



LIBRARY INSTRUCTION ROUND TABLE NEWS

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

LIRT

September 2007 volume 30 no.1

issn 0270-6792

From The President

By Vibiana Bowman

bowman@camden.rutgers.edu

Dear LIRT Members and Friends,

ALA Annual in Washington, D.C. was a successful and productive conference, especially for LIRT. The LIRT Annual Program and Membership Fair, which featured instruction librarians who produced educational videos, was one of the largest (in terms of audience size) and was informative and incredibly entertaining as well (there were some great door prizes, too!). And, as you may know, LIRT also celebrated its 35th birthday at Annual.

Thank you so much to the program planning chairs, **Kara Gust** and **Barbara Hopkins**. Thanks also to **Sue Sykes Berry**, **Linda J. Goff**, and **Gale Burrows** for their work on the Membership Fair and the LIRT Birthday Bash.

ALA operates on a July 1 through June 30 calendar year. One of my jobs as LIRT President, along with the chairs of the various committees, is to prepare an Annual Report for you, the members. The report appears in this issue.

LIRT is a dynamic organization. The membership is active and involved; the committee volunteers and chairs are generous with their time and talents. To maintain this level of quality, it is important that we get feedback from our members. Let us know how we are doing. You are very welcome to contact me with any questions or concerns. You can find a list of our officers and chairs at: <http://www3.baylor.edu/LIRT/directory.html>.

Cordially,
Vibiana

Vibiana Bowman
LIRT President



<http://www.baylor.edu/LIRT/lirtnews/>

LIRT Annual Report 2006–2007

Submitted by **Vibiana Bowman**, President
Steering I, ALA Annual, June 23, 2007

LIRT Initiatives

- Special initiative for 2006–2007 was improvement in communication and more opportunities for involvement for LIRT members.
 - At Annual 2006 and Midwinter 2007 various software and hardware were experimented with to more fully involve virtual members.
 - Definition of “Virtual Member” was revised and approved by the Steering Committee. This definition will be added to the LIRT Manual and By-laws.
- New board elected: Linda Colding, Vice-President/President Elect; Tiffany Hebb, Secretary; Lori Critz, Treasurer; Leslie Sult, Vice treasurer/Treasurer Elect; Tim Grimes, ALA Councilor.
- A change to the by-laws was approved by the LIRT membership to provide for the emergency appointment of a LIRT elected officer.
- Planning and budgeting for a LIRT retreat for 2010 has begun (see “Organization and Planning,” below)

Adult Learners

Marya Shepherd, Chair

The Adult Learners Committee continued work the Adult Learners Resource Center section of the LIRT web site. Committee members reviewed additional books for the Bibliography section, renamed “Core List of Books.”

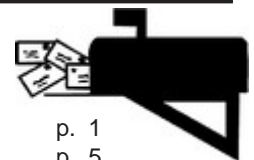
Conference Planning

Kara Gust and Barbara Hopkins, Co-Chairs



continued on page 9

Inside



ALA Annual 2007

LIRT Annual Report	p. 1
ALA Program Summaries	p. 5
LIRT Committee Reports	p. 6
IFLA report	p. 3

Columns

Check These Out	p. 4
From the Editor	p. 2
From the President.....	p. 1
Tech Talk	p. 10

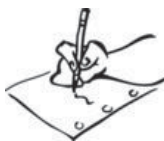
Articles

A Step Forward for Information Literacy	p. 2
Showtime for Librarians (review)	p. 11
Stop Worrying and Love Google	p. 3
We Need Your Help	p. 2

From the Editor

by Jeff Knapp

jeff.knapp@psu.edu



My experience at the ALA Annual Conference in Washington, D.C. was . . . *fabulous*. Now, I realize you're probably saying, "Washington? Fabulous?" Yeah, I was kind of surprised myself. Not that Washington's a bad place, mind you. It's just not a place that inspires the word "fabulous." "Historic?" Yep. "Beautiful?" Sure. "Interesting?" You bet. But "Fabulous?" . . . not so much. Allow me to explain.

My Better Half and I stayed at the Hotel Helix, a "boutique hotel" decorated in a glitzy style reminiscent of an Austin Powers film—bold colors, funky lighting, shag carpeting, and a faux fur comforter on the bed. And the complementary bathrobe? Leopard skin print. The overall theme of glamour and celebrity is punctuated in the lobby with life-sized, full body portraits of Steve McQueen and Diana Ross. Yeah, baby!

And speaking of celebrities, my wife, a 7th grade English teacher, came home with the autograph of Judy Blume, one of her idols. Everyone else in line at the book signing had crisp new copies of Ms. Blume's books in hand, but my wife had her sign her broken-down, well-read, and much loved copy of *Are You There God? It's Me, Margaret*. It was a joy just seeing how happy she was when she brought it home. I said to myself, "I am a lucky man." I mean, seriously, even though many of us bring our spouses to ALA conferences, how many of them get *excited* about it?

As for me, I was happy to attend the LIRT program, "It's Showtime for Instruction Librarians! The Making of Short Films for Marketing and Instruction," which gave me some really great ideas. I'm a fairly new owner of a camcorder, whose cinematic experience is limited to documenting the cuteness of my two-year-old daughter ("C'mon honey, do it again . . . Do that cute thing you did before Daddy turned the camcorder on . . . C'mon honey, please?"). With sites like YouTube making it so easy to post and share videos online, I've been wanting to create some kind of video spot that can help with instruction and marketing our library's services. This program provided a lot of great ideas from librarians who have implemented short films. Be sure to check out the report on the program later in this issue.

So indeed, Washington was *fabulous*. I hope you enjoy the issue—please don't hesitate to drop me a line to let me know what you think. Got something you'd like to share with LIRT? Write it up and send it my way!

Cheers!

Jeff



<http://www.baylor.edu/LIRT/lirtnews/>

A Step Forward for Information Literacy



By Barbara J. Stites

bstites@fgcu.edu

The Teaching, Learning, and Technology's (TLT) Committee is breaking long-time barriers to committee participation and communication with virtual meeting software. The test, using *Elluminate* to hold a meeting with both regular and "virtual" members during Midwinter 2007, was announced in the last newsletter but bears mentioning again.

TLT is proving that committees can collaborate internationally at low cost for all sorts of work, including helping to form the future agenda for information literacy. With seamless access to colleagues on a regular basis, both during conferences and between them, we are ensuring that our information literacy work progresses.

TLT has demonstrated their ability to share, plan, and carry out committee business without having to incur telephone charges and the costs of long distance travel. But there are concerns: Will members still travel to conferences? What impact will virtual meetings have on the Association? Of course, many of us will still attend conferences—for all the reasons we normally do—to learn, to network, and to buy. However, now our committee meetings—not only of TLT, but also of LIRT and ALA—will be strengthened by the additional participation of our virtual colleagues.



We Need Your Help . . .

The Transitions from High School to College committee is looking for states whose education departments require information literacy be integrated in K–12 or Higher Education institutions.

So far we've discovered the following states have either required or integrated information literacy learning outcomes in K–12 curricula:

California, Colorado, Delaware, Florida, Hawaii, Indiana, Kentucky, Louisiana, Michigan, New Jersey, New Mexico, Texas, Virginia and West Virginia.

Higher education has far fewer curricular regulations required or integrated information literacy learning outcomes. So far the committee has discovered only Florida, New Jersey and Vermont listing information literacy requirements. Delaware and Hawaii state offices are both engaged in planning processes with other organizations for P-20 education alignment. The New Jersey legislature is considering more specific language for their Higher Education information literacy requirements.

If you know of regulations your state has in place or is considering that we haven't discovered, please contact the **Chair of Transitions from High School to College committee**, estec@rci.rutgers.edu.

