From the President

by Cynthia Akers, akerscyn@esumail.emporia.edu

Hello from Kansas, and for those of you who were in Orlando for ALA Annual, I hope your ALA-LIRT experiences were productive and informative! As part of my first column for 2004/05, I want to send a special "thank-you" to Stephanie Michel for all her enthusiasm and great leadership this past year as the 2003/04 LIRT President. Equal thanks go to Anne Houston, Linda Colding, Jonathan Helmke, and Janet Sheets as LIRT officers for 2003/04, as well as to all the LIRT committee chairs for their expertise and active participation in our round table.

I also wish to congratulate Linda Golian-Lui, LIRT Conference Program Chair, and her committee for a successful LIRT program in Orlando. "From Angst to Zest: Empowering the Non-Traditional Student" featured three dynamic speakers who highlighted learning preferences and innovative uses of teaching technologies for adult learners. If you were not able to be in Orlando, please check out our LIRT Web page at http://www3.baylor.edu/ LIRT as well as this issue of *LIRT News* for a program summary.

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Exciting times for LIRT await us. At Annual, the Long-Range Planning Committee considered very carefully the suggestions brought forth at the LIRT Retreat that took place at ALA Midwinter in San Diego. In addition, the LIRT Executive Board met at Annual with Deb Biggs Thomas, outgoing director of LOEX, to establish a more formal partnership between LIRT and LOEX to promote instruction in all libraries.

"Partnership" is indeed a key word for the future of LIRT. I had the great pleasure at this Annual Conference to represent LIRT at the New Members Round Table Student Reception. Along these lines, I encourage everyone this year to seek similar opportunities for promoting the mission of LIRT to related organizations.

Whenever you make contacts with librarians from any sector, ask them about their instructional experiences and current challenges. Invite them to review our comprehensive Web page for more information about LIRT. Above all, be very proud of your round table and of our vision to help everyone use information effectively. It's going to be a terrific year for LIRT!

COUNCIL ACTIVITIES

By Tim Grimes, LIRT Councilor

*ALA ANNUAL CONFERENCE
2004 ORLANDO*

Council sessions at ALA Annual again proved quite interesting. Here are session highlights:

SUNDAY - ALA COUNCIL/EXECUTIVE BOARD/ MEMBERSHIP INFORMATION SESSION/ ALA/APA INFORMATION SESSION/ COUNCIL I
- BARC Chair Patricia Smith outlined the BARC report. ALA is in good financial health, however the past few years have been lean – revenue growth potential is limited, while expenses keep growing. Possible solutions may be an increase in conference registration fees beginning with the Chicago conference. Discussions on bringing a dues increase proposal to the ballot were also mentioned. Smith later presented the ALA/APA BARC report, which indicated that donations from ALA members to APA have not been as strong as

INSIDE

*F*rom the Editor

Summer 2004, a Time for Rest and Renewal

As Carol and I put the finishing touches on this issue of *LIRT News*, it is already mid-July and by the time it arrives in your mailboxes, many of us will be well into the 2004/05 academic year. It is difficult think about the fall semester and the end of summer with so many exciting events still to come in the last half of the summer. For the sports minded, the conclusion of the Tour de France and the upcoming Olympic games in Athens will command our attention. (I must admit that I have spent several evenings watching the Tour and mentally riding with the cyclists through the French countryside. TEVO systems are great!) The Olympics will give us another opportunity to celebrate the accomplishments of the world's best athletes and to enjoy the grace and beauty of gymnastics, diving, swimming, and track and field events. If one is more interested in politics, the Democratic National Convention and the Republican National Convention will provide an insight into the political process and no doubt generate topics for discussion and debate over a cup of coffee or lunch for weeks to come.

Summer is also a time for personal and professional renewal. In June, I managed to accomplish both. I literally traveled from one end of the country to the other as my husband and I enjoyed an 18-day excursion to Alaska (land tour and 4-day cruise) with friends. After arriving home on June 19, I had 4 days (time to do laundry and to read e-mail) before heading to Orlando – and time for professional renewal. The conference program was rich with opportunities to learn and to share. The summaries of Non-LIRT related programs submitted by members of the Liaison committee highlight only a few of the valuable programs available to attendees. The LIRT program, "From Angst to Zest: Empowering the Non-traditional Student", was well attended and provided "food for thought" as we interact with non-traditional students. Committee meetings not only gave us the opportunity to continue "the work" of LIRT, but we also welcomed new committee members who bring new energy and ideas to the organization.

Are you a member of a LIRT committee? If not, consider volunteering. Need to know more? Take a few minutes to read the LIRT Annual Report for 2003/04. You will be amazed at how much we accomplished during the past year!!! The next year promises to be just as exciting as the Long Range Planning Committee begins the process implementing many of the strategies that were outcomes of the LIRT Retreat. Watch for details in future issues of *LIRT News*.
The best is yet to come!! Please join us on this exciting journey.

editor -- Caryl Gray

COUNCIL ACTIVITIES

anticipated. A new campaign called '$5 in '05' will be implemented for additional support. The online newsletter 'Library Worker' will now be available for a fee.

- Much of the membership meeting was spent on the 2010- ALA Strategic Plan. Paul Meyer from Tecker Consultants discussed results of initial focus group meetings and led Council in a brainstorming session for the future of the organization.

- During Council I, Patricia Schuman, chair of the Public Awareness Committee outlines the committee's success with the media and the success of the @ your Library campaigns. President Carla Hayden and incoming President Carol Brey-Casiano also highlighted their success with the media.

- The Task Force for Rural School, Tribal and Public Libraries presented their report, and mentioned the 61.7 million citizens served by these libraries. Several items brought up in their report later appeared as resolutions in Council III where Council voted for the Task Force to become an ALA Committee.

TUESDAY – ALA/APA COUNCIL I/ ALA COUNCIL II

- A new video created by the ALA-APA Committee on Salaries and Status of Library Workers, while quite effective and proved a bit controversial as to its inclusiveness of all library workers.

- The hot topic of Council II was the report by the Core Values Task Force which identified the following as core values of our profession: Access; Confidentiality/Privacy; Democracy; Diversity; Education and Lifelong Learning; Intellectual Freedom; Preservation; The Public Good; Professionalism; Service; Social Responsibility.

Library Instruction Round Table
Annual Report
2003-2004

Summary:

This has been an active and productive year for the Library Instruction Round Table. During ALA Midwinter conference, LIRT held a strategic planning retreat at San Diego State University. During the retreat, LIRT examined its mission and goals and created a vision for the future direction of our organization. Following the retreat, LIRT asked each committee chair to think creatively about how their committee fit into the revised LIRT vision and to suggest potential new projects or directions for their committee. The Long-Range Planning committee is in the process of examining these responses and determining how best to implement the ideas emanating from the LIRT retreat.

At Midwinter conference, the Teaching, Learning and Technology committee hosted a well-attended discussion forum. The topic "Web-Based Learning from Kindergarten to PhD" resonated with a large audience eager to share their experiences and thoughts about teaching with technology. The Conference Program Planning committee (in partnership with the Adult Learners committee) planned a superior program for annual conference. Three speakers will discuss "Angst to Zest: Empowering the Non-Traditional Student." The program will be accompanied by a bibliography created by the Continuing Education committee and a brochure prepared by the Adult Learners committee.

