



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

March 2009 volume 31 no. 3

issn 0270-6792

From The LIRT Vice-President

By Lisa Williams

Unfortunately the current US financial situation is affecting many library budgets which in turn affect ALA memberships and conference/committee participation. LIRT's membership total decreased this past year by around 100 members but fortunately we are still receiving a steady stream of committee volunteer request forms. If you are interested in serving on a committee please remember to fill out the volunteer request form:

<http://www3.baylor.edu/LIRT/volform.html>.

We are beginning to see new opportunities in ALA and LIRT which could help those committee members having difficulty attending ALA midwinter and annual conferences. ALA now has a presence in Second Life at http://wikis.ala.org/professionaltips/index.php/Second_Life. ALA also has available the online virtual meeting software "Opal" for committees to use outside of face to face meetings. LIRT is in the process of becoming more "virtual" by adding a wiki to the website and having a presence in Facebook. I encourage our committees to embrace these new virtual resources in order to continue offering wonderful projects and programs which both benefits LIRT and those involved in library instruction.



2009 Annual Conference Program

Preparing Yourself to Teach: Touching all the Bases



Whether you're trying to identify, learn or improve your teaching skills this session will help you get to the top of your game. Learn what you can do before, during and after you teach to enhance your skills. Even if you just want to learn how to look and sound like a pro, this session will

help you hit a homerun. Join all-stars Monika Antonelli (Minnesota State University Mankato), Beth Woodard (University of Illinois at Urbana-Champaign), and Lisa Hinchliffe (University of Illinois at Urbana-Champaign) as they discuss the skills that can help you turn your audience into fans.

Inside



LIRT ALA Midwinter 2009

Committee Reports from Midwinter.....	3
Liaison Reports from Midwinter 2009.....	10

Announcements

2009 Annual Conference Program.....	1
Candidates for LIRT Positions 2009.....	6
Save the Date: Virtual Library Literacy Summit.....	2

Columns

Check These Out!	5
From the Editor	2
From the LIRT Vice-President.....	1
Member A-LIRT: Lisa Williams.....	4
Tech Talk: Open Source Systems.....	8

Articles

Candidates for LIRT Positions, 2009.....	6
LIRT Retreats.....	2

LIRT Retreats: A Tradition of Strategic Planning Continues

By Vibiana Bowman

LIRT has held day-long strategic planning retreats in 1985, 1990, 1997, 2004. Well, it's 2009, and the Organization and Planning Committee finds itself in the midst of plans for the 2010 retreat which will take place on Friday, January 15 at the ALA Midwinter Meeting in Boston. Historically, the primary participants are the LIRT Steering Committee, which comprises LIRT committee chairs, Executive Board, and appointed positions. Usually there is an outside facilitator. Over the years, many different facilitation techniques have been used to arrive at a final set of objectives. The overall goal is to create a strategic plan to guide LIRT for the next five years.

At the 2008 Midwinter Meeting, the Steering Committee and Executive Board approved a proposal for the 2010 retreat from the Organization and Planning Committee, "Growing LIRT Leaders, Growing LIRT Members." The two themes in the title comprehend many issues that LIRT currently faces. In light of widespread financial meltdowns, and the budget cuts to libraries that inevitably follow, some issues are more relevant now than ever. According to ALA, of the 17 round tables LIRT is the fifth largest with 1639 members (as of 11/2008). Yet it is an ongoing struggle to fill the ballot each year with two

candidates for each elected office. So, how do we groom LIRT members to accept leadership positions? The All Committees meeting at Midwinter was noticeably lightly attended. Committee chairs report never hearing from some committee members.

So, what committees are relevant and appropriate to meet the needs of instruction librarians in special, school, public, and academic libraries? How can LIRT members who cannot attend the Midwinter Meeting and Annual Conference participate in LIRT? How can LIRT increase its value to the information literacy community? Between November 2007 and November 2008 LIRT lost approximately 125 members. With a \$15 membership fee, LIRT is very affordable. Its newsletter alone is worth the cost of membership. So, how can LIRT retain its current members in the face of financially troubled institutions and individuals?