How I Learned to Stop Worrying and Love Google: A Classroom Exercise

by Mitch Fontenot, mfonten@lsu.edu

We all do it. Some of us may not think about it, others may feel guilt as a result of it, but we all do it. We (and certainly our undergraduate students) use Google for scholarly research at times instead of using a proper database. As a result of this, I constructed an exercise to show students the superiority of Google Scholar to regular old Google, and then trump that card when I show them how Academic Search Premier or Web of Knowledge tops Google Scholar. This is how I conduct this mini-exercise in class to prove my point:

While demonstrating our library's home page (www.lib.lsu.edu), I show them the section entitled "Internet Searching" (http://www.lib.lsu.edu/general/internet_search.html) which lists the librarians' favorite and hopefully best search engines under various categories such as "Academic Search Engines" (http://www.lib.lsu.edu/general/internet_search.html). Before doing this, however, I ask them "How many of you have used Google?" All of their hands, including mine, go up. I ask them to take a look at the list of the academic search engines and see if any of them look promising. They always notice Google Scholar, and a few of them may have actually used it.

After having them use Google Scholar, I ask them to tell me how it looks in comparison to regular Google. They usually answer that it looks identical (i.e., the same "look and feel") to regular Google. We run a search and I ask them to comment on their search results. They notice that the listing is not the same old gobbledygook of two million hits that you find on regular Google, but fewer, better organized, and generally more scholarly (e.g., educational and governmental websites). I ask them about the currency of their results and they notice that they are not chronologically arranged and—lo and behold—they are three to five years out of date on the average! An enterprising student or two may notice the "Recent Article" feature at the top of the screen, but are dismayed to find out that they may have to pay for the full text of many of these "recent" articles.

We then move on to Academic Search Complete or Web of Knowledge. I ask them to run the same search as they did in Google Scholar. More often than not, they are amazed as to the currency of the articles, some of which are slated for publication months in advance, the fact that they are arranged chronologically from the most current backwards to the oldest, and especially, that the articles are scholarly and overall more relevant to their research—not to mention *free*.

A simple exercise, yes, but an effective one. If by means of this exercise, I can get them to take "baby steps" towards Google Scholar and "adult steps" to Academic Search Complete or Web of Knowledge, I consider my job a success. Happy researching!



Report of the LIRT Representative to the IFLA Information Literacy Section Standing Committee

by Linda J. Goff,

World Library and Information Congress: 72nd IFLA General Conference and Council
Libraries: Dynamic Engines for the Knowledge and Information Society
20–24 August 2006, Seoul, Korea (<http://www.ifla.org/IV/ifla72/Programme2006.htm>).

Opening ceremonies included a welcome from Yang-Suk Kwon, First Lady the Republic of Korea, and the keynote was by Dr. Dae-Jung Kim, Former President of the Republic of Korea and a Nobel Peace Prize winner. In addition there was a special song composed about librarians. Later in the week, for the Cultural Evening, the entire 5000 attendees were bused across town with a police escort to a special performance of the National Folk Dance theatre. It was spectacular.

Our Information Literacy section theme was *Transitions to College: How Information Literacy Answers the Knowledge Society Challenge*, which was similar to a recent LIRT program. I posted the call for papers, monitored the submission, helped select the outstanding papers and also introduced the speakers at the Information Literacy Section program. Our speakers were from Canada, Australia and Korea.

In addition to the conference, I have been heavily involved with the development of the *International Information Literacy Resources Directory*, now known as InfoLit Global <http://www.infolitglobal.info/>. I was the Project Team Member responsible for both the United States and Canada. The State of the Art Report can be downloaded from the site and will be published later this year.

The next IFLA conference will be held in Durban, South Africa:
World Library and Information Congress: 73rd IFLA General Conference and Council
Libraries for the future: Progress, Development and Partnerships,
19–23 August 2007, Durban, South Africa (<http://www.ifla.org/IV/ifla73/index.htm>)

I'm involved in two programs in Durban. I will be on the panel of participants discussing the State of the Art Report mentioned above, *Information Literacy Visibility for Information Literacy Work: The International IFLA/UNESCO IL Resources Directory and the IL International State of the Art Report*.

As program convener for the second year, I also have just finished selecting the papers and speakers for a 4-hour joint Academic and Research Libraries/Information Literacy program entitled: *Conduits for transformation: incorporating multimodal instruction and learning into information literacy*. The program will focus on reaching our users where they are in the new Web 2.0 environment. Speakers are from Australia, Canada, Indonesia, Great Britain, Switzerland, and the United States. (see online version for beautiful photographs)





Check These Out!

Sharon Ladenson, ladenson@msu.edu
Gender Studies and Communications Librarian
Michigan State University Libraries

Librarians certainly use blogs and wikis for a variety of tasks, ranging from publicizing library events to managing reference services. How are blogs and wikis currently used for library instruction? How can librarians use such tools to teach information literacy skills? What online resources are available for creating wikis? Check these out, and enjoy!

Achterman, Doug. "Beyond Wikipedia." Teacher Librarian 34.2 (2006): 19–27.

Achterman reviews the literature to provide examples of how educators have used wikis to teach information literacy skills. For example, students at Bowdoin College completed a class wiki specific to Romantic poetry which not only involved analyzing the texts of assigned poems, but also assessing, creating, and uploading related information, including images, biographical information on prominent authors, and additional poems with related themes. Achterman also outlines five ways in which wikis serve as an effective tool for instruction: ease of use; space for both individual and group work; easy integration of hyperlinks; facilitation of online discussion and reflection (through the "Comments" and "Discussion" features); and they provide a mechanism for tracking student work and progress (through the "History" feature). The author also provides examples of how he (as a librarian) has worked with classroom teachers to use wikis for instruction. For example, Achterman describes an activity which requires students to work in pairs to research and document each side of a controversial issue. After documenting the various arguments, students can use the wiki "Discussion" feature to evaluate and analyze their findings.

Coulter, Priscilla and Lani Draper. "Blogging It into Them: Weblogs in Information Literacy Instruction." Journal of Library Administration 45.1 (2006):101–115.

Coulter and Draper provide a report on their use of blogs as a supplement to in-person bibliographic instruction, and also investigate and discuss how blogs are used in other libraries. During the spring and fall of 2005, Coulter created blogs for ten courses in which she provided fifty to seventy-five minute in-person instruction sessions, as well as developed a blog for an online course offered by one her liaison departments. Coulter used the blogs to post research tips not covered during instruction sessions (such as Boolean logic, wildcards, and additional databases). Coulter also developed a Web survey to assess the use of the blogs during the 2005 spring and fall semesters. The majority of the students who responded to the spring 2005 survey indicated that they did not know about or use the blogs, but did indicate that they found them useful. One student who responded to the fall 2005 survey, however, indicated that she checked the blog only once. The authors conclude that additional marketing and closer collaboration with faculty could improve the use of blogs in the future. Coulter and Draper also widely distributed (via various e-mail lists) two additional surveys to investigate the use of blogs in other libraries. Librarians who responded to the surveys reported using blogs to post information on topics such as discipline and course specific research resources, off campus access to library resources, and library news. Some librarians expressed concerns about using blogs. For example, a few librarians pointed out that blogs simply duplicate discussion and bulletin board features of online courseware. However, more than 70% of respondents to the second survey indicated that blogs effectively facilitate teaching and communication with patrons. Respondents shared other insights, such as that the success of a blog depends on timely updates, ease of use, and prominent display on a library Web site.

Matthies, Brad, Jonathan Helmke and Paul Slater. "Using a Wiki to Enhance Library Instruction." Indiana Libraries 25.3 (2006): 32–34.