Financially, LIRT is in good shape, with a sizeable net asset balance. Last year LIRT prepared the paperwork to create an unrestricted endowment. In the long-term, LIRT plans to use the interest from this investment to fund future projects. The endowment will be implemented at the end of this fiscal year.

LIRT made progress this year towards an ongoing goal of outreach to other instruction-related groups in ALA and beyond. LIRT is eligible to appoint representatives to various assemblies within ALA; however, over time LIRT had lost track of some of these positions. This year LIRT drafted Guidelines for Appointing LIRT Representatives to Outside Entities to create a procedure and timeline for appointing LIRT representatives. Following the new guidelines, LIRT appointed members to the Literacy Assembly and Recruitment Assembly, renewed an appointment to the Education Assembly, and nominated a represented to the IFLA Information Literacy standing committee. Likewise, LIRT's Liaison committee fosters relationships with other instruction-related groups by preparing a list of "Non-LIRT Instruction Programs and Events" at conferences. Liaison committee members attend many of these events and write short summaries for the LIRT newsletter.

LIRT committees are applauded for their ongoing work to advance the organization. The Adult Learners committee created an "Adult Learner's Resource Center" which has been posted to the LIRT web site. The Continuing Education committee read over one hundred instruction articles to choose the LIRT Top Twenty library instruction articles which were published in the June issue of LIRT News. The Elections committee produced a solid slate of candidates for LIRT officer positions. The Newsletter committee published four issues of the LIRT newsletter, updated the written guidelines for LIRT News and created a list of contents to appear in each newsletter issue. The Organization & Bylaws committee started a major revision to the LIRT Manual. The PR/Membership committee organized Bites with LIRT at Midwinter and Annual conferences and is coordinating the LIRT booth. The Teaching, Learning & Technology committee raised the idea of hosting an Instructional Technology Showcase at Annual conference 2006 and is beginning to plan this event. Lastly, the Transitions to College committee is in the process of drafting a book on information literacy in high school and college. All of these activities help LIRT to reach out to our growing membership and serve as an important resource for library instruction.

LIRT Membership Report:

LIRT membership has been steadily increasing over the past four years. Between January 2000 and May 2004 membership has increased 35% (from 1,050 to 1,412).

Date	Total LIRT members (Personal, Organizational, Corporate)
January 2000	1,050
January 2001	1,182
January 2002	1,240
January 2003	1,282
May 2004	1,412

Officers:

Serving as elected officers this year were: Stephanie Michel, President; Cynthia Akers, Vice President/President-Elect; Anne Houston, Immediate Past President; Jonathan Helmke, Treasurer; Janet Sheets, Vice Treasurer/Treasurer-Elect; Linda Colding, Secretary; and Tim Grimes, LIRT ALA Councilor.

Appointed officers were: Kari Lucas, Archivist; Billie Peterson-Lugo, Electronic Resources Manager; Carol Carson Schuetz, LIRT News Production Editor; and Gale Burrow, Publicity Coordinator. Gale Burrow also served as LIRT's representative to the board of the Institute for Information Literacy.

Committee Reports:

Adult Learners

Chair: Kristine Kenney

Members: Carole Burke; Mary Cassner, Toby Matoush, Gloria Meisel, Tammy Bobrowsky (virtual), Jeanne Holba-Puacz (virtual), Denise Millman (virtual)

The committee discussed revising the committee charge related to the mission and goals of LIRT. We have decided that the current charge meets the goals of our committee and the mission of LIRT. The committee is working with the Program Committee to present the upcoming program "Angst to Zest" at ALA. For the program, the committee has put together a tri-fold brochure to be distributed at the program and LIRT table. In addition, changes to the Adult Learners web site have been gathered and sent for updating.

Conference Program Planning 2004

Chair: Linda Marie Golian-Lui

Members: Deborah Bernard, Susan Berry, Julie Elliott, Crystal Gale, Kara Gus, Katherine Harris, Pamela Harris

The LIRT Conference Program 2004 Committee is responsible for annual program preparation and presentation. The program for the Annual 2004 ALA Conference in Orlando will be held on Sunday, June 27, from 10:30-Noon. The program is entitled Angst to Zest: Empowering the Non-Traditional Student. Three speakers have agreed to cover the topic of developing effective library instruction for the non-traditional student. Dr. Phyllis Bebko, Florida Atlantic University, will be the keynote speaker highlighting adult learning theories while librarians, Judi DeLisle, Valencia Community College and Deborah Anderson, Brevard Community College, Palm Bay Campus, will share their experiences and advice in developing exciting and creative instruction programs for non-traditional students. The committee will distribute evaluations, programs, speaker handouts and various other LIRT materials. Red apple stress squeeze balls will be given to attendees that complete a program evaluation form. Arrangements have been made for writing an article for the next newsletter with program highlights. Gifts for the speakers have been arranged.

Continuing Education

Chair: Ericka Arvidson Raber

Members: Tiffany Anderson, Terri Holtze, Camille McCutcheon, Harry Meserve, Jim Millhorn, Frances Nadeau, Deva Reddy, Leslie Sult

The focus of the Continuing Education Committee has been the compilation of the LIRT Top Twenty list of library instruction articles for 2003. This year's work involved reading and evaluating more than one-hundred articles. The committee developed a rubric for rating the articles to aid members in their selection. At Midwinter, the committee determined final selections for the list. The list was edited and submitted to the LIRT News for June 2004 publication. All authors of Top Twenty articles have been notified electronically, and they should receive a hard copy acknowledgement of the selection of their articles by the time of the annual conference. At Annual, the committee will discuss any suggested improvements to the selection process and review the committee's charge. Recommended changes to the committee's charge will be submitted to the Steering Committee.

Liaison

Chair: Lori Ostapowicz Critz

Members: John Allan Cicala, Erin Ellis, Elizabeth Evans, Elizabeth Margutti, Marilyn Ochoa, Cynthia D. Shirkey

The charge of the LIRT Liaison Committee is to "initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and disseminate information about these groups' activities." Therefore the Liaison Committee has developed lists of instruction-related non-LIRT activities/programs and non-LIRT instruction-related meetings for the LIRT Steering Committee and the general LIRT membership - for both the Midwinter and Annual Conferences. These lists were posted on the LIRT website. At both Midwinter and Annual, committee members volunteer to attend numerous non-LIRT instruction-related programs, events, activities and meetings. Committee members write short narratives on each event attended for dissemination to the LIRT membership, via publication in the LIRT News. Additionally, over the past year, the committee has been examining possible opportunities to expand the role of the committee into more formalized liaison work with other ALA and non-ALA entities involved in instructional/educational arenas.