If you have any comments or suggestions for retreat planners, please contact:

Vibiana Bowman, Past President and current chair,
Organization and Planning Committee
bowman@camden.rutgers.edu



Save the Date

Virtual Library Literacy Summit

What: Advocacy, Libraries, and Literacy -- Literacy for ALL, Sponsored by ALA's Committee on Literacy and The National Institute for Literacy

When: April 7, 2009, 1:00–4:00 p.m., E.D.T.

Where: Live! in Washington, D.C. and Virtually Everywhere (@ your library, in your community, and on your desktop)

Who: ALA President Jim Rettig and President-Elect Camila Alire, Library and literacy leaders, educators, and advocates. Literacy is part of all libraries: public, school, and academic.

Why: To Discuss the role of libraries in literacy; Explore innovative library partnerships; Understand the literacy crisis in this country; <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009482>; Discover library literacy tools and resources; Respond to the call to action; Brainstorm next steps

Details: www.buildliteracy.org for more information; Facebook: information, news and updates about the Virtual Literacy Summit on the Committee on Literacy-ALA Facebook page. Login to Facebook and search "Committee on Literacy-American Library Association" and become a fan.

Contact: Dale Lipschultz, Literacy Officer, OLOS,
dlipschultz@ala.org



From the Editor

by Jeff Knapp

jeff.knapp@psu.edu

This issue has all the makings of being jam-packed, so I'll keep it brief.

First, I want to thank Jeff Gutkin, for his service as LIRT News Production Editor. He has been a big help in getting LIRT News out to you for the past two years, and he is now moving on to face new challenges. Best of luck to you, Jeff!

I'd also like to welcome Susan Gangl as our new Production Editor. Susan is a librarian at the University of Minnesota, and has been an active member of the Newsletter Committee for the past two years. She brings some prior newsletter layout experience to us, and I look forward to working with her. Welcome Susan!



Be sure to vote in the upcoming ALA elections—the ballot information for LIRT candidates is included in this issue. Cheers!



Committee Reports from Midwinter 2009

Archivist

Chair: Kari Lucas

The Executive Board approved a motion to accept a proposal for handling the archiving of LIRT documentation. The proposal includes making the outgoing LIRT Secretary the LIRT Archivist, and lays out procedures for archiving LIRT records. For a complete copy of the proposal, contact klucas@ucsd.edu. An ad-hoc committee will be charged to implement the proposal.

Conference Program

Chair: Victor Baeza

An update on planning for Chicago program 2009 was given. The three speakers who have been contracted for the 2009 Annual Program were discussed. Various ideas for the 2010 LIRT Annual Program were also discussed, which included ideas such as providing services to people with disabilities, transition of students from high school to college to private life, the changing nature of information, and the gap between students and instructors.

Liaison

Chair: Cynthia Dottin

The Committee discussed non-LIRT Education Related Seminars/Events and Meetings. Each member chose two events on which to report for the Newsletter, and reviewed the format for the reports. Strategies for circumventing the obstacles which have prevented the launch of the formal Liaison Program were also discussed.

Membership

Chair: Kawanna Bright

The group discussed the new brochure to be designed, and Kawanna informed everyone that she would contact John Chrastke to discuss his offer of helping with the brochure. It was also suggested that once the new brochure was completed it should be made available online on LIRT's pages. Also discussed was an ad that would be designed, planning for the Membership Fair, and a LIRT presence on Facebook.

Research

Chair: Mardi Mahaffy

With only the committee chair present, the committee did not meet. Instead, Mardi sat in on the Website committee. She committed the Research committee to updating and transferring two Teaching Tips pages to a wiki format before Annual, and to update the Creating Tutorials web page. The committee will meet virtually in order to start this work shortly.

Teaching, Learning, & Technology

Co-Chairs: Emily Love and Jason Puckett

Additional drafts of web guide product reviews for the ongoing review project were collected, and members identified and recommended additional products and volunteered for reviews. Emily and Jason will act as editors for the project: identifying needed changes in submitted reviews to make styles consistent; returning drafts to authors for rewrites; possibly assigning star values to the identified criteria; assembling ratings into a chart; and writing introduction.

