist them with their charge. The bulk of the discussion at this Assembly meeting was about the education and training future librarians receive at library schools.  Members expressed various concerns about gaps between the level and type of knowledge their organizations expect in prospective and newly hired librarians, and the curriculum library schools are teaching.  Most Assembly members also agreed that better communication between library schools and libraries would be beneficial, as it would enable librarians to find out what schools are teaching, provide librarians the necessary context in which to interpret job applications, and perhaps lead to better methods of linking theory with experience.  Additionally, to meet these needs, the members discussed creating a sustainable method of encouraging dialog between practitioners and educators.  The Representative agreed with this assessment and said she would take the idea of establishing better communication between libraries and library schools back to the Committee on Education as an Action Item for their next meeting.  -*Cindy Shirkey.*

**LIRT Liaison Committee *Alliances for New Directions in Teaching and Learning Discussion Group***
**ACRL**
The ACRL Alliances for New Directions in Teaching and Learning Discussion Group, facilitated by Mark Horan (mark.horan@utoledo.edu), discussed alliances that can be made as libraries' roles shift from guide to teacher of learning outcomes.  Institutional culture, affected by new technologies that transform the learning community, is a motivating factor for collaboration between libraries and faculty and other organizations.  The group discussed developing an effective practice resource webliography that would include a list of learning outcomes regarding information competence and institutional sites offering information on their successful collaborative efforts and strategic plans on how to align learning outcomes.  These resources identify various types of collaboration for libraries to use towards development of their own collaborative efforts with organizations that address learning outcomes.  The group focused on connections that can be made outside of the libraries for broader networking and collaborative opportunities.  National and state organizations were identified as being willing collaborators; forging these alliances could be integral in broadening the scope of libraries' involvement with information literacy.  Relevant organizations include the American Association for Higher Education, which assesses learning outcomes, and libraries that have developed Information Commons (see the directory compiled by David Murray, Brookdale Community College at http://www.brookdale.cc.nj.us/library/infocommons/ic_home.html).  - *Marilyn Ochoa.  LIRT Liaison Committee*

**AASL/ACRL Interdivisional Committee on Information Literacy**
**AASL (American Association of School Librarians)/ACRL**
**The co-chairs announced that the AASL/ACRL**
Interdivisional Committee on Information Literacy which began as a task force had now attained the status of a standing ACRL Committee. They stated that the committee's charge was to prepare K-12 students to be information literate and provide a channel of communication to higher education.  Attention turned to the recent well attended AASL Annual Conference and committee members said that the conference panelists provided a perspective on information literacy that involved developing best practices concerning the collaboration of school and academic librarians. This idea would be the basis for the upcoming ALA Annual Conference program. Everyone discussed possible topics and finalized the details of the panel format: there would be a moderator and three speakers, a question and answer period, and handouts. Additional agenda items included: instituting a listserv; preparing a mission statement based on the committee charge; presenting ideas for ALA 2005 Annual Conference program; keeping ILAC, the advisory committee to ACRL on information literacy, updated on the committee's activities; developing a publication program;

soliciting new members from K-12 and higher education; and electing two new co-chairs.    *-John Allan Cicala.
LIRT Liaison Committee*

### *ACRL/LPSS Library Discussion Instruction Group*
**ACRL-LPSS**

The purpose of this meeting was to help the educational task force to integrate information literacy into a program. The goal here was to look at the ACRL standards and see what could be applied to instruction in political science, public administration, social work, government documents, law, and healthcare. The moderator had everyone write reference questions on post-it notes, stuck them on the wall, and sorted them into categories. The group spent most of the time engaged in lively debate assigning ACRL standard numbers to each.  Several examples were:  "What is the Su Doc system and how are materials located?" (Standard 2, no. 3)

"What is the difference between primary and secondary political science sources?" (Standard 1.2e).

Some criticized the exercise because many questions had overlapping standards or were so general they included them all as in the question:  "Distinguish between political theory and hypothesis." (Standards 1-5).   No definite conclusions were reached, but there was a consensus that the ACRL standards were too abstract and had to be tailored for specific disciplines in order to be useful for classroom instruction.