Matthies, Helmke and Slater provide a report on their use of a wiki to teach information literacy skills in a first-year course ("Freshmen Business Experience"). The librarians had already developed a three-part instruction series for the course, which introduces students to the following topics: business information sources, how to develop research questions, and how to critically evaluate sources. In order to enhance the instruction sessions, the authors developed a wiki-based assignment which required students to work in teams, and use the libraries' business databases to find and answer questions about information sources related to the team's business plan. The groups would post their findings to their team's wiki page. The experience was very successful, as the effort provided for an engaging collaborative experience for faculty, students, and librarians. Tracking and reviewing the student projects online allowed the librarians to prepare more effectively for each instruction session. The authors provide one note of caution: free public wikis can be slow to use, and, consequently, librarians who seek to use wikis for instruction should compare free platforms with commercial products.

McPherson, Keith. "Wikis and Student Writing." Teacher Librarian 34.2 (2006): 70–72.

Although McPherson begins his column by raising the question of whether blogs and wikis contribute to the "demise of the written word," he clearly seeks to describe not only the drawbacks, but also the benefits of using wikis as a pedagogical tool. Benefits include using the software to facilitate a collaborative learning process, and the ability to easily integrate Web and multimedia sources into student projects. On the other hand, the literature indicates that using wikis can make reading and writing more difficult for some students; furthermore, some students may not feel comfortable with a collaborative writing and editing process. McPherson outlines numerous questions and issues to discuss with students before using wikis in the classroom, including what online behaviors are considered inappropriate, what are the differences between constructive and destructive feedback, and when and how changing another person's text is appropriate or inappropriate. The author provides a link to a tool for assessing student group work (http://www.readwritethink.org/lesson_images/lesson896/GroupParticipationChart.pdf).



continued on page 5

<http://www.baylor.edu/LIRT/lirtnews/>

LIRT Liaison Committee Program Summaries ALA Annual 2007, Washington, D.C.

AASL: Utilizing Learning Theory in Online Environments

June 23, 2007, 4:00–5:30 P.M.

Michelle Kowalsky, school librarian at Whippany Park High School in New Jersey, was the speaker. She presented ways to interact online with students to achieve the best learning outcomes. Librarians can cultivate positive emotional feelings in the learner by learning more about the student and by sharing information about ourselves, to humanize the experience for the student. The interaction itself is the learning experience. We can help students to think like librarians, by modeling those behaviors. Kowalsky then discussed various learning theories, focusing on multiple intelligences, social learning, situated-learning, and brain-based learning. Behaviorism and Piaget's developmental processes model are discounted in current learning theory. From current learning theory, we can make three assumptions: online customers are already self-directed and knowledgeable; active learning creates the best chance of retention; and a combination of in-person and online meetings provides maximum learning effectiveness. Finally we need to adjust to customer service behaviors in the online environment: users may have zero tolerance for delays; librarians should assume the patron is multi-tasking; the use of voice, video, or a virtual embodiment such as Second Life, rather than just chat, would improve learning; first impressions are lasting; get to know the student and become a "person;" use humor; give them what they want; and let them draw their own conclusions. —Russ Hall

ACRL-IS/Arts: Eye To I: Visual Literacy Meets Information Literacy

June 24, 2007, 1:30–3:30 P.M.

Cindy Cunningham (Corbis Corporation), Danuta Nitecki (Yale University), and Loanne Snavely (Penn State University) presented at this session. The program began with a discussion of the concept of visual literacy. Various definitions were provided from sources such as John Debes, Ausburn and Ausburn, and the *enGauge* report. Visual literacy is important because video is ubiquitous and the presenter contended that soon images will surpass words in importance. The presentation then moved to ownership issues, particularly focusing on copyright and educational fair use of images. The next section covered effective cataloging methods for images. This is difficult because of the need to move from a visual to a verbal space. Terms need to be applied broadly for the widest access. User tagging and/or "crowd sourcing" are considered good vehicles for achieving this access. Next, the presentation moved to a learning rubric for visual literacy and assessment of visual literacy. The presentation wrapped up with a discussion of teaching with images. Images are an important part of information literacy 2.0 and people tend to relate to images, so we should seek ways to include them in instruction. The virtual poster sessions for this session can be found at: <http://eye2i.wordpress.com> . —Russ Hall



continued on page 7

Check These Out! (cont.)

Sharon Ladenson, ladenson@msu.edu



continued from page 4

Stahmer, Tim. "Think Outside the Blog." Technology and Learning 26.6 (2006): 28–30.

Stahmer notes that while blogs are a useful tool for communication among small groups, wikis are necessary for collaborative efforts among larger groups. The author lists educational activities enhanced by using wiki software, such as "High School Online Collaborative Writing" at <http://schools.wikicities.com>. Stahmer also lists various technical options for creating wikis. Wiki farms (such as Wikicities (www.wikicities.com) and PBWiki (www.pbwiki.com)) allow users to create wikis for free. The author also notes that some Internet Service Providers (ISP) provide software to create wikis. If the ISP does not provide software, it is possible to install an open source package such as MediaWiki (<http://www.mediawiki.org/wiki/MediaWiki>). Finally, if there are concerns about online security, it is possible to build a Web server inside a firewall to run the wiki. The author provides a link to a page with the details of how to install MediaWiki on a MAC OS X: www.assortedstuff.com/webmaster/howto.

LIRT News is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

URL: <<http://www.baylor.edu/LIRT/lirtnews>>

Editor: Jeffrey A. Knapp, Assistant Librarian
Penn State, Altoona - Robert E. Eiche Library,
3000 Ivyside Park, Altoona, PA 16601
jeff.knapp@psu.edu

Contributions to be considered for the December 2007 issue must be sent to the editor by October 15, 2007.

Send claims to Darlena Davis, HRDR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

All material in the LIRT News is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement.

Production editor: Jeffrey Gutkin ©American Library Association



Committee Reports from ALA Annual



Conference Program

Kara Gust (gustk@msu.edu), Chair

The very successful ALA conference program involved over 175 attendees! Speakers enjoyed a welcoming audience, and the membership fair went well. Evaluations were very positive. In the absence of Gale Burrow, Kara Just, Victor Baeza, and Sue Sykes Berry took over responsibilities for the membership fair and birthday bash.

Barbara Hopkins submitted the 2008 program title and description to the steering committee: "Energize Your Instruction: Keep the Magic Alive for You and Your Audience." Victor briefly discussed ideas for the 2009 program.

Victor and Carla Robinson will be submitting an article about the conference program to appear in September 2007 issue of the LIRT newsletter.

Liaison

Lori Critz (lori.critz@library.gatech.edu), Chair

The LIRT Steering Committee requested we analyze our position on attending non-LIRT programs and doing the write-ups. Liaison Committee decided, after discussion, that this is an important task, and does add value to the newsletter and to LIRT members. We will continue this activity.

The committee would like to establish liaison relationships with other ALA units involved in instruction. Five committee members — Karen Harris (ACRL-STS Information Literacy Committee), Cindy Dottin (ACRL-IS), Ning Zou (ACRL-ULS, Carrie Forbes and Christina Wissinger (ACRL-DLS Instruction Committee) — have agreed to contact various ALA units and forge relationships by the end of 2007.

Newsletter

Jeff Knapp (knapp@psu.edu), Chair

Discussed the proposed new item for the newsletter, "This Worked." Janet will prepare the first one, for the December issue, and Jeff will solicit volunteers from the rest of the committee for future issues. Also discussed was the proposed survey of readers to generate feedback on what readers would like to see in the newsletter. Jeff will flesh this idea out and touch base with the committee via email on how to proceed.

Assignments made for "This Worked" column. Survey planned.

Possible new project: Investigating the possibility of getting LIRT News indexed in a database.