Top Twenty

Co-Chairs: Esteban Valdez and Kate Gronemyer

Discussed processes taken during the year to search for, evaluate and rank articles. Members present agreed that processes used seemed to work very well. Use of Google Groups for discussion and to disseminate hard to locate articles worked very well, as did the Google Documents spreadsheet used to dump member rankings. Brainstormed ideas on reading and evaluating late year publications.

Transition from High School to College

Co-Chairs: Judith Arnold & Paula Garrett

Planning for an informal discussion for Annual 2009 in Chicago was begun, targeting school, public, academic, and special librarians and investigating possible collaborations for helping students with the transition from high school to college. The discussion will follow the LIRT program on Sunday, July 12, 2009, from 12-1:00 in the same location. A short, targeted reading will serve as a discussion starter. We will use listservs and flyers for publicity and the LIRT newsletter.

Web Advisory

Chair: Stephanie Michel

The ALA content management system was discussed, including the new LIRT web site at <http://fleetwood.baylor.edu>. Also discussed were new tools such as wikis and blogs, the new ALA web design, bibliography tools such as Zotero and CiteULike, and the LIRT tutorials page.



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 June 2009 issue must be sent to the editor by April 15, 2009.

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: Susan Gangl

©American Library Association



Member A-LIRT: Lisa Williams, Vice President/President Elect

- **What brought you to LIRT?**

I learned of LIRT when I stumbled upon their meeting at Midwinter 2004 in San Diego. This was my first ALA conference and I was terrified to just walk into a meeting uninvited, but everyone I met in the LIRT meeting was very welcoming. I sat with the TLT committee and was excited about their conversation because it related to my position at the time as an Instructional Services Coordinator. Then I attended the Bites with LIRT and was sold on this Round Table. I filled out a volunteer form immediately after I returned home from the conference.



- **What was your path to librarianship?**

While I was working on my undergraduate degree at East Carolina University my aunt was working on her MLS. We often compared classes and I was always intrigued about the requirements for the MLS degree. After completing my undergraduate degree I began the Library Science Program at East Carolina University and was a graduate assistant at the university library. I immediately fell in love with the library program and my job. I completed my MLS at North Carolina Central University and took a temporary position as a media coordinator in an elementary school. What an experience! I feel the experience helps me with understanding the personalities of college students I work with in my current position. My first professional position was at the University of South Carolina Spartanburg (now University of South Carolina Upstate) as an Instructional Services Librarian. My experience at USCS helped me to take my current position at the University of North Carolina Wilmington.

- **Tell us about your current position. What do you like most about it? In what ways does it challenge you?**

I am currently the Coordinator of Research and Information Services and absolutely love the position. In this position I coordinate staffing at the reference desk which allows me to work with many talented librarians. I'm also responsible for collection development of the reference collection and maintain our listing of electronic resources. I'm the primary contact for a couple departments on campus so I work with the faculty and students on their research needs. I also teach two for-credit library courses on basic library skills. I love the variety this position offers. I never have the same day twice which can be challenging for completing projects but reminds me to practice my time management skills.

- **If you could change one thing about libraries today, what would it be?**

Of course the first answer that comes to me is funding but that is first on everyone's mind. So secondly I think I would change the hesitation some libraries have with embracing new technology. I am seeing libraries loosen up more and more but I think we should offer things like instant messaging, text to chat, tagging catalog records and allowing library users to share their opinion on events, resources or the facility through (monitored) blogs. I think if we offer great communication with our library users it will increase awareness of our wealth of resources.

- **Throughout all your educational experiences, what teacher inspired you the most and why?**

I was lucky enough to work with one of the professors at ECU in three of my courses. He was full of energy and taught me how to accept a challenge without too much insecurity. He also taught me that if I do not know an answer to a question, most people are willing to wait for a correct answer than be frustrated with an incorrect answer.

- **When you travel, what do you never leave home without?**

My iPod. It makes the journey more enjoyable when I have my favorite tunes with me.

- **Tell us one thing about yourself that most of us probably don't know.**

My Wii Fit age is 28! If you haven't played games on Wii or worked out with the Wii Fit I highly recommend it. It makes moving around fun.



Check These Out!