*John Allan Cicala. LIRT Liaison Committee*

### *"Make 'Em Wanna Teach"*
**Management of Instruction Services Committee Discussion**
**ACRL-Instruction Section**

How do you get and keep your colleagues involved and excited about instruction?  This was the central question at the "Make 'Em Wanna Teach" discussion.  Participants were broken into 'expert' groups to share ideas on one of six scenarios:"Inspiring Your Instructors"; "Encouraging Instructor Participation in the Continued Development of Instruction Programs"; "Making a Small Staff Go Further"; "Avoiding Burnout"; "Providing Incentives for Becoming a Better Teacher"; and "Managing Change".  After the "expert" groups met, participants returned to their original groups and shared their expertise.  In regard to "Inspiring Your Instructors," experts communicated the importance of giving colleagues the skills to find their instructional strengths.  Then, give them choices and opportunities for input.  Experts from "Encouraging Instructor Participation…" shared ideas on annual retreats, creating an internal listserv (to stimulate and encourage conversation), and providing understandable instruction statistics.  The "Small Staff' experts discussed possibilities of peer-to-peer library tours, starting an in-house toolkit of assignments and ideas for colleagues to use, and 'teach the teachers' programs.  Other ideas discussed were: using a general tutorial prior to classes and use class time for more activity; have a Monthly Celebration of Failures to

encourage risk-taking; and set measurable goals as an excuse for change.    *- Erin L. Ellis. LIRT Liaison Committee*

### *IS of the Future Discussion*
**ACRL-Instruction Section**

Instruction Section members discussed the importance of making IS more responsive to librarians' needs.  In order to do so, members focused on five areas: Communication (via the Web site and within the section); Leadership; Committee Structure (continuity and accountability); Collaboration (with other groups and organizations); and Decentralization of IS (via virtual attendance, regional programs).  There was some discussion of how instruction has become a topic of interest to more sections and divisions in the past few years – how can IS avoid a duplication of efforts?  Through effective collaboration and communication, ideas and resources could 'cross-pollinate.'  Members also talked about the possibility of being more involved with state associations.  Along the same lines, one member proffered Immersion alumni to become regional experts and create programming for state chapters or councils.  Also discussed was the importance of growing leaders from within IS and providing training and educational development to those outside of IS; formalizing a mechanism for getting new members on IS committees; partnering with other educational organizations such as TLT, AAHE, and NASPA; and the need to reform IS's cultural environment.

*-Erin L. Ellis.  LIRT Liaison Committee*

### "*Courseware Management Software & Homework Helper Tutor.com*"
**Products & Services Committee**
**MARS**

This discussion session focused on pros and cons of several course management software systems and a virtual reference system.

Linda Goff (Head, Instructional Services at CSU Sacramento) uses WebCT to test and teach as part of her library instruction program.  Linda uses only the test format available through WebCT, and none of its other features.

The Pros: students adapt readily to WebCT, and she does not have to grade by hand (very important there are large numbers of students required to take a library competency exam).
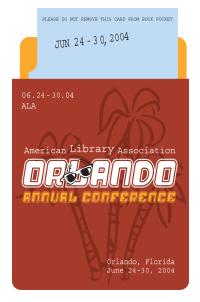
The Cons: problems with specific browser compatibility and with students not checking their browser settings before taking the test.  Linda also noted a steep learning curve for the designer using WebCT.

Doreen Simonsen (Willamette University) discussed Blackboard, which she uses to manage classes, not for the tutorial features.  Features that Doreen likes: you do not have to learn code the way you do for WebCT, it allows for real-time collaboration and discussion boards, students can "drop off" their homework and view their grades for the course. For faculty there are test managers, gradebook features and course statistics.

Kay Henshall (tutor.com) discussed her company's virtual reference toolkit.  This software has "meeting rooms" that

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ALA

American Library Association

ORLANDO
ANNUAL CONFERENCE

Orlando, Florida
June 24-30, 2004

## Join us for BITES with LIRT in Orlando, Florida
## June 26-27-28, 2004

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference in Orlando.  This is your opportunity to meet and eat with other librarians interested in library instruction.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting.  The local arrangements group will help us pick the restaurants and as soon as the selection is made we will be post details and maps on the LIRT website <http://www3.baylor.edu/LIRT/>.  Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation.  We will make the arrangements; all you have to do is reserve your spot and show up!  Deadline is June 15, 2004.  Confirmations will be sent by e-mail.