Organization & Planning

Carol Schuetz (Carol_Carson@baylor.edu), Chair

Much of our meeting focused on planning for the LIRT retreat in 2010. Location and food were discussed, as were the advantages of having the retreat at the convention center. Goals for the retreat were tentatively to be: long range trends for all libraries, convincing administrators that instruction is important, and uses of new technologies/reusing old technologies for instruction. The committee began a list of who to invite to the retreat. The problem of finding a speaker/facilitator was discussed. Vib Bowman provided a name of a person at Rutgers who did speaking engagements. This was mentioned at Steering II to see if other chairs knew of speakers the committee could contact. It was also decided that we needed to have certain outcomes that we want

from the retreat and the facilitator. The committee will work on developing the list of expectations and outcomes. Between now and Midwinter, the committee will do two things: 1) The committee is going to locate the Strategic Plan that came from the last retreat and work from there and 2) Mitch Stepanovich will begin to work on a procedure for future LIRT Retreats. One new project is how we can better market LIRT to new members and how we can work to get them involved in LIRT. Organization & Planning will see how we can work with Membership to accomplish these goals.

Research

Kristin Strohmeier (kstrohme@hamilton.edu), Chair

Kristin updated the group on happenings from the earlier Steering Committee meeting. Clara Ogbaa and I will remain as co-chairs for the upcoming year, and Mardi Mahaffy expressed an interest in chairing after that.

We decided that from June to January we would work on the website, and from January to June, we would produce the program bibliography.

The website will now be a directory of directories for library instruction tutorials. If there are no aggregators in the areas below, we will list the best tutorials available.

Please send any tutorial recommendations to the list for these areas: academic, K-12, public, and special.

Transition from High School to College

Eileen Stec, (estec@rci.rutgers.edu), Chair

The committee brainstormed on its current project: gathering state information literacy standards for K-12 and Higher Education. We are not looking for standards set by library organizations, rather by governmental bodies. Eileen Stec will post a note on our progress in the next LIRT newsletter and asking for links and information from readers that the committee may have missed.

Mary Abdoney posted a preliminary tutorial using Del.icio.us to gather our findings on our SAKAI site and will post links to more advanced tutorials. The committee would like to investigate ways to present our findings on the LIRT pages in a form other than a flat file.

The chair encouraged members to consider chairing this committee next year and invited committee members to attend a steering committee as her guest to get a feel for leadership positions and responsibilities in LIRT. Two members consequently attended Steering Committee II as guests of the chair.

The committee will have a virtual meeting using Elluminate somewhere near October 1st to review our progress on the state information literacy standards



continued on page 10

Please see our online committee volunteer form
<http://www3.baylor.edu/LIRT/>



continued from page 5

LIRT Liaison Committee Program Summaries

RUSA-MARS Chair's Program: *Harnessing the Hive: Social Networks & Libraries*

June 24, 2007, 10:30 A.M. –12:00 P.M.

Matthew Bejune (Purdue University), "Fresh Prince of Wiki," listed a few of the more popular of the 400 plus social networking sites, such as *YouTube*, *Flickr*, and *del.icio.us*. He also pointed to a Danish student's Ph.D. thesis that listed 25 social networking perspectives, such as genre, consumer, learning, and group work. Bejune's research on wikis examined collaboration between: 1) libraries; 2) internal library users; 3) libraries and their patrons; and 4) patrons.

Meredith Farkas (Norwich University), "Queen of Wikis," contended that librarians and patrons alike are "pretty terrible" at collecting and managing their knowledge. Ineffective techniques include conversations ("remember this later"), staff meetings, scraps of papers, e-mails, and blogs. Instead, Farkas suggested tags and wikis: "amazoning" the catalog by stripping personal data away and tagging records with the inclusion of LCSH; starting a community wiki (such as the City of Rochester's RocWiki); or starting an academic wiki (such as Ohio University's BizWiki) which allows users to add information. The use of a wiki instead of subject guides was suggested to facilitate easier updating.

Tim Spalding (LibraryThing.com) explained LibraryThing as MySpace for books and book lovers, a social catalog with 215,000 members and 20,000,000 tags. Members use tags to express personal tastes—a conversational way of discovery. ThingISBN allows the display of all books related to an ISBN. Tags are normal language, e.g. "chick lit," "intelligent design," etc., allowing users to understand the real meaning. LCSH is too slow with updates and retro-searching older works becomes difficult. Users are doing specialized work and it's important that they be allowed to participate in making information visible and valid. —Liz Evans

ACRL-IS: *Information Literacy in Learning Communities: What? Why? How?*

June 23, 2007, 4:00–5:30 P.M.

Kelly Rhodes McBride and Betsy Williams of Appalachian State University conducted a discussion regarding the library's involvement with learning communities and information literacy. Currently, Appalachian State's Library is involved with its institution's Learning Communities but wishes to extend this involvement beyond the First-Year Experience. The audience was divided into groups to discuss questions including: What learning communities exist beyond the first year experience, and what if an institution does not have the freshman experience courses? Many libraries are involved in English core courses but these are not exactly learning communities. It was noted that there is a dearth of literature which addresses the library's role in learning communities, and attendees were encouraged to read the Digest to acquaint themselves with the five learning community models. Best practices derived from the general discussion session include:

1. Get in on the planning process at your institution, with direct involvement with the administrator of the program.
2. Consider what release time might be involved for library staff.
3. Write a proposed assignment and give to the faculty.
4. Have a librarian position specifically responsible for working with Learning Communities.

5. Find out what the expected outcomes of the Learning Community are, and how the library can help.
6. Set up web/CMS [content management systems?]resources for a course and offer to grade the reference portion of students' papers.
7. Bear in mind that the teaching faculty also has a lot to learn.
8. If programs are being redeveloped, seize the opportunity to work with faculty to introduce the library and information literacy.

—Liz Evans

ACRL-CJCLS: *Gaming, Information Literacy and the College Student*

June 24, 2007, 1:30–3:30 P.M.

George Needham, Vice President, Member Services for OCLC and Paul Gee, Tashia Morgridge Professor of Reading, University of Wisconsin-Madison presented their analysis on what libraries can learn from gamers & gaming. Mr. Needham spoke of the difference between "digital natives" (our students) and "digital immigrants" (most librarians) in relation to thinking patterns and learning styles. The "random access" style of the natives requires that we employ shortcuts for training, and provide help and instruction in multiple formats that address their on-time and on-demand approach to learning—the approach they utilize in the gaming world. Professor Gee presented the learning principles that arise from the gaming environment, many of which can be addressed in library instruction. For example, games lower the consequences of failure, and encourage performance before competence. This translates into their acceptance of—and preference for—trial-and-error learning. Games also encourage a distinctive view of intelligence where one explores before moving to another level, one thinks laterally not just linearly, and one rethinks goals as one plays. Librarians should, as instructors, find ways to utilize this distinctive view in presenting library skills—utilizing learning simulations and other virtual alternatives. Needham and Gee both emphasized that libraries need to present multiple paths to the "good stuff" as they rethink their services, hours, locations and delivery of resources to meet the needs of the "digital native" generation. —Lori Critz

LITA: *Sakai Collaboration and Learning Environment* **Sunday, June 24, 2007, 10:30 A.M.–12:00 P.M.**

Jim Eng, University of Michigan, presented information on how libraries can work within Sakai, a free, open-source, online, collaboration and learning environment being used by many universities as a course management tool in place of Blackboard or WebCT. The University of Michigan and Indiana University received a Mellon Grant to develop a library tool for use in Sakai. The Citations Helper is a new feature of Sakai 2.4 and is available as a Resources Tool. With Citations Helper users can search licensed library databases through the library's metasearch engine, and can also create and manage citations and stable URLs. The Citations Helper provides users access to full article content through SFX. Users also have the option of searching

Google Scholar for research resources. To see a demo of Sakai with the Citations Helper features turned on, go to the Sakaibrary Project at <http://sakaibrary.umdl.umich.edu/>. For additional information on Sakai, see <http://www.sakaiproject.org>. In addition to a demo of Citations Helper, information was also presented on open courseware support. The Massachusetts Institute of Technology provides free



continued on page 8



LIRT Liaison Committee Program Summaries

continued from page 7

open access to syllabi, lecture notes and calendars for a number of courses at <http://ocw.mit.edu/index.html>. Copyright and licensing restraints can make support for open courseware very expensive. Librarians interested in exploring open courseware should visit the Center for Open and Sustainable Learning eduCommons site at <http://cosl.usu.edu/projects/educommons/>. —*Carrie Forbes*

RUSA-BRASS: Education Committee Meeting

June 25, 2007, 4:00 P.M.–5:30 P.M.