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



Promoting information literacy in the Google Age certainly presents unique challenges and opportunities. How can various Google applications be utilized most effectively in the classroom? How can Google be used to teach and promote information literacy? What information literacy concepts should be our primary focus in the Google Age? Check these out, and enjoy!

Adam, Anna and Helen Mowers. "Got the World on a Screen: Google Earth Serves Up More than a Geography Lesson." *School Library Journal* 53.4 (April 2007): 40-42.

Adam and Mowers describe various ways for using Google Earth in the classroom, including for math and language arts activities. For example, at the elementary level, students could use Google Earth to zoom in on a parking lot, and count the number of cars. Students can also use Google Earth to investigate the geographical context of literary works, such as Don Quixote's travel destinations in his search for Dulcinea. The authors provide references to several Google Earth educational resources, such as (among others) the "Google Earth 101 for Educators" wiki (http://teachinghacks.com/wiki/index.php?title=Google_Earth_101_for_Educators), which includes practical ideas and tools for utilizing Google Earth in the classroom.

Crane, Beverley. "Google in the Classroom – More than Just Research." *Information Searcher* 17.3 (2007): 16-24.

Crane describes the features of several Google tools, including Google Docs, Google Groups, Google News, Google Earth, Google Notebook, and Google Sites. The author also provides examples of how such tools can be used in the classroom. For example, students in a writing class can use Google Groups to facilitate the development of their research and debating skills. Students can post opinions on a specific assigned topic (such as the death penalty), along with specific resources that support their arguments. In response, other students can post counter arguments, along with supporting research. Crane also provides an extensive sample interdisciplinary lesson plan designed to teach students how to research Cuba and its leadership changes. The lesson plan includes learning objectives, tasks, and activities. Students are required to use a wide variety of Google tools. One example the author provides involves the use of Google Maps to calculate geographic distances, such as between Miami and Havana, and between Cuba and Central America (among others). Next, students use Google Docs to create spreadsheets to record their data on distances between specific geographic locations. The author also provides detailed evaluation criteria for the lesson plan activities.

Murray, Lilia. "Giggling Over Google: Using Google Docs and Google Custom Search Engines for Web 2.0 Information Literacy Practices." *Against the Grain* 20.3 (June 2008): 28-32.

Murray describes her work using Google Docs and Google Custom Search Engines in order to enhance active learning in her Library Research and Information Literacy course at Murray State University. The students were required to do group work on a final annotated bibliography project, and use the word-

processing software from Google Docs to post their work. The author notes some significant advantages to using Google Docs: for example, students could work collaboratively without having to be physically located in the same place; they could use the software from any computer with Internet access; and the prospect of publishing on the Web provided additional motivation to work diligently on the final project. On the other hand, the software was inaccessible without an Internet connection, and storing all work on a remote server was unsettling. Students also worked collaboratively to build their own Custom Search Engines for a Web site evaluation project, choosing ten reliable and authoritative sites. The students incorporated the Custom Search Engines into their Google Docs final projects.

Soules, Aline. "I Google, You Google, We Google..." *Against the Grain* 20.2 (April 2008): 18-22.

Soules discusses her use of Google in teaching a two-credit information literacy course at California State-East Bay. The author utilizes Google to facilitate discussion about issues such as online privacy (as most students do not realize that Google keeps track of their search queries). She uses the resource to cover advanced search techniques (such as truncation) and also exposes students to various Google tools, such as Google Book Search and Google Scholar. In addition, the author covers various concepts such as (among others) the difference between the Internet and the Web, and the difference between search engines and databases. She also covers Web evaluation by having students compare the sites of various newspapers, and utilizing sites such as factcheck.org.

Williams, Genevieve. "Unclear on the Context: Refocusing on Information Literacy's Evaluative Component in the Age of Google." *Library Philosophy and Practice*. 2007. 5 January 2009 <<http://libr.unl.edu:2000/LPP/williams.htm>>

The accessibility of information via Google certainly shapes the ubiquitous popularity of the search engine. Williams points out that the Web lends itself to Bates' "berrypicking" model of information seeking, which assumes that a person initially has a broad or vague concept of his or her information need, and continues to develop the quest more fully during the process of discovering relevant resources. The structure of the Web allows information seekers to easily follow links from one document to another, and to develop a more specific information quest as they continue to find related resources. Although Google makes information easily accessible, Williams also argues that the search engine decontextualizes the content of documents. Consequently, the primary challenge of using the search engine is to determine the origin and accuracy of information retrieved. Rather than decontextualizing information (as Google does) library instruction pedagogy should be content and discipline specific, focusing on evaluation and careful selection of resources (as opposed to focusing primarily or exclusively on technical and mechanical search skills).