Send requests for reservations to: ssc@lib-mail.humboldt.edu
Sharon Chadwick, Science Librarian
The Library, Humboldt State University, One Harpst St.
Arcata, CA  95521-8299   (707) 826-4955 (w)  (707) 826-4900 (f)

_____

BITES REGISTRATION FORM

Name: _____

Institution: _____

Phone:_____

E-mail :  _____

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

__ Saturday, June 26, 2004, 12:30 p.m.

__ Sunday, June 27, 2004, 12:30 p.m.

__ Monday June 28, 2004, 12:30 p.m.

Are you a LIRT member?  yes _____ no _____

Would you like to join LIRT and become active in a committee?  yes _____ no _____

[Please note:  Restaurant information will be added when available]

# ALA Midwinter Conference Reports

*From LIRT Committees*

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

### Adult Learners
Kristine Kenney, Chair, *kkenney@stdl.org*
        The committee is seeking new members especially members who can attend conferences although virtual members continue to be welcome. A new committee chair will be selected prior to ALA Annual (2004). During the meeting, the committee discussed creating a handout for the Adult Learners Resource Center and a message promoting the Adult Learners' Web site will be written and sent to Gale Burrow, Publicity Coordinator, for distribution to listservs. The committee also discussed possible projects for the future including a handout on a current topic of interest related to adult learners for distribution at the LIRT booth and compiling a "Top 10" list of articles related to adult learning.

### Conference Program Committee 2004
Linda Marie Golian-Lui, Chair, *golianlu@hawaii.edu*
        The committee finalized plans for the 2004 Conference Program and reported that three speakers have been confirmed, required equipment has been ordered, and a room has been reserved. (Editor's note: see conference program announcement in this issue for event details).
        Susan Sykes Berry will chair the 2005 Program committee. Trisha Mileham (Transitions to College) volunteered to partner with the committee on a program focusing on library instruction and transitioning to college. Vibiana Bowman (Teaching, Learning, & Technology) also volunteered to assist with the program.

### Continuing Education
Ericka Arvidson Raber, Chair, *ericka-raber@uiowa.edu*
        The committee reviewed the list of articles being considered for the Top 20 list. Annotations for selected articles are due to the committee chair in March. After the final selections have been made, letters will be sent to the authors of the Top 20 articles.

### Liaison Committee
Lori Critz, Chair, *lori.critz@library.gatech.edu*
        The committee reviewed list of non-LIRT instruction related programs/meetings being held during Midwinter and assigned committee members to attend the events and to write summaries for the newsletter. The committee charge was reviewed and possible revisions of "duties" were discussed based on suggestions made at the LIRT Retreat.

### Newsletter Committee
Caryl Gray, Chair, *cegray@vt.edu*
        The committee reviewed the revised guidelines for LIRT News (general and specific for each issue) for any additions and corrections. These guidelines were submitted to the Executive Committee for final review and approval. The committee discussed the possibility of developing an index for the electronic issues of *LIRT News* and will propose this idea at Steering II. The committee continues to seek articles on instruction assignments that have been created for k-12, academic, and public libraries. An announcement will be placed in the next issue (March) and the June issue inviting LIRT members to contribute articles on instruction for adult learners to support the 2004 Conference Program (*Angst to Zest: Empowering the Non-Traditional Student*).

### Nominations, Organization & Bylaws Committee
Lori Critz and Elizabeth Margutti - Co-Chairs
*lori.critz@library.gatech.edu and eam@cms.mail.virginia.edu*
        The committee reviewed the slate of LIRT candidates for 2004/05 and began preliminary discussions on the search for candidates for 2005/06.