Long-Range Planning

Co-chairs: Anne Houston, Linda Chopra

Members: Cynthia Akers, Alison Armstrong, Gale Burrow, Charles Dintrone, Valerie Feinman, Jonathan Helmke, Kari Lucas, Trisha Stevenson Medeiros, Stephanie Michel,

This year the Long-Range Planning Committee focused on a major project: planning and conducting the LIRT Retreat, held at San Diego State University on January 9, 2004. The purpose of the retreat was strategic planning for the future of LIRT. Our extensive preparations included hiring a facilitator, Kathryn Deiss of the Chicago Library System, to conduct the retreat. The on-site arrangements for the day

including food and bus service were handled by Chuck Dintrone; Linda Chopra arranged for each participant to receive a LIRT notebook and pen. About 30 past, present and future LIRT leaders attended, and many good ideas were generated along with an overall vision for LIRT's future: "The Library Instruction Round Table will be an inclusive, energetic and diverse multi-type library organization that is recognized as the first stop for practical methods related to library pedagogy, information literacy and point-of-need service. Our membership will exploit technology to enhance communication, build community and recruit new librarians for active engagement." The committee is currently evaluating responses to the retreat to determine directions for individual committees and LIRT as a whole, and changes to the structure of our organization. We hope to continue this work throughout the coming year.

Newsletter

Chair: Caryl Gray

Members: Carol Carson Schuetz (Production Editor), Rebecca Bichel, Susanna Eng, Eva M. Greenberg, Jill Grogg, Brad S. Matthies (virtual), D Brett Spencer, Gary Wasdin (virtual)

Four issues of LIRT News were published during the year. The print format of the newsletter is mailed to the membership and an expanded version of the newsletter is available on the Library Instruction Roundtable web site (http://www3.baylor.edu/LIRT/lirtnews/). The editor and production editor make every effort to include all articles and reports in each print issue, however since space is limited it is often necessary to include a brief report in the printed publication and refer the reader to the full report in the electronic version. The September 2003 issue of LIRT News was not printed (due to personnel changes at ALA national headquarters) and is only available electronically (http://www3.baylor.edu/LIRT/lirtnews/2003/sept03.pdf). The general guidelines and contents of specific issues of LIRT News were reviewed and revised. Revisions were submitted to the Executive Committee (the recommendations were approved with minor revisions at ALA Midwinter and will be included in the LIRT Manual). During Midwinter the committee discussed the possibility of creating an index to the on-line issues of LIRT News. Details of the project have not been developed and will be discussed at ALA Annual. The committee was asked to examine the LIRT News advertisement policy, especially paid advertisements. A proposal will be presented at ALA Annual.

Nominations, Organization and Bylaws

Chair: Anne Houston; Lori Critz and Elizabeth Margutti, Co-Chairs for Elections

Members: Rachael Green, Maggie Z. Saponaro, Stephanie Michel (Ex-Officio Member LIRT President)

The Organization and Bylaws committee combined with the Election/Nomination Committee recently; the annual report of the Elections sub-committee is available in a separate report. On the Organization and Bylaws side this year, there were no suggested amendments to the LIRT bylaws on the ballot, so we have been able to focus on updating the LIRT Manual. This has turned out to be a large task which will likely carry over for the next several years. The Manual, which contains information for officers and committee chairs, has been up on the Web for several years, but many updates are needed to individual documents which were converted directly from the paper format. The committee is working on both updating documents to reflect changes in LIRT and ALA procedures, and improving the organization of the manual to take full advantage of the online format. We will be making a series of recommendations to the Steering Committee in the near future.

Elections/Nominations

Co-chairs: Lori Ostapowicz Critz; Elizabeth Margutti

Member: Anne Houston

The LIRT Elections/Nominations Committee pursued several avenues – including a "request for nominations" feature in *LIRT News*, posting of a nomination form on the LIRT website, and personal contacts (via phone and e-mail) – to secure a viable slate of candidates for the LIRT elections. A full slate for the 2004 election was secured. This slate was forwarded to ALA, after approval by the LIRT Executive Committee.

LIRT Slate of Candidates for 2004/2005 Election
- Vice-President/President-elect
  - Carol Carson Schuetz
  - Vibiana Bowman
- Round Table Councilor
  - Timothy P. Grimes
  - Deborah Bernnard
- Vice Treasurer/Treasurer-Elect
  - Caryl E. Gray
- Secretary
  - Amy Wallace
  - Kay Stebbins

A list of candidates for the 2005/2006 election is currently in development.

Public Relations/Membership

Chair: Donna Kanapes

Members: Sharon Chadwick, Linda J. Goff, Linda Lambert, Barbara Pilvin, Cynthia Wright Swaine

At Midwinter in San Diego, we assigned responsibilities for Annual, e.g. Bites with LIRT-Sharon Chadwick; Booth Staffing - Linda Lambert; Mailing Welcome to LIRT Letters - Donna Kanapes; Member A-LIRT columns - various members. We also identified Linda Lambert as a candidate for the incoming chairmanship of the PR/Membership. I emailed Lorelle regarding the need for 2500

ALA Annual 2004
Non-LIRT Instruction-Related Programs/Events/Meetings
Summaries

"Developing Alliances: Outside and Within"

Alliances for New Directions in Teaching/Learning
Discussion Group
Sunday, June 27, 2004, 2:00 – 4:00 pm

Mark Horan, discussion leader for the Alliances Group, lead an informal session aimed at critiquing a proposed website that will offer information and provide relevant links to those interested in collaborating in the development and delivery of instruction. The goal is "to help librarians open out and reach across disciplines to create programs and practices that make visible and more palpable the information network that libraries and librarians have already made as well as bring a light to the networks the disciplines are building on their own. The purpose is to support and enhance those networks for mutual benefit of the publics we serve." To this end, the site brings together information to encourage, develop, and enhance the goal of both interdisciplinary and internal collaborations. The trial website can be viewed at library.utoledo.edu/userhomes/mhoran/Alliances/developing_alliances.htm. Proposed content on the site includes links to best practices for growing alliances - which will serve as a current awareness service, provide a means to access assessment tools being used, and help to compare guidelines and standards as they arise. Other components of the site will include annotated bibliographies for resources on collaboration, networking, and coordination as well as listings for related conferences and meetings, grant opportunities, internships and other relevant activities. Interested readers can send comments about the site to Mr. Horan at mark.horan@utoledo.edu.

Summary by Lori Critz. LIRT Liaison Committee

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"My First-Year Student is Your Senior: Bridging the Gap Between High School and College/University Information Literacy Initiatives"

ACRL/AASL Interdivisional Information Literacy Committee
Sunday, June 27, 2004, 10:30-12:00 pm

Academic and school librarians must make efforts at "bridging the gap" in communication that commonly exists between K-12 and post-secondary education, particularly in regards to information literacy and lifelong learning. This session brought Scott Walter (U. of Kansas), Sharon Coil (Cherry Creek High School, CO), and Leslie Warren (Moraine Valley Community College, IL) together to discuss the shared responsibility of preparing students for learning in the 21st century. Some ideas proffered by the panelists included: look into 'bridge' and gateway programs like Gear Up, Upward Bound, or Mentor/First-Generation student programs; remember that all education is local – get your principal and dean on board; teach the teachers – as one panelist astutely stated, "My Senior Education

major is your first-year teacher," and engaging future K-12 teachers to set the stage for future cooperation. One panelist stated that there must be vertical and horizontal articulation in this cooperation: both parties must coordinate their efforts to connect with each other. Examples of resources for "bridging the gap" are the ALOUD listserv (http://www.iwu.edu/~sdaviska/aloud/),sponsored by the Academic Library Outreach Discussion group; Understanding University Success (http://www.s4s.org/03_viewproducts/ksus/intro.php) by David T. Conley; and Fitzgerald, M.A. "Making the Leap from High School to College: Three new studies about information literacy skills of first-year college students." *Knowledge Quest*, 32:4 (1995):19-24.