The BRASS Education Committee discussed best of the best business web sites, core competencies guides, and the creation of an official best and core coordinator role. One instructional program, currently in the planning stage, is the creation of a standing BRASS Education Preconference planning subcommittee. This standing committee will plan the next pre-conference on Business Librarianship 101 in Anaheim at Annual 2008. Based on their success with the Business Librarianship pre-conference at ALA 2006 Midwinter, the committee felt that this would be a great program to offer at future conferences. They also explored offering a one day MBA pre-conference at future ALA conferences and will post further discussions of that exploration on the RUSA online community. —*Ning Zou*

ACRL-IS: Information Literacy in the Disciplines

June 23, 2007, 1:30–3:30 P.M.

If you are looking for discipline related Information Literacy material, don't miss the ACRL Instruction Section's Information Literacy in the Disciplines Committee's informative and useful website at <http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/index.htm>. This small, but energetic and productive six member committee is only one year old, and grew out of the Teaching Methods Committee. The committee's project this year was the gathering of IL materials in the disciplines, and the creation of a website to showcase that material. The site's provisions include links to citations to information literacy standards and curricula developed by accrediting agencies, professional associations, and institutions of higher education. On Saturday the committee's major focus was on "Suggestions and Lessons Learned." This year's committee work revealed several points important for new committee members to know: the possible inclusion of standards from International-English-speaking countries such as Australia, New Zealand, Canada, and Great Britain; the use of terminologies, other than but including information literacy, to assist in the building of better search strategies, and in the finding of more pertinent discipline related materials; each discipline page should include an introduction that explains what terms are used instead of IL in that specific discipline; and the inclusion of a note at the beginning of the committee's website which acts as a snap shot of, and guide to, listings of relevant publications that should be scanned to find information on IL standards, guidelines, etc. for a particular discipline. —*Cynthia Dottin*

ACRL: Information Literacy Advisory Committee

June 24, 2007, 4:00–5:30 P.M.

Announcements: a new mentoring program by ALA Annual in Anaheim, CA; the "Information Literacy Handbook" will be ready for publication by Midwinter; it is an update of the earlier Bibliographic Sourcebook. A task force is considering the need to revise or reconceptualize the IL Standards. The ACRL Information Literacy

<http://www.baylor.edu/LIRT/lirtnews/>

Structure Review initiative, begun at ALA Midwinter in Seattle, has received much input regarding on current activity and new initiatives, including communication, collaboration, awareness and program development. September 19th is the deadline for the Review report. Several subject areas are in the process of acquiring subject-specific Information Literacy Standards; one of the farthest along is Sociology. Six Information Literacy Consultants for Subject-Specific Information Literacy Standards have been selected from among many applications/applicants. The ACRL Information Literacy Web Site needs some structure. The Web Editor sought ILAC's permission to ask IS for a Task Force to assist with the extensive workload. ILAC suggested preparing a proposal with clear parameters including a beginning and end date for such a Task Force. This is a heads-up for members interested in contributing to the site. Also, is anyone interested in a vehicle for their publications? —*Cynthia Dottin*

LITA: Tag! You're IT! Online Digital Audio Collections Meet Penn Tags

June 24, 2007, 4:00–5:00 P.M.

In the first half of the program, Chuck Haddix, Director of the Marr Sound Archives and Sound Recording Specialist at the University of Missouri-Kansas City, focused on two related projects that digitized historic archival sound recordings. One hundred rare and fragile acetate transcription discs donated to the Marr Sound Archives served as the nucleus of the project. Haddix and his team assembled the "Voices of World War II: Experiences from the Front and at Home," a collection of early recordings of CBS radio broadcasts, speeches, and interviews of World War II-era personalities and figures. The project content was delivered in a website created to highlight World War II and the way it was experienced in Kansas City through the popular media (<http://www.umkc.edu/lib/spec-col/ww2/index.htm>). The second digitization of archival sound materials, consisted of jazz images and recordings. The goal of these projects is to promote preservation and access, to improve the public's access to cultural heritage collections, and to gather experience for future replication and support.

In the second half of the program, Michael Winkler, Director of the Information Technology and Digital Development at the University of Pennsylvania, discussed PennTags. PennTags are a social networking system that enable the creation of personalized, shared, annotated bibliographies of resources found in the University of Penn Library catalog, its licensed databases, digital libraries and other Web resources. PennTags allow the use of a combination of subject headings, index terms, and personally assigned tags. Currently, they are being enhanced to provide specialized capabilities for tagging sound recordings. PennTags has created a rich network of resources that significantly enhance access and value to the Penn collection. <http://tags.library.upenn.edu/> —*Karen Harris*



LIRT Annual Report 2006–2007



continued from page 1

The Conference Program Committee planned and presented the 2007 Annual Conference program, "It's Showtime for Instruction Librarians! The Making of Short Films for Marketing and Instruction." The committee began work on the 2008 Annual Conference Program, "Energize Your Instruction: Keep the Magic Alive for You and Your Audience."

Liaison

Lori Critz, Chair

The Liaison Committee continued their established duty of attending non-LIRT education-related events, programs, and meetings and preparing summaries for the newsletter. In the upcoming year, the Committee will review the handbook for the new Liaison Program and brainstorm ideas to get this in motion. The goal is to have three or four liaisons in place before Midwinter 2008. Assignments will be made and milestones established to accomplish this work.

Newsletter

Jeff Knapp, Chair

Continued production of *LIRT News* and have generated some ideas for new items, including "This Worked," a brief item that will highlight a teaching method or technique that worked well for someone. A survey is planned to run in *LIRT News* that will request feedback from readers on things they would like to see in the newsletter in the future.

Organization and Planning

Carol Schuetz, Chair

The Organization and Planning Committee continued its work on the upcoming LIRT Retreat. The Committee took a look at the time span between the past Retreats and proposed the following timing for Retreats: LIRT Retreats should be held every 5 years. This would basically schedule Retreats in years ending with 0 or 5. The Committee also settled on the ALA Midwinter 2010 as being the time for the next LIRT Retreat.

Research

Kristin Strohmeyer and Clara Ogbaa, Co-chairs

The Research committee compiled and annotated the bibliography for this year's annual program.

Teaching, Learning, and Technology

Mitch Fontenot and Lisa Williams, Co-Chairs

The Teaching and Learning with Technology committee has been using the virtual meeting software "Elluminate." TLT has met virtually three times this past year and have discussed the software's features and effectiveness. The discussions during these meetings will serve as the basis for training efforts and to create talking points for the Midwinter discussion group.

Transitions to College

Eileen Stec, Chair

Transitions to College spent this year interviewing our librarian partners in our own regions, i.e. academic librarians interviewed public or school librarians and vice versa. We established a SAKAI site for storing our reports, experimented with a virtual meeting at Midwinter 2007, held two mid-meeting online sessions (between Annual 2006 and Midwinter 2007). The group has been working to

locate standards of information literacy for K-20 state-by-state to both as a public service and to see which states, if any have standards that mesh between K-12 and Higher Education.