### Public Relations/Membership
Donna Kanapes, Chair
*dkanapes@chipublib.org and after 2/28/04 dkanapes@yahoo.com*
        The committee continues to contact new members and welcome them to LIRT. Twenty-eight people registered for Bites with LIRT in San Diego. Gale Burrow continues to work with the committee to recruit new members. Linda Goff will send the membership brochure to Billie Peterson-Lugo so that it can be put of the LIRT web site. Donna Kanapes will continue to write welcome letters to new members. Member-A-LIRT articles have been planned for 2004: March - Vibiana Bowman interviewed by Marilyn Whitmore; June – Toby Matoush interviewed by Linda Goff; and September – Jon Helmke interviewed by Linda Lambert. Future columns will feature Carol Carson Schuetz, Sharon Chadwick, and Caryl Gray.

### Teaching, Learning, and Technology
Vibiana Bowman, Chair, *bowman@camden.rutgers.edu*
        The committee discussed news from the LIRT Retreat and members were asked to think about the role of TLT in support of LIRT's short-term and long-term goals. Members of the committee were encouraged to submit articles to the newsletter and the committee discussed including a regular column from TLT. Details for the discussion forum were finalized and the committee volunteered to assist the 2005 Conference Program committee with planning and preparing for a poster session. A Technology Showcase at Midwinter 2005 was proposed by Eileen Stec. The event would provide an opportunity for vendors of educational technology software packages and LIRT members who are using the software to design instructional materials to demonstrate the various technologies and display examples of their use in instructional settings. The idea will be presented to the Steering Committee.

*Back issues of the LIRT Newsletter are available at http://www.baylor.edu/LIRT/lirtnews/*

# TECH TALK     OpenURLs

*By Billie Peterson, Baylor University*

Dear Tech Talk—

   I feel so behind the times.  There is all this talk about the use of OpenURLs.  I just can't seem to get a handle on what it is and why I – as a long-term reference librarian and instructor – should even care.  I'm tired of being out of it.  Please help!!  —Obviously Oblivious on OpenURLs

Dear OOO— As a long-term reference librarian and instructor, you – more than anyone else – should care about OpenURL technology and what it can do to enhance the research process.  Especially that part of the process the researcher cares about the most – getting the actual document, quickly and easily!!

How often have you helped someone find the perfect set of references for their research?  Both you and the researcher are so excited; the next step is to actually get access to the needed articles and get them right now!!  Then – how often have you spent the next 10, 15, 20 minutes checking a wide variety of resources for the full text, saying to the researcher, "I know we have this available, I just can't remember where!!"  And then – you finally find it – only to discover that the needed dates aren't available online and the library doesn't have it in print. Finally, the researcher manually completes an interlibrary loan request form.  Next, you gently explain to the researcher that s/he must repeat this process for each of the other references.  Even the most determined researchers become daunted quickly when faced with this  scenario!

With all of this modern technology, shouldn't the nuts and bolts of research be getting easier rather than harder?  Wouldn't it be great if there was some kind of automated process that could take the researcher from the citation to the online full text, or the print version, or submit a request to interlibrary loan if there were no other options?  But wait, there is – that's what the OpenURL protocol can do.

The OpenURL protocol uses a standard syntax for transporting (not creating) metadata – for example metadata that describes a specific journal article.  The OpenURL framework was developed by Herbert Van de Sompel, then at Ghent University in Belgium, and others.  Ex Libris was one of the first technology partners and in February 2000, Ex Libris purchased all rights to develop and market the SFX technology.  The first draft of the OpenURL standard was posted publicly in April 2000 at http://www.sfxit.com/openurl.html.  In December 2000, the OpenURL specifications were submitted to NISO for its official standardization. (Hendricks 129)  The draft of the standard has been completed and has been released for ballot and review January 26, 2004-March 10, 2004. (http://www.niso.org/committees/committee_ax.html).