Candidates for LIRT Vice-President/President-Elect

Bright, Kawanna,

Degrees and Certifications: University of Washington iSchool, MLIS, 2003. **Current Position:** Instructional Services Librarian, North Carolina State University Libraries, 2007-present. **Previous Positions:** Instructional Services Librarian, The University of Tennessee Libraries, 2005-07; Minority Resident Librarian, The University of Tennessee Libraries, 2003-05. **ALA Activities:** LIRT: Chair, Membership Committee, 2008-Present; ACRL: Instruction Section, 2006-Present; ACRL: , 2006-Present; Office for Diversity: Spectrum Advisory Committee, 2006-Present; LIRT: Membership Committee, 2005-Present; ALA: Scholarship and Study Grants Committee, 2007-08; NMRT: , 2003-05. **Publications:** Co-Author, "The Diversity Librarians' Network: Connecting, Sharing, Succeeding!," *Versed* (ALA), May-June 2005; Co-Author, "The Diversity Librarians' Network," *Achieving Diversity: A How-To-Do-It Manual for Librarians* (Neal Schuman Publishers), 2006; Lead Author, "Recruiting the Under-represented: The Science Links Experience," *Science & Technology Libraries* (Haworth Information Press), 2006. **Honors, Awards, Prizes, Medals, Citations:** LOEX Minority Librarian Scholarship, 2007; ACRL Librarian Scholarship, 2007; Laura Bush 21st Century Librarian Program Grant, 2005; LAMA Cultural Diversity Grant, 2004; University of Washington Information School Alumni Association Ruth Worden Award, 2003. **Accomplishments:** Selected to attend the 2004 Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups. Selected as a guest instructor for the 2006 Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups. Selected to attend Immersion 2006: Teacher Track and the inaugural Assessment Immersion held in December 2008.

STATEMENT: The role of instruction and information literacy are often down-played not only in LIS education but also in the "real world". As librarians we are asked to instruct in nearly every aspect of our jobs, whether in a school library setting or a special library. I feel that instruction needs to take a higher priority in LIS education as well as in the annual goals that we strive for. We cannot devalue the importance of not only doing instruction but in doing it well. Being a member of LIRT has allowed me to express how important I feel library instruction is. Serving as Vice President/Chair-Elect would allow me to continue with the goal of increasing the status of instruction on all levels while working with an organization that has the history and know-how to do so.

Stromeyer, Kristin L.,

Degrees and Certifications: Simmons College, MS, 1988; State University of New York at Potsdam, BA, 1987. **Experience:** Hamilton College, Reference Librarian, 1988-1993, Coordinator of Instructional Services, 1993-present. **ALA Divisions:** ALA – American Library Association, 1988-present; Committee on the Status of Women in Librarianship, COSWL Bibliography/Clearinghouse Taskforce, 1990-1992; ACRL – Association of College and Research Libraries, 1988-present: Instruction Section: Name Change Implementation Taskforce, 1995-1996; Communication Committee, Intern, 1995-1996 member, 1996-1998; National Conference Program Planning, 1998-1999; Conference Program Planning, 1998-2000; Award Committee, member, 2000-2004, chair, 2002-2003; National Volunteers Subcommittee , 2005-2007. LIRT – ALA Library Instruction Round Table, 1988-present: Research Committee, member 2000-2008, chair, 2006-2008; LIRT Representative to ALA Literacy Assembly, 2008-present. **State and Regional Library Association Activities:** Eastern

New York Chapter of ACRL, 1989-present: Communications Chair, 1995-2000; Vice President/President/Past President, 2001-2004.