Top Twenty

Camille McCutcheon, Chair

The Top Twenty Committee reviewed over one hundred and fifty articles and used a scoring rubric and feedback from committee members to select the twenty articles that we felt most exemplified good research and practice in library instruction and information literacy. This list was published in the June 2007 *LIRT News*.

Web Advisory Committee

Stephanie Michel, Chair

Billie Peterson and Stephanie Michel met for the first time during ALA Midwinter 2007 to discuss the committee's charge, short-term and long-term goals, and to determine the next steps. By mid-April, the committee had a full roster of 15 members.

Since the committee appointments officially start after Annual conference, the first official committee meeting will take place at Midwinter Conference 2008. A small group of committee members attending ALA Annual 2007 will meet during the All Committees I.



Send Us Your Tutorials -

The Adult Learners Committee invites LIRT and ALA members to submit links and short annotations for online tutorials that they have created, which are geared toward Adult Learners. These include, but are not limited to, teaching methods, learning theory, adult literacy, or special populations within the adult community. Those selected will be added to the Adult Learners Resource Center Tutorials section. Send your links to Ted Chaffin, co-chair, at tchaffin@mail.fsu.edu. Please include "LIRT Adult Learners – Tutorial" in the subject line.



continued from page 7

Web Advisory

Stephanie Michel (michel@up.edu), Chair

The committee discussed additional content that could be added to LIRT web site. To seek input about content to be added to the LIRT web site, we plan to survey instruction librarians to find out what they would like to see on the web site. After Midwinter, the survey will be advertised to LIRT-L, ILI-L, INFOLIT-L, and identify relevant public/school library listervs (AASL? Publib?). We will also announce the survey in March LIRT Newsletter.

We discussed how to handle-out-of-date content & brainstormed ideas for guidelines for committees that add/maintain content on LIRT web site. Transitions to College committee is using Del.icio.us to create a list of resources. Will want to talk with us about linking to web site. Research committee is currently working on updating the Tutorials list (a page we have identified as out of date).

We would like to investigate the use of new technologies: blogs, wikis, etc., to assist LIRT committee functions as well as provide tools or resources for LIRT members, and promote the use of ALA's online community, if it could be utilized by LIRT.



Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.

Send your articles to Jeff Knapp (jeff.knapp@psu.edu)



By Billie Peterson, Baylor University

Billie_Peterson@baylor.edu

Dear Tech Talk: My institution is considering changing the way we handle access to restricted resources—everything from off-campus access to the libraries' electronic resources to employees' personal information. One of the resources they are considering is, "Shibboleth", which sounds very biblical to me!! The current systems seem to work okay. . . why should we change? —Sheepishly Seeking Shibboleth

Dear SSS: First, shibboleth does, indeed, have biblical origins. The Oxford English Dictionary defines shibboleth as, "The Hebrew word used by Jephthah as a test-word by which to distinguish the fleeing Ephraimites (who could not pronounce the sh) from his own men the Gileadites (see Judges 12.4–6)."

Thousands of years later, shibboleth is still associated with credentialed authorization. Only now, Shibboleth (http://shibboleth.internet2.edu) is an open source, standards-based (Security Assertion Markup Language, SAML, http://www.oasis-open.org/committees/tc_home.php?wg_abbrev=security), single sign-on system that supports the sharing of secured web-based resources and services. The Shibboleth system provides the potential for end users to have only one user name and password when accessing web-based resources, including access to: library resources from off campus; course management systems; personal employee-related information; collaborative projects at other institutions and organizations; and more.

The trend is clear that users want easy access to secured resources from any where at any time. Covey's article summarizes the results of a variety of recent surveys and studies that illustrate the strong desire of library users to access library resources remotely, but they find that remote access to these resources is highly problematic. As further evidence of the significance of this issue, the EDUCAUSE Current IT Issues Survey (published in EDUCAUSE Quarterly, in the 2nd issue every year) shows that "Security and Identity Management" has consistently ranked high as a critical IT issue since 2002. Consequently, access to secured resources is plainly important to both the end users and the information technology professionals. One line of thought is that Shibboleth may better enable this access than current methods.



continued on page 12

http://www.baylor.edu/LIRT/lirtnews/





It's Showtime for Instruction Librarians a Smash Hit

By Carla Robinson, Florida Atlantic University
And Victor Dominguez Baeza, Oklahoma State University



With attendance of 175, "It's Showtime for Instructions Librarians! The Making of Short Films for Marketing and Instruction," was a box office success. Interviewed after the show, University of Pittsburgh MLIS candidate Coral Ellshoff said the program "offered a look at new approaches to instruction through film... the LIRT team put on a great presentation to generate new ideas for instruction."

Kara Gust, Chair of the Conference Program Committee, began the Sunday morning premiere by welcoming everyone to LIRT's 2007 annual program at the Washington Convention Center. Kara thanked the Program Committee, and introduced the speakers.

Valdosta State University's Odum Library team starring Apryl Price, Yolanda Hood, Deborah VanPatten, and Emily Rogers lead off the double bill. Ms. Apryl Price began by explaining how the popularity of such services as YouTube influenced their decision to use video to explain plagiarism to students. The library wanted to provide a means to market library instruction, because learning has become increasingly visual. The library mounted posters in various places, and sent out flyers to market the video. Interested viewers can look at the final product, entitled "Crime and Punishment," at http://books.valdosta.edu/media/library_films.htm, along with two other short productions, "Jaywalking" and "Murder in the Stacks."

The Odum Library team kept the costs to a minimum, around \$300, by collaborating with many people and departments on their campus and in the community, including the library's own Media Services Department. According to Dr. Yolanda Hood, many scenes were shot in the local jail and county courthouse. She explained how keeping an open mind and allowing students to participate throughout the planning process helped make the short more appealing to other students. She also emphasized how important it is to make sure to allow enough time for the planning and production processes. Ms. Deborah VanPetten pointed out that if you work with a group of people who are actually interested in the project, you have a better chance of creating something worthwhile.

To determine if their project was worthwhile, Ms. Emily Rogers discussed their use of pre- and post-tests to assess if students actually learned about academic dishonesty. The team discovered that students did exhibit a more refined sense of academic dishonesty, and they were able to recognize plagiarism. She suggested keeping the dialogue easy and spending more time on what students may not know about the topic rather than spending time on the obvious things, such as "buying a paper to turn in as your own work is wrong." Ms. Rogers concluded her presentation with three pointers:

1. Remain flexible.
2. Allow plenty of time.
3. Be willing to relinquish control, when you have finished your part of the project.

Star power shined in the second feature, as Nancy Wootton Colborn, Vincci Kwong, and Jim Yocom from Indiana University South Bend (IUSB) discussed their experiences creating instructional videos that were later incorporated into Facebook, MySpace and You Tube. Interested viewers can look online at IUSB's presentation, including links to their short films on "Boolean Operators" and "How to Find and Locate a Book," at the following website: <http://www.iusb.edu/~libg/ala/2007/LI/index.shtml>.

Nancy Wootton Colborn stated that IUSB teaches a one credit library information literacy class, which is part of the core curriculum. "We try to make it fresh and dynamic, covering concepts that we discovered were difficult to teach effectively online, such as Boolean operators."

The team then presented their two videos: "How to Find and Locate a Book," and "Boolean Operators."

Jim Yocom stated several helpful pointers in the making of short instructional films.