Summary by Erin Ellis. LIRT Liaison Committee

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"Wrestling with Research: A Half-Day Workshop on Conducting Instruction-Related Research"

ACRL-IS
Saturday, June 26, 2004, 1:30-5:30pm

Dr. Deborah Andersen, Dr. Joan Lippincott, and Carolyn Radcliff encouraged over 75 participants to begin study and research in areas identified in the IS Research Agenda for Library Instruction and Information Literacy. The Research Agenda identified four general areas of research – Learners, Teaching, Organizational Context, and Assessment. The speakers divided participants into groups based on their research interests. Dr. Andersen provided an overview of research in librarianship and offered tips on effective research methods and data collection. Dr. Lippincott discussed areas of collaboration and challenges that librarians may come across. She emphasized the importance of partnering with IT units and looking at traditional IL research issues in new ways. Ms. Radcliff presented her research group's on-going work, Project SAILS. She explained the project from its inception to its current status, the challenges the team has faced, and collaborators. After sharing individual research projects with group members, participants began preparing action plans for their research projects. Indispensable feedback from group members helped many participants better formulate their problem statements. Beginning steps for successful study and research start with grasping time and cost commitments, identifying stakeholders and potential collaborators, and determining how to disseminate the research. Examples of resources for "wrestling with research" are Obliner, Diana. "Boomers, Gen-Xers, and Millennials: Understanding the 'New Students.'" EDUCAUSE Review, 2003; and Mark, Amy E. and Polly D. Boruff-Jones. "Information Literacy and Student Engagement: What the National Survey of Student Engagement Reveals about Your Campus." *College and Research Libraries*, 64:6 (2003): 480-493.

Summary by Erin Ellis. LIRT Liaison Committee

"Holocaust Instructional Resources and the School Library Media Program"

AASL (American Association of School Librarians)
Sunday, June 28, 2004, 10:30 to 12:00 pm

Margaret Lincoln, a Lakeview high school teacher from Battle Creek, Michigan, shared her involvement in Holocaust education at her institution. As a Mandel Fellow (one of twenty-five individuals selected to take part in an education program at the Holocaust Museum in Washington, D.C), she had the opportunity to incorporate the Museum's resources into a program about the Holocaust in her city. She decided on the Schindler traveling exhibit that opened to the public on December 23, 2002. It displayed library books on the Holocaust, twelve photo text panels and Jewish identity cards loaned from the Museum and the local Temple Beth El Synagogue. Two survivors from the camps told their stories and answered questions. A social studies teacher taped a nine minute video documenting the event and Lakeview students supplied the narration. Lincoln believes that the activities showed her community that the Holocaust occupies a vital place in modern history and that all generations must remember this tragedy. Another traveling exhibit, **"**Life in the Shadows: Hidden Children and the Holocaust**,"** will take place in 2005. The Mandel Fellowship Teaching Resources website (http://academic.kellogg.edu/mandel/) will feature the educational materials accompanying this program. Lincoln concluded by reviewing print and electronic resources that support Holocaust education and by highlighting lesson plans that teachers and librarians can use even if their state is not one of the six mandated to teach the subject.

Summary by John Allan Cicala. LIRT Liaison Committee

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"Seek the Treasure: Information Inquiry: Key Words, Concepts, & Assessments for Literacy K-College"

AASL (American Association of School Librarians)
Sunday, June 28, 2004, 1:30 to 3:30 pm

This panel consisted of six presentations by library media specialists and teachers on the topic of Information Inquiry. Professor Daniel Callison defined Information Inquiry as a Socratic method whereby the student and teacher pose and answer questions in a way that leads to a meaningful research topic. It is a "thinking and learning technique" that students and teachers can employ for the rest of their lives. It is not skeptical like Information Literacy, but instead reflects the willingness to examine evidence before the student draws any conclusions. The second speaker, Judy Cashe, talked about teaching elementary students to gather preliminary information in a way that would foster a questioning method. Next, Kym Kramer and Connie Largent explained that students from Kindergarten to 3rd grade had to filter and synthesize background information before they could even begin asking questions. Julie

Sumrall then noted that freshmen high school students needed to expand and evaluate their research resource pool so that they could develop the critical thinking skills necessary to personalize their projects. In their presentation, Leslie Preddy and Jenny Moore emphasized the importance of students keeping a daily log of their investigations in order to better communicate with their teachers and focus on their critical research problems. Finally, Professor Annette Lamb took up the issue of teaching college adult learners in an online environment, describing the roles of the student, teacher, and technology in an information-rich learning environment and pointing out that Information Inquiry involves circular thought processes as opposed to the more linear, mechanical Information Literacy method.

Summary by John Allan Cicala. LIRT Liaison Committee

LIRT Annual Report .....

additional copies of the membership brochure for distribution at Annual and for the NMRT packets. We had "BITES with LIRT" three lunches at Midwinter and Sharon Chadwick is taking reservations for Orlando. All of the welcome letters through March 2004 have been mailed.

Teaching, Learning, and Technology

Chair: Vibiana Bowman
Members: Maryellen Mott Allen, Leslie Boyd (virtual), Jamie MacInnis, Elizabeth McKenty, D. Brett Spencer, Betsey Springgate, Eileen Stec, Nadaleen Tempelman-Kluit

The TLT Committee continued to work this year in fulfillment of its charge: "identifying and promoting the use of technology in library instruction." Committee members have contributed articles to the *LIRT News* on the topics of: protecting patron privacy, instructional technology, and instruction for international students. TLT helped to plan and facilitate the LIRT Midwinter Discussion Forum; topic "Web-Based Learning form Kindergarten to Ph. D." TLT has been working with the Steering Committee and the current Chair of the Conference Planning Committee regarding planning a Technology Showcase for Annual 2006. The committee has also been working this spring (in preparation for Annual) on examining the mission and function of TLT according to the new LIRT Vision Statement and what we can do to help promote that vision.

Compiled and submitted by Stephanie Michel, 6-23-04

Member A-LIRT

Jonathan Helmke

Jonathan Helmke became involved in LIRT while looking for a way to become active and involved in ALA and library information literacy instruction. He has been involved with LIRT since 1999, first as part of the Continuing Education Committee and now as Treasurer.

As Treasurer he prepares and submits the LIRT budget to ALA, monitors the budget throughout the fiscal year, reports to the LIRT Executive Committee and Steering Committee regarding financial issues, and works with the various committee chairs to help achieve committee goals with appropriate funding.