An OpenURL consists of two parts:  the BASE-URL (the location of the link resolver – a server with software that brings an element of context sensitivity) and the descriptive URL (the metadata that describes the item and is passed to the link resolver).  A sample OpenURL for this article might look like:  http://linkresolver.university.edu/?genre=article&atitle=OpenURL&title=Library%20Instruction%20Round%20Table%20Newsletter&issn=02706792&date=2004-03&volume=26&issue=3&spage=10&aulast=Peterson-Lugo&aufirst=Billie

In this example, the BASE-URL is linkresolver.university.edu.  Everything that is displayed after the "?" is the metadata that describes the specific article:  article title, journal title, ISSN, date, volume, issue, date, start page, and author's last name and first name.  The metadata provided is defined by the OpenURL-enabled resource that is creating the OpenURL.  Therefore, the descriptive URL may provide more or less metadata than the above example.  To create an OpenURL, go to SFXs OpenURL generator: http://demo.exlibrisgroup.com:9003/demo.

OpenURL-enabled resources are capable of providing OpenURLs to link resolvers.  Within the context of OpenURLs, the electronic resources in the library's collection fall into two categories:  sources and targets.  Sources are the starting point for the end-user – databases such as Academic Search Premier, ArticlesFirst, GeoRef, and Web of Science – typically, the library's electronic resources the end-user uses to look for information.  When a library gets ready to implement an OpenURL service, library staff must contact the vendor for each OpenURL-enabled resource to which the library subscribes – those that will be used as sources.  The vendor needs the address of the link resolver and usually library staff needs some specific information from the vendor in order to complete the configuration of the link resolver.  A growing list of sources maintained by SFX can be found at: http://www.sfxit.com/sources-list.html.

Targets are the resources that can deliver the full text of an article or other extended services (generate interlibrary loan requests, pass the search to the local online catalog, etc.).  Obvious targets are full-text journal providers such as JSTOR, MathSciNet, ProjectMuse, and ScienceDirect.  However many aggregated databases are also targets because they provide access to selected full text.  Therefore, some resources, like ABI/Inform, Academic Search Premier, InfoTrac OneFile, and many others, can serve both as sources and targets.  A list of targets maintained by SFX can be found at: http://www.sfxit.com/targets.html.

The link resolver is a server that sits between the sources and the targets.  This server provides "intelligence" to the behind-the-scenes decision making.  It uses the metadata passed in the OpenURL and compares that data to information in the knowledgebase about the library's local digital resources, using "rules" set by the local library to display the information to the end-user

"intelligently". These "rules" define the context sensitivity for the individual end-user based on who s/he is and what type of target or service is being asked for. Consequently, the effectiveness of the system relies extensively on careful construction of these "rules" and the accuracy of the data stored in the link resolver knowledgebase. There are a variety of ways to configure the link resolver knowledgebase. The database can be built manually, but that method is very time consuming. The ideal approach is to batch load the information from data extracted from the online catalog or other locally-maintained systems. Additionally, vendors like Serials Solutions now provide this capability if a library is already using those services.

One more detail, but an important one. Some OpenURLs may also use an item's DOI (Digital Object Identifier) – if the provider uses DOIs. A digital object identifier is a unique name (characters and/or digits) assigned to digital objects of intellectual property, somewhat like ISBNs. However, unlike the ISBN, the main purpose of the DOI is to provide current information, including where they (or information about them) can be found on the Internet. (http://www.doi.org) If the URL for the digital object changes, the provider changes the URL associated with the DOI; if the digital object goes away altogether, the provider must associate a page of explanation with the DOI. An OpenURL that uses the DOI 10.1000/182, might look something like: http://linkresolver.university.edu/?genre=article&id=doi:10%2E1000%2F182. (The characters in non-bold type face are ASCII escape characters that represent the "." and the "/".) One point to note about the DOI: the DOI has no way of knowing whether or not the end-user is a "subscriber" to that resource – it only delivers the end-user to that one, specific object with no guarantee that the end-user is authorized to access the object.