1. Plan. Know your basic learning objectives. "Blueprint" your video. Scout your locations. Spend some quiet time where you will be shooting your film. A better alternative is to have a complete plan before you start.
2. Lighting. Basic: a Halogen work light. Better: a Video light kit. This improves skin tones.
3. Sound. Basic: a tie clip microphone. It's inexpensive, and easy to use. With this option, you must have a mic jack. Better: Pro microphones.
4. Camera. Basic: Mini DV. Better: "prosumer" mini DV.
5. Screen shots. Basic: Print screen still shots. Better: Camtasia. (software). Screen movies with narration. Use Powerpoint.
6. Editing. Basic: (free) Imovie or Moviemaker. Better: Final Cut Express (Mac) or Premier Elements (PC).

Mr. Yocom concluded by stating that if you plan carefully and thoroughly, you will have a better product.

For the final scene, Ms. Vincci Kwong portrayed how videos can be loaded onto MySpace, Facebook and YouTube. She mentioned the various size limits that the different services have and how important it is to look at the requirements and limits of where you want to show/host your video before creating your videos.

Resources and presentation for Indiana State are at the following website:
<http://www.iusb.edu/~libg/ala/2007/LI/index.shtml>

For more information about the annual program and for the handouts given, visit the following URL: <http://www3.baylor.edu/LIRT/program07.html>





continued from page 11

Before covering the details of Shibboleth, a review of how users currently access secured web-based resources would be useful. Options include:

- User name and password provided by the resource provider or set up by the local institution; issues are:
 - Sharing user names and passwords breaks down any security associated with secure access to resources;
 - Management of user names and passwords, including their distribution and maintaining multiple sets of user names and passwords—either by the institution or the end user;
- IP address authentication (the unique range of numbers which are assigned to a specific Internet domain, like 129.62.0.0 thru 129.62.255.255); issues are:
 - Works well for institution-based access, but doesn't work for away-from-institution access;
 - Works well for institutions with an easily defined set of IP ranges, but is a high-maintenance issue for complex organizations;
- Proxy servers; issues are:
 - Poorly managed proxy servers can provide open access to any protected resources to which they provide access;
 - Development and maintenance of an accurate user database;
 - Greater use of bandwidth;
 - Some proxy servers require that the end user manually configure her browser;
 - Most proxy servers require that the library maintain a configuration file that contains the URLs used to access the resources;
 - No way to limit access to a specific group of users;
- Onelog Electronic Resource Management (<http://www.itsltduk.co.uk/onelog.htm?headinfo=products>, outsourcing the proxy server); issues are:
 - Eliminates issues associated with the security of proxy servers and the direct maintenance of a configuration file;
 - Many of the same issues associated with locally maintained proxy servers still persist;
- Virtual Private Network (VPN, a "special" kind of proxy software); issues are:
 - Provides very secure access;
 - Requires that the end user install and configure software on her computer;
 - May not be available to all users.

This summary of the current environment leads us back to Shibboleth, which Covey recommends as a viable solution to the issues raised by the surveys and reports examined in her article. The Shibboleth initiative developed in spring 2000 from issues associated the need to provide a very secure environment for web-based resources and services available via Internet2. Three major components comprise the underpinnings of the Shibboleth system:

- **Identity Provider** (IdP, also called "origin"): The "Identity Provider" authenticates that an individual is affiliated with a specific institution, and serves as an attribute authority, providing attributes (roles) to the Service Provider. Examples of identity providers include: colleges, universities, and libraries.
- **Service Provider** (Resource Provider, also called "target"): The "Service Provider" provides the web-based resource or service and protects it from unauthorized access by redirecting an IdP's query to a WAFY (where are you from) tool. Once authentication is received from the IdP, the Service Provider makes a decision on whether or not to authorize access to the resource/service, based on the attributes (roles) received from the IdP. Examples of service providers include: publishers, vendors, but also colleges, universities, and libraries—which can be both Identity Providers and Service Providers.
- **Federation**: In this context, a "federation" is "an association of organizations that use a common set of attributes, practices and policies to exchange information about their users and resources in order to enable collaborations and transactions." (About Shibboleth) Members of the federation use "agreed-upon attribute vocabulary and definitions: group, role, unique identifiers, courses, ..." (Carmody) There is a level of "trust" among the members of the federation because the authentication is handled by the local institution (Identity Provider) and the rights management (what the users are authorized to do) is handled by the Service Provider. The federation also provides the "where are you from" (WAYF) service.

Perhaps the most important aspect of Shibboleth is the "federation." The willingness of a group of independent entities to come together is essential to the success of Shibboleth, specifically the willingness to trust each other to authenticate and send attributes (Identity Providers) and authorize access based on the attributes (Service Providers). Since the inception of Shibboleth, a number of nationally-based higher education federations have developed, many of which are

listed at: <https://spaces.internet2.edu/display/SHIB/ShibbolethFederations>. Of particular note is InCommon (<http://www.incommonfederation.org/>), the US federation for education and research that is "focused on creating a common framework for trust in support of research and education." (<http://www.incommonfederation.org/docs/guides/faq.cfm>) There are over 60 members of InCommon (<http://www.incommonfederation.org/participants.cfm>), including major vendors and publishers such as: EBSCO Publishing, Elsevier, JSTOR, Napster, OCLC, RefWorks, Thomson Learning, and TurnItIn. Also note, it is conceivable that an institution may be associated with more than one federation, for example a university might join the InCommon federation to enable broad-based Shibboleth initiatives and also join a statewide federation that focuses on Shibboleth initiatives, specific to the state. Once an institution has implemented Shibboleth, replicating the processes to join other federations becomes a relatively simple undertaking.

Another key element for the potential success of Shibboleth is the concept of sharing individuals' attributes—as opposed to specific identities—in order to secure access to a resource or service. The sharing of attributes protects an individual's privacy, and it provides the ability to distinguish at a finer level those who can and cannot have access to resources or services. One method to describe attributes is through the use of the "eduPerson" object class. "The EDUCAUSE/Internet2 eduPerson task force has the mission of defining an LDAP [Lightweight Directory Access Protocol used by many academic institutions to manage their "person" database] object class that includes widely-used person attributes in higher education. The group will draw on the work of educational standards bodies in selecting definitions of these directory attributes." (<http://www.educause.edu/eduperson>) Abbreviated examples of what an eduPerson record might look are provided below:

Baylor University (IdP)

eduPersonAffiliation: faculty
 eduPersonOrgDN: Baylor University
 eduPersonOrgUnitDN: Library
 eduPersonPrincipalName: billie_peterson@baylor.edu
 cn: Billie Peterson

University of Iowa (IdP)

eduPersonAffiliation: alumnus
 eduPersonOrgDN: University of Iowa
 eduPersonOrgUnitDN: None
 eduPersonPrincipalName: bpet@gmail.com
 cn: Billie Peterson

In the above example, after authentication is complete, either of these Identity Providers might receive a request from a Service Provider (such as EBSCOhost) for attributes such as eduPersonAffiliation and eduPersonOrgUnitDN for the authenticated user. Once these attributes have been sent, EBSCOhost would make a decision to let the user into all of their databases, except, perhaps, the CINAHL database which may only be available to those at Baylor who are affiliated with the Nursing program. At the University of Iowa, EBSCOhost would let the user into their databases available to alumni, assuming that the University of Iowa is providing this type of service for its alumni. Both of these examples demonstrate a level of granularity of secured access that is difficult to achieve under current models. Additionally, the privacy of the user is protected, since only the attributes are shared with the service provider.

As well as noting the underpinnings of Shibboleth, it's equally important to point out that Shibboleth is not (http://www.matu.ac.uk/shib_myths.html):

- an all-in-one federated identity-management solution. It is one component of a federated identity management system;
- an authentication/single sign-on system. It requires that an external (local to the individual institution) authentication system be in place;
- an attribute store. It works in conjunction with an external (local to the individual institution) database that houses attributes (roles);
- an architecture that defines relationships. "Federations can set out rules, define common languages and broker trust, but they do not manage relationships between members."
- an application that is simple to set up. "Installing Shibboleth requires careful planning, thought and a level of technical and management expertise beyond 'point and click' or running an install script."