STATEMENT: After serving on many committees, I am eager to continue serving LIRT and expand my contributions to the organization. LIRT is an incredible group that reaches out to all types of librarians: academic, public, school and special. If elected, I would focus on reaching out to the instruction librarians not currently active in LIRT to see how we can make our organization more inclusive in today's economy. We need to be investigating more virtual meetings, conferences and workshops to make sure LIRT continues in good stead well into the 21st century.

Candidates for LIRT Secretary

Baeza, Victor Dominguez

Degrees and Certifications: Texas Christian University, Master of Business Administration, 2004; University of North Texas, Master of Library Science, 1997; Eastern New Mexico University, Bachelor of Science - Communication, 1995. **Current Position:** Director of Library Graduate and Research Services, Edmon Low Library - Oklahoma State University, 2006-present. **Previous Positions:** Director of Library Graduate and Research Services, Oklahoma State University, 2006-Present; Reference/Instruction Librarian, Texas Christian University, 1998-2006; Government Documents/Serials Librarian, Fort Worth Public Library, 1997-98; Graduate Library Assistant, University of North Texas, 1995-97; Circulation Supervisor/Reference, Eastern New Mexico University, 1991-95. **ALA Activities:** ACRL: Instruction Section Discussion Group Steering Committee, 2007-Present; LIRT: Co-chair 2008 & 2009, Conference Programming Committee, 2006-Present. **Offices Held in State & Regional Library and Other Associations:** Oklahoma Library Association: Marketing and Communications Committee, 2006-08. **Publications:** Co-author, "It's Showtime for Instruction Librarians a Smash Hit," Library Instruction Round Table News, September 2007; Editor, Vantage (Department of the Interior, Bureau of Land Management - Eastern States), July 1995; "The Nevada Jackpot," Wild Horse and Burro News (Department of the Interior, Bureau of Land Management - Eastern States), July 1994; "BLM Relieves the Pain and Pressure of Gas: Ownership of Methane Gas, that is," Federal Lands and Minerals (Department of the Interior, Bureau of Land Management - Eastern States), August 1994; "How I Spent My Summer Vacation," Vantage (Department of the Interior, Bureau of Land Management - Eastern States), August 1994. **Honors, Awards, Prizes, Medals, Citations:** Mountain Plains Library Association 2006 Board Choice Award, March 2007; Oklahoma Library Association Special Project Award 2007, April 2007. **STATEMENT:** It is with great anticipation that I accept the opportunity to serve LIRT as Secretary. I've been involved in library instruction in some form for over 15 years and in that time I've seen the increased demands placed on librarians to be instructors. Whether in a school, public, or academic library, more and more librarians find themselves increasingly involved in instruction. I believe LIRT serves as a venue to share ideas, experiences, problems, and solutions for both new and experienced librarians. Being Secretary would allow me to contribute my program development and implementation experience as well as my problem solving skills to the Executive and Steering Committees. As secretary, I would work to keep communication flowing both in and out of the group to help foster LIRT's growth and knowledge as it promotes new collaborations and cultivates the expertise of its members.

Knapp, Jeffrey A.

Degrees and Certifications: Clarion University of Pennsylvania, M.S. in Library Science, 2002; Penn State University, B.A., Foreign Service and International Politics, 1989. **Current Position:** Assistant Librarian, Penn State Altoona, 2005-present. **Previous Positions:** Teaching Assistant, Penn State University Park, Social Sciences Library, 2002-05. **ALA Activities:** ACRL Anthropology and Sociology Section: Chair, Bibliography Committee, 2007-Present; LIRT: Chair, Newsletter Committee, 2005-Present; GODORT: Secretary, International Documents Task Force, 2005-06. **Publications:** Co-author, "Convergence in the library's news room: Enhancing news collections and services in academic libraries," *College and Research Libraries*, Sep. 2006; Author, "Google and Wikipedia: Friends or foes?," *The myths, realities and practicalities of working with Gen M: A handbook for educators and librarians* (Neal-Schuman), 2009 (in press).

STATEMENT: A generation of students are coming of age without the automatic understanding that the library is the primary source of scholarly information. Whatever librarians can do to promote library instruction and information literacy is paramount to libraries maintaining their relevance in academic society. LIRT is an organization which can promote the sharing of ideas, concepts, and strategies to help librarians in this mission. I look forward to the opportunity to continue to serve LIRT in this mission.