Closely aligned with DOIs is CrossRef. "CrossRef is a collaborative reference linking service that functions as a sort of digital switchboard." (CrossRef: History/Mission) CrossRef holds no full text but consists of a directory that maintains the connections between the DOIs and the metadata supplied by the participating publishers. CrossRef doesn't compete with OpenURL technology, it complements it. The CrossRef directory is OpenURL enabled. Therefore, when publishers use the "CrossRef DOI system to identify their content, publishers, in effect, make their products OpenURL aware." (Fast Facts: OpenURL and CrossRef) Additionally, "since DOIs streamline linking and data management for publishers, more publishers are beginning to require the DOI be used as the primary linking mechanism to full text. Link resolvers can use CrossRef to retrieve the DOI if the DOI is not already available from the source." (Fast Facts: OpenURL and CrossRef)

So with the pieces of the OpenURL and link resolver in place, the researcher performs a search in his/her favorite database and identifies the following reference:

Gonzales, Carmen. The Educational Technology Assistance Program:Its Effect on Teaching Practices. Journal of Research on Technology in Education Fall 2002 volume 35 issue 1 1-18

With an implemented OpenURL system, a button appears next to this citation with a catchy phrase like, "Get It Now". When the researcher clicks on the button, the OpenURL is sent to the link resolver; the link resolver breaks out the specific pieces of the metadata and compares it against the information in its database. Then, using the library-defined rules that describe what it should display to the end-user, the link resolver displays a page with options, such as: direct links to the full text; links to the OPAC for the print or microform copy; links to other articles that cite this article; a link to OAIster, where the original work is found in the institutional repository of the author's institution; a link to an interlibrary loan request form that is populated using the metadata that was passed in the OpenURL. To see a simple demonstration of a link resolver, go to the OpenURL Demonstrator at http://www.ukoln.ac.uk/distributed-systems/openurl/ or the Cal Tech demo at http://library.caltech.edu/openurl/Documents/Demo.htm.

Since the OpenURL standard is still in its infancy, there is still room for improvement: more databases need to be OpenURL-enabled; more vendors need to provide persistent links directly to the full text of articles; there is "the most appropriate copy" issue – there may be multiple copies of the same article from different targets and the "most appropriate copy" is the copy to which a specific end-user is authorized to access; some times ASCII text is often less useful to the researcher than the original image; it is some times difficult to maintain accurate full-text coverage dates in the link resolver.

Nevertheless, OpenURL technology is here to stay and will only get better. Having heard about the magic of OpenURLs, you may be ready to implement an OpenURL system. A variety of companies and institutions now provide OpenURL systems. Some host the link resolver at their site, others work with libraries to configure the server locally. The cost of the system varies widely, often depending on the type of implementation (hosted or local). Some of these companies are listed below:

Colorado Alliance of Research Libraries – Gold Rush (http://grweb.coalliance.org/)
EBSCO – LinkSource (http://www.linkresolver.com/)
Endeaver – LinkFinderPlus (http://www.endinfosys.com/prods/linkfinderplus.htm)
Ex Libris – SFX (http://www.sfxit.com)
Fretwell-Downing – Zportal (http://www.fdgroup.com/fdi/products/zportal4.html)
Innovative Interfaces, Inc. – WebBridge (http://www.iii.com/mill/digital.shtml#webbridge)
Openly Informatics – 1cate (http://www.openly.com/1cate/)

Serials Solutions – ArticleLinker (http://www.serialssolutions.com/articlelinker.asp) University of North Carolina, Greensboro – JournalFinder (http://journalfinder.uncg.edu/demo/)

Implementing an OpenURL service can be both a daunting and rewarding task. To be effective, the implementation must be thought out and the knowledgebase carefully constructed and maintained. The good news is that an OpenURL system can be implemented in small increments. Begin by focusing on one or two major sources that currently provide no or very limited full text access. Concentrate on the development of the knowledgebase for the library's digital collections in order to make available the richest full-text access that the library has to offer. Another way to make a good impression quickly is to create the "hook" to the interlibrary loan request form. Both those requesting materials from other libraries and those who process the requests will be excited proponents of this new technology. The requestor will be thrilled that the form is automatically populated with the correct citation information, and the ILL staff will be equally thrilled that they no longer have to decipher forms with inaccurate information. Whichever route you choose for implementation, an OpenURL system is a win-win proposition for both researchers and library staff.

**Additional Resources:**

Brand, Amy. OpenURL and CrossRef. <http://www.library.yale.edu/~llicense/ListArchives/0210/msg00045.html>.

"BUILDING AN OpenURL Resolver in Your Own Workshop." Computers in Libraries 24.2 (2004): 6.