Jonathan is currently Access Services Librarian at Butler University, Indianapolis, Indiana. He has also served as Reference Librarian and Assistant Technology and Instruction Librarian. Jonathan has been at Butler since Feb. 1998.

Jonathan earned his BA in Political Science and Business Administration from Wartburg College and MLS from Indiana University, Bloomington. He is currently pursuing an MBA from Butler University.

When he asked about his role within LIRT, Jonathan says: "The vision I see for LIRT is to help library professionals in all types of libraries to be successful in providing instructional services to all types of users. In the digital media age, it is important for librarians to help our users navigate through the wealth of information that is available at their fingertips." He says he is motivated to be involved with working alongside other library professionals, from all types of libraries, who are committed to the LIRT organization and who provide support to others in the library instruction/information literacy field.

Jonathan and Butler University colleague, Brad Matthies, Reference Librarian, presented "Using the CRITIC Acronym to Teach Information Evaluation" at LOEX 2004. He also attended the ACRL Information Literacy Track 1 Immersion Program in 2003.

"Don't be afraid to try new and creative ideas to strengthen your instruction sessions," Jonathan said when asked what suggestions he had for other instruction/information literacy librarians. He suggests and encourages others to continue learning by networking with other librarians, by joining organizations (LIRT), by attending conferences such as LOEX and the ACRL Immersion Program. Jonathan keeps abreast of librarianship by reading articles on information literacy instruction and he frequently peruses journals outside of the discipline.

In his spare time Jonathan reports that he takes care of his 3 ½ year old twins, Laura and Samuel, saying "that takes up most of my spare time and keeps me busy!"

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LIRT Officers and Committee Chairs
2004-2005

LIRT Officers
President
     Cynthia Akers
Vice President/President-elect
     Carol Carson Schuetz
Immediate Past President
     Stephanie Michel
Treasurer
     Janet Sheets
Vice Treasurer/Treasurer-elect
     Caryl Gray
Secretary
     Amy Wallace
LIRT ALA Councilor
     Tim Grimes

LIRT Appointed Officers
Archivist
     Kari Lucas

Electronic Resources Manager
     Billie Peterson-Lugo
LIRT News Production Editor
     Carol Carson Schuetz
Publicity Coordinator
     Gale Burrow

LIRT Committees and Chairs
Adult Learners
     Carole R. Burke
Conference Program - 2005
     Susan Sykes Berry
Conference Program - 2006
     To be selected
Continuing Education
     Ericka Arvidson Raber
Five Year Financial Planning
     Jonathan Helmke
Liaison
     Lori Critz
Long Range Planning
     Linda Chopra
     Anne Houston

From **A**ngst to **Z**est:
Empowering the Non-traditional Student

Summary by
Crystal Gale, Southwest Missouri State University
And
Julie Elliott, Indiana University South Bend

Aloha! With a traditional Hawaiian greeting Dr. Linda Golian-Lui, the 2004 LIRT Conference Program Chair, welcomed the numerous attendees and our three accomplished speakers to the 2004 LIRT program held Sunday, June 27 at the Orlando Conference Center. The program was designed to address the special issues that affect the adult student and how we as librarians and teachers can play a pivotal role in their academic development and accomplishments. In addition, Gloria Meisel from the Adult Learning Committee and Stephanie Michel, LIRT President, also extended a warm welcome to our attendees and speakers.

The keynote speaker was Dr. Phyllis Bebko, a professor in adult learning theory at Florida Atlantic University. Dr. Bebko explained various current learning theories concerning adult education and within this context explained some of the common problems and roadblocks that confront adult learners in the learning process such as jobs, families, and preconceived notions about their academic abilities. She also discussed how and why adult learners differ from their younger counterparts. Adult learners are often self-directed, both extrinsically and intrinsically motivated to learn, and often have been placed in the position of pursuing higher education due to a change in a life circumstance, (i.e divorce or job loss).

Due to their life experiences adult students tend to desire a deeper involvement in their own learning process and prefer to have input and choices in their academic environment. Programs that encourage adult learners need to take into consideration both the increased motivation of the adult learner, but there must also be an understanding of the "Barriers to Participation" such as cost, time constraints, and lack of confidence.

Judi DeLisle, a librarian at Valencia Community College, focused on her examination of how successfully the school facilitated adult education. In order to gain a true understanding, she interviewed eight female adult students and asked them to share their experiences for a video presentation. When first asked, all of the women were hesitant or simply too polite to share the "downside" but were highly complimentary of the library and its services. However, the interviews eventually revealed that most of the students had initially experienced a great deal of frustration and anxiety.

The interviews were enlightening as they demonstrated actual results rather than the preconceived results the librarians had believed they were eliciting. In addition, the students offered concrete examples of problems with different modes of instruction and suggested changes that could be easily incorporated into the library program. As a result of these interviews,

Valencia Community College successfully changed their program to better serve the adult student population and became their "new best friend."

Deborah Anderson, Assistant Professor/Librarian at Brevard Community College, Palm Bay Campus, shared some of the programs and services that the college and the campus libraries have to assist adult learners. In a video presentation, librarians expressed their appreciation for non-traditional students' maturity, listening skills, and motivation, but noted that these students often lack confidence in their research skills.

Brevard Community College libraries are making students feel more comfortable with their library research skills and computers by making laptops available for checkout in their libraries. The program benefits adult learners who cannot afford a computer at home by exposing them to the technology. Additionally, the libraries provide library tours and basic searching instruction to adults reentering the workforce. The libraries have implemented an International Student Welcome Day, where international students are formally invited to attend an open house and learn more about the library, play games, and win prizes. In the future, Anderson hopes to market the libraries' services to the instructors of preparatory reading classes and send print mailings about the libraries' laptops program to students.

The speakers were well received and left the audience wanting more. All three presentations will soon be available on the ALA-LIRT web page at http://www3.baylor.edu/LIRT/. Thanks to everyone on the 2004 LIRT Conference Program Committee for putting together an informative program!

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LIRT Officers and Committee Chairs
2004-2005

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One librarian's perspective

Jamie MacInnis,   macinnij@aii.edu

In my last article (*LIRT News*, March 2003) I spoke of the need for time. As a solo librarian and director, with only student workers, I try to find ways to utilize the resources I have as effectively as possible. With student help, we developed a web page which debuted in March, and as of July we also provide access to the catalog via the web. Last September I finally hired a part-time assistant, who covers our evening and Saturday hours, helped to clear the backlog of cataloging, created tools to improve training of the student workers, and occasionally assists me with library presentations.

Instruction and information literacy remain my primary concerns and priorities. Last October, we presented 39 sessions in one month, of varying duration and content. Unfortunately, there is a lack of cohesion and continuity in the process. Faculty continue to send students to the library for resources we don't have, either because they've never checked to see if we own them or never alerted us to the need to acquire them. Or they give research assignments without forewarning us as to the goals or purpose, leaving us to help as best we can in joint interpretation with the student as to what the student is actually supposed to achieve. More often than not students go directly to Google, bypassing the full text article and book resources we provide, as they haven't been given an opportunity to learn why they might be useful. Does this sound familiar?