Following is an example of how Shibboleth works, which was modified from the information found at http://www.matu.ac.uk/how_shibboleth_works.html:

1. The user accesses a protected web-based resource.
2. The resource redirects the user to the WAYF, so that she can select her home organization. Depending on the policy of the federation, the user may be able to record this preference, perhaps in a cookie for future use.
3. The user is then directed to her home organization, which sends her to the authentication system for her organization.
4. The user authenticates herself, by whatever means her home organization deems appropriate for this federation.



continued on page 14



Continued from page 13

5. After successful authentication, a one-time handle or session identifier is generated for this user session, and the user is returned to the resource.
6. The resource uses the handle to request attribute information from the Identity Provider for this user.
7. The organization allows or denies the attribute information to be made available to this resource using the Attribute Release policy.
8. Based on the attribute information made available, the resource then allows or denies the user access to the resource.

As more institutions, vendors, and publishers move to implement Shibboleth, only time will tell whether or not Shibboleth will reach the dream of a single-sign-on paradise that would ease access to secured resources and services. The implementation of Shibboleth does require some technical expertise, and many small organizations, vendors, and publishers may never have the ability (or the interest) to implement it. Additionally, right now Shibboleth only works with web-based resources and services. Not all resources and services are web based. SciFinder (the online equivalent to *Chemical Abstracts*) is just one example of a major academic library resource that uses client-server software that runs over the Internet and is not web based; it's not the only one.

"For Shibboleth to replace existing authentication schemes as the gold standard, it will require a great deal of education, outreach, collaboration, and perseverance." (Thompson, 11) However, going back to Covey's summary article, the desire of library users to access secured resources remotely only continues to increase. Likewise, libraries continue to spend a significant portion of their budgets on these resources. So it behooves library staff to do all they can to improve and ease remote access to these resources, ultimately giving the users what they want and need.

Additional Resources

- Blansit, B. Douglas. "Beyond Password Protection: Methods for Remote Patron Authentication." Journal of Electronic Resources in Medical Libraries 4.1 (2007): 185-94.
- Cantor, Scott. "Shibboleth and InCommon: Making Secure Collaboration a Reality." Ohio State University. <<http://www.ohiolink.edu/ostaff/it/ppt/Shibboleth-OhioLink.ppt>>.
- Carmody, Steve. "Introduction to Shibboleth: Phases of Deployment." Educause. 2007. <<http://www.educause.edu/ir/library/powerpoint/CAMP07202.pps>>.
- Covey, Denise Troll. "Need to Improve Remote Access to Online Library Resources: Filling the Gap between Commercial Vendor and Academic User Practice." portal: Libraries & the Academy 3.4 (2003): 577-99.
- "eduPerson/eduOrg Object Identifier (OID) Registry." <<http://middleware.internet2.edu/dir/edu-schema-oid-registry.html>>.
- "Example Shibboleth Uses - Internet2 Middleware." <<http://shibboleth.internet2.edu/uses.html>>.
- Gariyban, Mariam. "Managing Access in an Institutional Portal using Shibboleth: The PERSEUS Project at LSE." Assignment 22.3 (2005): 23-25.
- Gettes, Michael R. "Shibboleth Update: a.k.a. 'shibble-ware'." Duke University. <<http://www.educause.edu/ir/library/powerpoint/EAFO455.pps>>.
- Gourley, Don. "Library Portal Roles in a Shibboleth Federation." Washington Library Research Consortium. 2003. <<http://shibboleth.internet2.edu/docs/gourley-shibboleth-library-portals-200310.html>>.
- "Home - Shibboleth Enabled Applications and Services - Internet2 Wiki." <<https://wiki.internet2.edu/confluence/display/seas/Home>>.
- "InCommon FAQ." InCommon. <<http://www.incommonfederation.org/docs/guides/faq.cfm>>.
- InCommon. Making Music through InCommon: Universities and Non-Profits make Sweet Music Together. <<http://tinyurl.com/2gpkv1>>

-. Making the Grade with InCommon: WebAssign Gives the Federation High Marks. <<http://tinyurl.com/2mibr>>

Joint Information Systems Committee (JISC). "JISC Access Management: Frequently Asked Questions." <http://www.jisc.ac.uk/whatwedo/themes/access_management/federation/federation_faq.aspx>.

Kienholz, Ueli. "Case Study 3: Access to Library Resources by Shibboleth." Swiss Education and Research Network (SWITCH). 2005. <http://www.terena.org/activities/eurocamp/nov05/slides/day2/AAI_EuroCAMPPII_Library_v5.pdf>.

Klingenstein, Ken. "R&Ethinking Trust." 2003. <<http://middleware.internet2.edu/foo/presentations/REthinkTrust.pdf>>.

Klingenstein, Nate. "Primers on Standards: Shibboleth." Computers in Libraries 24.2 (2004): 30-.

"List of Shib Athens Gateway Resources." <<http://www.angel.ac.uk/ShibbolethAtLSE/shibresourcetable/index.html>>.

"Metalib Customers 'shibbolize' User Authentication." Advanced Technology Libraries 35.5 (2006): 3-4.

"Middleware Assisted Take-up: What is Shibboleth." <http://www.matu.ac.uk/shibboleth_intro.html>.

Mikesell, Brian L. "Anything, Anytime, Anywhere: Proxy Servers, Shibboleth, and the Dream of the Digital Library." Journal of Library Administration 41.1 (2004): 315-26.

Morgan, R. L. "Bob", et al. "Federated Security: The Shibboleth Approach." EDUCAUSE Quarterly 27.4 (2004)

Paschoud, John, and Masha Garibyan. "Access Management for Libraries." London School of Economics. <<http://www.slideshare.net/JISC.AM/access-management-for-libraries/>>.

Paschoud, John. "Shibboleth and SAML: At Last, a Viable Global Standard for Resource Access Management." New Review of Information Networking 10.2 (2004): 147-60. <<http://hdl.handle.net/1988/81>>

SAML V2.0 Executive Overview: Committee Draft 01, 12 April 2005. Ed. Paul Madsen and Eve Maler. Organization for the Advancement of Structured Information Standards (OASIS), 2005. <<http://tinyurl.com/ns58v>>

"The Shibboleth Advantage." <<http://shibboleth.internet2.edu/docs/internet2-mace-shibboleth-advantage-200309.html>>.

"Shibboleth Project - Internet2 Middleware - About Shibboleth." <<http://shibboleth.internet2.edu/about.html>>.

"Shibboleth Project - Internet2 Middleware - Campus Profiles." <<http://shibboleth.internet2.edu/campusprofiles.html>>.

"Shibboleth Project - Internet2 Middleware - FAQ on SAML and Shibboleth Relationship." <<http://shibboleth.internet2.edu/Shibboleth-SAML-FAQ.html>>.

"Shibboleth® Frequently Asked Questions - Internet2 Middleware." <<http://shibboleth.internet2.edu/shib-faq.html>>.

"Shibboleth-Based Federations in Higher Education." <<http://middleware.internet2.edu/foo/docs/internet2-mace-foo-shibboleth-based-federations-within-he-200306.html>>.

Thompson, Tracy L. "From Authentication to Access Management: The Potential of Shibboleth." AALL Spectrum 10.4 (2006): 10-11.

As always, send questions and comments to Billie at: Billie_Peterson@baylor.edu





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.

Liaison-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.

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

Organization & Planning - Is responsible for long range planning and making recommendations to guide the future direction of LIRT. 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, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees dates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

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>



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