Collins, Maria D.D., and Christine L. Ferguson. "Context-Sensitive Linking: It's a Small World After All." Serials Review 28.4 (2002): 267.

Crawford, Walt. "The Crawford Files." American Libraries 35.2 (2004): 52.

—"OpenURL: Standards Can Be Fun!" American Libraries 33.7 (2002): 99.

CrossRef <http://www.crossref.org/>.

CrossRef: History/Mission. < http://www.crossref.org/01company/02history.html>

Cummings, Joel and Ryan Johnson. "The Use and Usability of SFW: Context-sensitive Reference Linking." Library Hi Tech. 21.1 (2003): 70.

Dahl, Mark. "Primers on Standards: OpenURL." Computers in Libraries 24.2 (2004): 26.

Digital Object Identifier System. <http://www.doi.org/>.

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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

  E-Mail: Billie_Peterson@baylor.edu

## REPORT - LIRT Discussion Forum at ALA Midwinter

*Vibiana Bowman, Chair,*
*Teaching, Learning, and Technology Committee*

The LIRT Discussion Forum was held at Midwinter in San Diego on Sunday afternoon. The forum (attended by about 50 participants.) was arranged so that participants could engage in small group discussions based on a theme. This year's theme was "Web-based Learning from Kindergarten to PhD." As with previous years, the discussion groups were informal but the conversation was both entertaining and enlightening.

Some of the topics included in the discussion were:
- Based on the type of library (public, school, academic) what kinds of topics are appropriate for web-based, library instruction?

- When designing web-based instruction, how do you decide who to design for (dial-up or high-speed access?)
- What kinds of instruction are available on-line at your institution?
- How can we assess the effectiveness of on-line education?
- What is the best way to engage all stakeholders in the process (end-users, librarians, potential users?)

Of the 50 attendees, 26 completed assessment forms. Results of the assessment which follow reflect the total percentage of respondents that agreed with the statement on the form:

- **The topics covered in the discussion forum were…**
  - … of interest to me – 97%
  - …pertinent to me professionally -97%
  - …something that I could relate to and discuss - 89%
- **The discussion forum was organized….**
  - …in a clear and professional manner - 97%
  - …in such a fashion that I was fully able to participate – 89%
  - …so that all attendees were given to opportunity to be heard - 97%
- **The discussion leaders were…**
  - …well-prepared and well-organized – 90%
  - …able to facilitate the discussion so that conversation flowed freely - 85%
  - …able to keep discussions on point – 85%

Participants who completed the evaluation form suggested the following topics for future forums:
- Professional burn-out
- Integrating information literacy into the curriculum – all levels (3 votes)
- A year's review of Tech Talk articles
- Assessment of library populations
- Accessibility and new library technologies

Many thanks to the members of the Executive Board, the Steering Committee, and the members of the Teaching, Learning, and Technology Committee who served as facilitators. The session served as lively forum for sharing ideas and experiences with librarians from all around the country and from all spectrums of librarianship.

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### Library Instruction Round Table

# Committee Volunteer Form

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

> Cynthia Akers, University Libraries and Archives
> Emporia State University,1200 Commercial,
> Campus Box 4051, Emporia, KS 66801-5092
> 620.341.5480
>
> Email: akerscyn@esumail.emporia.edu

Name and Title:

Telephone (work):
    (home):
FAX:
email:

Institutional address:

Home address:

Please list committee preferences from 1 -11, with 1 being the most preferred:

| | |
|---|---|
| ___Adult Learner | ___ Public Relations/ |
| ___Conference Program | Membership |
| ___Continuing Educatio | ___ Research |
| ___Liaison | |
| ___Long Range Planning | ___Teaching, Learning, |
| ___Newsletter | & Technology |
| ___Nominations, Organization | ___ Transition to College |
| & Bylaws | |



*Guidelines for the LIRT News*
*are available at*
*http://www.baylor.edu/LIRT/guidelines.html*

## STANDING COMMITTEES

### Library Instruction Round Table

**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.

**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 president-elect.

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

**Nominations, 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. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candi-

**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**
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

> *Please see our online committee volunteer form at*
> *http://www3.baylor.edu/LIRT/volform.html*