At this time, our curriculum is undergoing a major change program-wide, student enrollment is growing exponentially, and a large number of faculty, both full-time and part-time, have been hired. To my mind this presents a great opportunity to better integrate library instruction into the institution as a whole. I'm fortunate that the key players in policy development share this belief. The Dean is a former librarian and the Director of Faculty Development already understands and advocates integration of information literacy into the curriculum. Together we have developed strategies to better inform faculty of the need to incorporate library instruction in their courses and we have advocated collaboration with the library in developing effective research assignments which foster the development of information literacy skills.

Our first step was to meet with the Academic Directors, discussing information literacy objectives and how they fit with institutional goals. The intent was to have them direct their full-time faculty to share assignments with me that might be improved by a library session. The idea is that the request would carry more weight coming from their directors rather than from me.

The Art Institute is on the quarter system, and the second step took place during our 12th week all-faculty meetings. We presented a mandatory session for all full-time faculty. During this one and one-half hour seminar, we provided the opportunity for a dialogue among the faculty about information literacy - what it was, and how the library could play a role. Throughout the session, and particularly at the end, we asked them to think of their current assignments and how a library session might improve the research results. Forms were passed out at the end asking them to list one or more of these and whether they would be interested in partnering with the library.

Out of the 20 attendees, we received forms from about 50%. Twenty-five percent of the forms were from faculty who had not previously worked with the library. A small number perhaps, but the effort continues. In the following weeks, I received additional e-mails from new advocates. My next step is finding the time to schedule meetings with those who indicated an interest.

In my previous article, I advocated training student workers to be library ambassadors. I realize now that faculty need to be trained to be our ambassadors as well. Time is still THE issue, making me wish that, like Hermoine in the last Harry Potter film, I had a magic ring that I could spin and return to do additional tasks within the same frame of time, over and over again! Until then, I'll do what I can.

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We're coming to Boston
Plan ahead and join Bites with LIRT!

Meet fun people
Eat at interesting places
Enjoy great conversation

Watch for more details in the December issue of LIRT News

2004 LIRT Committee Reports

(Editor's note: Absence of a committee report indicates that the report was not received by press time. The LIRT Annual Report (the full report is published in the electronic version of this issue *of LIRT News*) includes reports on each committee's activities for 2003/2004.

Adult Learners
Kristine Kenney, Chair

The committee discussed several ideas for future activities such as asking virtual members to contribute articles to *LIRT News* and participating in a discussion forum at Midwinter. Committee members will also review the content on the Adult Learners Resource Center web page (http://www3.baylor.edu/LIRT/adultlearning.htm) and verify all URLs.

Conference Program Committee 2005
Susan Sykes Berry, Chair

In conjunction with the LIRT Transitions to College Committee, the committee will be presenting a panel discussion with a librarian focus. The topic of the program will be how to create a transitions to college program. Speakers will be asked to focus their ideas on three main topic areas: collaboration, information literacy, and multi-cultural and diversity issues. Within these three topic areas there will be three threads: generational ideas, assessment, and technology. The tentative title of the program is "All Over the Map: Bringing together Librarian Collaborations for Transitions to College". To enhance the program, a poster session is planned to follow the panel presentation.

Continuing Education
Ericka Arvidson Raber, Chair

The committee discussed the chair's position for 2004-05. (Ericka will continue as Chair however she will not be able to attend the Midwinter meeting.) Tiffany Anderson and Leslie Sult will consider the possibility of co-chairing for 2005-06.

In response to the discussions at the LIRT Retreat, each committee was asked to review their charge and to recommend revisions to the Executive Committee. After reviewing the committee's charge, the committee members agreed to recommend changes to the text that would outline the committee's tasks more specifically. The suggested revised version of our charge is: *"This shall be responsible for keeping LIRT members aware of developments in library instruction by compiling and distributing literature reviews and bibliographies such as the annual Top 20 list and materials to accompany LIRT programs."* If less specific wording is desired the committee recommends the following: add a sentence to the original wording to clarify "researching activities" -

(i.e."Examples of committee research activities include the creation and distribution of the LIRT Top 20 list and program bibliographies.")

Liaison Committee
Lori Critz, Chair

At the June 26th meeting, the Committee members reviewed a list of education-related non-LIRT programs and meetings prepared by the chair, and selected events/meetings to attend and to prepare summaries for the newsletter. The committee reviewed its charge: "*This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.*" Ideas the committee chair presented to the Retreat discussion forum were also shared as the committee discussed how to best fulfill its charge. All committee members in attendance were in favor of moving toward a 'truer' liaison role.

The June 28th meeting focused on the new Liaison Committee role. The Steering Committee approved the move towards establishing liaison relationships with education-focused groups both within ALA and in other entities (e.g. LOEX), and we began to brainstorm ideas on both the relevant groups to contact and the process. The discussion will continue at Midwinter as the committee works to establish a plan to begin this new work.

Long Range Planning
Anne Houston and Linda Chopra, Co-chairs

At the June 26th meeting, the discussion centered on taking what we learned at the Retreat (Midwinter 2004) and turning it into productive change. The committee discussed the Retreat documentation including the flipchart write-ups, the vision statement, and responses from the committee chairs and began to form a list of recommendations to bring to the Steering Committee.
The committee continued forming a list of future planning recommendations at the June 28th meeting. The results of our discussion were presented at the Steering Committee meeting (6/28/04), and a report will be sent to LIRT-S after conference listing all recommendations and asking for further discussion.

Newsletter
Caryl Gray, Chair

The guidelines for *LIRT News* were distributed and reviewed. As a follow-up to LIRT Retreat, the committee briefly discussed the current format and content of the newsletter. The newsletter continues to be an excellent way to communicate with LIRT members and the efforts of

other LIRT committees to submit articles on topics relevant to instruction has enhanced the content of the newsletter. We also discussed the possibility of adding additional pages to the print issue since some content has to be summarized in the print issue with a reference to the full content in the web version. In the future it may be necessary to add additional pages, however at this time the committee feels that the current format supports the mission of LIRT.

The major topic of discussion focused on committee membership, process for finding and appointing a new production editor and a new committee chair. Carol Schuetz was elected as Vice President/President elect of LIRT. She has agreed to continue as Production Editor until a replacement is selected. However, it is recommended that the new Production Editor should work with Carol on at least one issue. Caryl Gray was elected as Vice-treasurer/Treasurer-elect so a new committee chair/LIRT News editor needs to be appointed. Caryl will continue to serve as chair until June 2005, but is would be desirable for a chair-elect to be named prior to Annual 2005.
The committee thanked Eva Greenberg for her dedicated service to the committee and to LIRT and wished her well as she retires.

At the June 28th meeting, the committee discussed the requirements/needs for the position of Production Editor and began to draft a position description. The Executive Committee requested that the position description also include a list of technical skills. During Midwinter, the Executive Committee asked the committee to draft an advertisement policy for *LIRT News.* The draft document was reviewed as submitted to Stephanie Michel. The draft document will be discussed at the Executive II meeting.

Nominations, Organization & Bylaws
Lori Critz; Elizabeth Margutti - Co-Chairs - Nominations

Elizabeth has completed her term and will not continue with the Committee. The committee is in need of additional members to help develop a list of candidates for LIRT officers and this need was communicated to Cynthia Akers. The slate is due to ALA on 9/15/04. A brief discussion was held on possible candidates/contacts for the upcoming election.

Public Relations/Membership Committee
Linda Lambert, Chair

The committee discussed the process and procedures of setting up and taking down the LIRT booth. Linda Goff and Sharon Chadwick were recognized for the set up and teardown this year in Orlando. Linda Lambert solicited volunteers for the LIRT booth for the few openings that remained Sunday-Tuesday. The

committee also recognized Marilyn Whitmore for her faithful service to the committee and thanked her for donating copies of her books as booth prizes.

We discussed BITES in Boston (Midwinter) and Chicago (Annual). Linda Goff and Deb Biggs Thomas volunteered to locate restaurants for Chicago for BITES. A volunteer is still needed to coordinate BITES at Midwinter. A volunteer is also need to send letters to individuals who stopped by the LIRT booth. Linda Goff has the list of names and business cards and Linda Lambert will contact the committee to request a volunteer.
In lieu of the LIRT booth, a membership fair was recommended for Annual 2005. This idea will be presented to the Steering Committee.

Teaching, Learning and Technology
Vibiana Bowman and Eileen Stec, Co-Chairs

Eileen Stec will be joining Vib Bowman as Co-Chair of TLT Committee for 2004-2005. Welcome to new TLT Committee members Patience Simmonds (Penn State) and Lisa M. Williams (University of North Carolina at Wilmington)

The Committee discussed planning for the Instructional Technology showcase for Annual 2006. TLT has begun working with LIRT Steering Committee and the Conference Planning Committee. TLT members are encouraged to begin preparing lists of possible vendors to contact. TLT members will also begin contacting librarians – public, school, and academic – who might be willing to showcase projects that they have created using IT software packages. Some IT software packages and vendors include: Animation factory; Art Explosion (clip art); Adobe (Photoshop, Pagemaker, Illustrator); Macromedia (Robodemo, Flash, Fireworks, Dreamweaver, Director, Authorware); Sound Forge (voice editing and music creation); Camtasia, Snag it (video and screen capture); Flashlight (course management); Hot Potatoes, Quia (game development); Inspiration (concept mapping).

For future goals, TLT plans to bring before Steering Committee and the Conference Planning Committee possible programming ideas for 2007. Topics of concern would include Fair Use and Copyright as they pertain to educators and information literacy instruction.

We need your words

Articles are needed for the
LIRT Newsletter

See Contributor's Guidelines at
http://www3.baylor.edu/LIRT/guidelines.html

Dear Tech Talk— First there was blogs, now I'm hearing about "wikis" – so what is a "wiki"? Is this another flash-in-the-pan web toy, or something I should know more about and use? —Whassup With Wikis

Dear WWW— Wikis, like blogs, are a member of a new breed of "social software" – software that provides some level of interactivity between individuals. "The terms *wiki* (pronounced "wickie" or Weekee") and *WikiWiki* are used to identify either a specific type of hypertext document collection or the collaborative software used to create it." (Wiki, From Wikipedia) "Wiki wiki" means "quick" or "fast" in the Hawaiian language and is the name used for the Honolulu Airport shuttle buses that move people around the terminals. As it happens, wikis pre-date blogs by about two years. The first wiki was the Portland Pattern Repository (http://c2.com/ppr/), created by Ward Cunningham in 1995.

Since the first wiki was introduced many "wiki clones" have been developed, using different programming languages – some open source and some proprietary. Rubenking provides reviews of some wiki search engines in PC Magazine: EditMe – http://wiki.editme.com/, SeedWiki – http://www.seedwiki.com/, Social Text Workspace – http://www.socialtext.com/, Swiki.net – http://www.swiki.net/, Team Flux – http://www.teamflux.com/, and Open Wiki 0.78 – http://www.openwiki.com/). Two others of note are: TWiki – http://twiki.org/ and ZWiki – http://zwiki.org/. Beyond these listed, use Ward Cunningham's Wiki Engines to find a vast array of wiki clones, categorized by programming language: http://c2.com/cgi/wiki?WikiEngines.

Web pages created using wiki technology are created quickly and *collaboratively* – almost on the fly. A weblog is generally under the control of one individual who may, or may not, allow others to edit that blog. As opposed to a wiki which is open to the world. In theory (although not always in practice) anyone can edit a wiki page and add additional wiki pages to the wiki (the total site). Changes and new pages are added to the wiki as soon as they are saved – usually with no prior review by anyone else.

Initially, this concept sounds completely implausible – what prevents the wiki from being completely trashed and rendered useless? The answer is the underlying technology of the wiki software combined with the dedication of the people who contribute content to the wiki. Most wiki software is designed to keep copies of previously changed pages. Consequently, it's simple to revert back to a previous iteration of the wiki page. The people who care about the content of the wiki – especially the content that **they** added to the wiki – will note the changes to that content. If the content has been "vandalized", someone will replace the vandalized page with the previous page. Another mechanism to prevent wiki vandalism is that when a wiki page has been changed, the change has to be "seconded" before it is officially added to the wiki. Also, some wikis provide the ability to "ban" (by IP address) someone from editing the wiki. A research team from IBM

"examined many pages on Wikipedia that treat controversial topics, and. . . discovered that most have, in fact, been vandalized at some point in their history. But [they] also found that vandalism is usually repaired extremely quickly – so quickly that most users will never see its effects." (http://www.research.ibm.com/history/results.htm)

Collaboration is a major characteristic of wikis; the other major characteristic is the ability to create and edit wiki pages very quickly, using any web browser, with no knowledge of HTML. Wiki pages consist of 3 parts: the formatted information that displays in the web browser, the HTML that renders that display, and the simplified mark-up codes (wikitext) that the wiki software transforms to the HTML. (Wiki, From Wikipedia) The person creating or editing the wiki page uses wikitext to produce the page quickly; the page is saved, converted into HTML, and then displayed within the wiki. There is a wee learning curve associated with using wikitext, but no where near the learning curve associated with learning HTML. Also, the format of wikitext may vary among different wikis, which potentially complicates the process for people involved with more than one wiki. To address this issue, "there is an effort underway to define a wiki Markup Standard (http://www.usemod.com/cgi-bin/mb.pl?WikiMarkupStandard)". (Wiki, From Wikipedia) Additionally, some more recent wiki implementations provide a WYSIWYG (what you see is what you get) editor, with the translation to the HTML taking place in the background.

In spite of its drawbacks, wikitext is still easier to use than HTML. Wikitext uses ordinary punctuation to create needed formatting. For example a pair of single quotes may define italics ('italics' = *italics*); a pair of two single quotes may define bold (''bold'' = **bold**); a pair of three single quotes may define italics and bold ('''italics and bold''' = ***italics and bold***). A carriage return usually defines a new paragraph. The use of 4 dashes (——) may define a horizontal line; the use of the # symbol may define an item in a bulleted list; and so forth.

Most wikis use "CamelCase" to implement links to new wiki pages. CamelCase is a "link pattern, produced by capitalizing words in a phrase and removing the spaces between them." (Wiki, From Wikipedia) For example, to create a link to a new page that provides a table of contents, within the wiki page, the writer types *TableOfContents.* Within the formatted wiki page in the browser, she sees TableOfContents**?** – with the **?** displaying as hypertext link. She clicks on that link and moves to the new page, "TableOfContents", where she then adds content. Once content has been saved to the new page, the **?** disappears and TableOfContents becomes the link. Many wikis have a "sandbox" – a space where those new to that wiki can experiment using wikitext. One such sandbox is provided by Ward Cunningham at Wiki Wiki Web (http://c2.com/cgi-bin/wiki?WikiWikiSandbox).

Before moving on to the uses of wikis, here's one more comment related to the functionality of wikis. Most wikis provide the user with a set of navigation or utility tools such as the ability to: edit a page; view recently changed pages; use a "history" feature to view or roll back to a previous version of a page; "discuss", offline, changes or proposed changes to a page; use a "backlinks" function (view all the pages that link to the page currently displayed); search the wiki; and others. Also, some wiki implementations provide the ability to register users and restrict editing capabilities to a particular set of users – which seems antithetical in light of one of the main tenets of a wiki (anyone can contribute) but is a feature desired by organizations that implement wikis internally for specific projects.

There are many kinds of proprietary collaborative tools available (Lotus Works, for example), but the beauty of wikis is the ease of implementing and using a wiki. In particular, wikis are becoming popular within the business community. Businesses may use wikis within their intranet or the extranet to: organize and manage projects, record meeting notes, track deadlines, gather requirements, solve problems remotely, co-author proposals, communicate initiatives, get team members involved. (http://www.wikiweb.com/intro4.shtml). Admittedly many of these tasks could be handled via e-mail and with collaborative editing tools in word processing software, but messages get lost in overloaded e-mail inboxes; identification of the current version of a document that has been edited many times is challenging; and when on the road, access to documents on the local computer at home is often not possible. A wiki neatly addresses these types of issues.

Beyond the business setting, wikis are widely used – for frivolous and non-frivolous purposes. Google "wiki" as part of the URL or use the WorldWideWiki: SwitchWiki (http://www.worldwidewiki.net/wiki/SwitchWiki/) – "a list of every public wiki". The 30 largest wiki are listed at Meatball: Biggest Wikis (http://www.usemod.com/cgi-bin mb.pl?BiggestWiki#Biggest_wikis_by_page_count_on_July _3_2004). Browse wikis by topic at the "Tour Bus Stop" at http://www.usemod.com/cgi-bin/mb.pl?TourBusStop.

The largest wiki on the Internet at this time is the "Wikipedia" (http://en.wikipedia.org/) – "a copyleft encyclopedia that is collaboratively developed using wiki software", which began on January 15, 2001. As of June 4, 2004, the Wikipeida contains over 300,000 articles in English and over 400,000 in other languages. (Wikipedia, From the Wikipedia) Librarians, naturally, will question the authority/validity of the information in Wikipedia. After all, none of the articles are "signed". Who wrote them? Given the collaborative nature of the Wikipedia and the desire to produce high-quality content – an expert in that content area wrote the initial article and others contributed their expertise. Other ventures associated with the Wikipedia include:

- Wiktionary (http://en.wikipedia.org/wiki/Wiktionary) – a dictionary in every language;

- Wikibooks (http://en.wikipedia.org/wiki/Wikibooks) – a collection of free textbooks, manuals, and other texts;
- Wikiquote (http://en.wikipedia.org/wiki/Wikiquote) – a collaborative to produce a vast reference of quotations from people, books, and proverbs and to give details about them; and
- Wikisource (http://en.wikipedia.org/wiki/Wikisource) – a compendium of primary source texts in any language, as well as translations of source texts.

Does this collaborative editing ensure its authority? Will the Wikipedia ever complete with Encyclopedia Britannica and other more proprietary online sources familiar to librarians? Who knows!! However, people who use the Internet to find information will use these resources, so it behooves librarians to be – minimally – familiar with these and other wiki resources.

In spite of the fact that the one of the predominant themes in the 2003 OCLC Environmental Scan is the emergence, growth, and importance of collaborative activities and tools – wikis are not much used within the library community. Why? Can wikis be used in library environments? If so, how? David Mattison suggests ideas for the use of wikis within a library setting: a "My Favorite Web Sites" subject guide to the Web wiki; a readers' advisory or book-rating wiki; a suggestion box wiki; an FAQ wiki; a collaborative story created by children; a guide to using the library wiki written by those who use the library. In addition to Mattison's ideas, given the increased emphasis on teamwork and collaboratively developing policies, procedures, and standards both within libraries and across libraries, it seems that wikis may be the perfect, low-maintenance solution. There would be one, web-based environment to look for current information on specific procedures or a standard; changes could be easily implemented and viewed by all interested parties; previous iterations could be viewed; discussions about changes could be held; and so forth. An example of a wiki being used to aid the development of a library tool is the "Archives Hub: EAD Wiki" (http://www.archiveshub.ac.uk/ eadwiki/). Wikis also have potential for use in instructional activities, either in concert with or outside of sophisticated course management systems such as Blackboard or WebCT (see Bergin, "Teaching on the Wiki Web"). Can wikis be incorporated into information literacy efforts – quite possibly. Ultimately, any environment in which the participants will benefit from working jointly to create an end-product, lends itself to the use of a wiki.

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"Wikipedia - Wikipedia, the Free Encyclopedia". <http://en.wikipedia.org/wiki/Wikipedia>.

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

COUNCIL ACTIVITIES

- The Task Force on Library School closings asked for an extension to continue their work to develop strategies for preventing further Library School closings (with particular emphasis on Clark Atlanta University, which is the only ALA accredited school in Georgia and which is currently threatened).

WEDNESDAY ALA COUNCIL III

- Council heard from several committees, including: Intellectual Freedom Committee, Committee on Legislation; International Relations Committee; and The Committee on Organization.
- ALA Council approved a resolution to reduce the quorum for Membership Meetings from 292 to 75 members. ALA membership will be asked to approve this reduction during the 2005 ALA election.
- ALA Council adopted a resolution ensuring that future ALA elections as well as future electronic and information technology procurement (e.g. Internet resources, telephony, captioned and audio described videos) will be accessible for people with disabilities.
- There were resolutions brought to the floor concerning the war in Iraq. ALA Council adopted a resolution condemning the use or threat of torture by the U.S. government but defeated a resolution calling for the withdrawal of U.S. troops and the internationalization of assistance to Iraq.
- As of Tuesday of the conference, registration included 13,973 members and 5,758 exhibitors for a total of 19,731 attendees. Attendance at the 2002 ALA Annual Conference in Atlanta included 14,711 members and 6,419 exhibitors for a total of 21,130 attendees.

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:
Carol Schuetz, Jesse H. Jones Library
Baylor University, One Bear Place, #97146
Waco, Texas 76798-7146
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Please see our standing committee descriptions at
http://www.baylor.edu/LIRT/committees.html
— —

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	

Library Instruction Round Table News
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