Mahaffy, Mardi

Degrees and Certifications: Indiana University, Masters of Library Science, 1999; University of Northern Iowa, Bachelor of Music, 1991. **Current Position:** Arts and Humanities Librarian, New Mexico State University, 2003-present. **Previous Positions:** Government Documents Librarian, East Central University, 2000-03. **ALA Activities:** LIRT: Chair, Research Committee, 2008-Present; LIRT: Research Committee, 2005-Present; ACRL: Instruction Section, 2004-Present; NMRT: Reviewer, Resume Review Service, 2003-Present. **Publications:** "Exploring Common Ground: Writing Center/Library Collaboration," *New Library World*, 2008; Co-author, "El día de los niños/El día de los libros' Goes to College," *Thinking Outside the Book: Essays For Innovative Librarians* (McFarland), 2008; "Encouraging Critical Thinking in Student Library Research: An Application of National Standards," *College Teaching*, 2006; Co-author, "Citing Sources Using APA and MLA Style," *Information Literacy Course Handbook for Distance and In-class Learners* (Library Instruction Publications), 2006. **Honors, Awards, Prizes, Medals, Citations:** Advancing Leaders Institute Participant, New Mexico State University, 2008; Faculty Bonus Award for Establishment of Writing Center/Library Cooperative, New Mexico State University, 2007; Teaching Academy Outstanding Workshop Award, New Mexico State University, 2007. **Links for Further Information:** **Accomplishments:** In the course of my career I have worked to expand the library's educational role by reaching out to and collaborating with a variety of groups. Since arriving at NMSU, I have taught numerous instructional sessions, establishing new relationships with faculty members in multiple departments. I have also had the opportunity to teach a three credit information literacy course, both traditionally and in an online setting. These teaching experiences helped me to collaborate on a workshop entitled "Designing and Managing Student Research Assignments" offered to teaching faculty through the NMSU Teaching Academy. The Academy awarded the program the Outstanding Workshop Award for 2006-2007. I have worked with members of the local community to fund and host outreach activities related to the Big Read (NEA sponsored community reading program),

the New Deal 75th Anniversary, and El día de los niños/El día de los libros. I have served in leadership positions in my library and in my profession. In 2008, I was accepted as a participant in the competitive Advancing Leaders Institute offered at NMSU.

STATEMENT: As library constituencies continue to interact with information in new and evolving ways, it is increasingly important to find innovative strategies for teaching information literacy skills, and to convince stakeholders of the importance of library instruction. I have found LIRT to play a significant role in shaping my thinking toward information literacy and in keeping me informed of the latest technologies and methodologies related to teaching. It has also allowed me to add my own voice to the discussion, and serve the profession. I have been a part of the Research Committee for four years, taking on the Chairmanship in spring of 2008. I look forward to the opportunity to continue my service to LIRT in the capacity of Secretary.

Candidate for LIRT Treasurer**Hopkins, Barbara.**

Current Position: School Librarian, Jordan School District, Fort Herriman Middle, Salt Lake City, UT. She enjoys getting teens ready for the information challenges that are coming their way. She also reads as much YA fiction as she can! **Previous Positions:** Circulation Librarian, Utah Valley State College. Where she managed a staff of about 35, taught classes, and provided reference service. **Offices Held outside of ALA:** Utah Library Association's Library Administration and Management Roundtable Co-Chair; Conference Registration Chair for the upcoming ULA/MPLA conference (in April of 2008). **ALA Activities:** Library Instruction Roundtable Conference Planning Chairperson. For fun she loves to travel and plans to spend three weeks this summer on Molokai and Maui.

STATEMENT: I would like to run for LIRT treasurer. I have been involved with the LIRT roundtable since 2004 and plan to stay committed to this group for many more years because I believe in library instruction and the difference it can make in the lives of our students. I have had the opportunity to teach college students, teens, and children and have seen a great improvement in their academic performance and confidence as their information literacy skills have increased. I feel privileged to be a part of a profession that has the potential to change a person's life by opening doors that they never knew existed and helping them to navigate through the ever-changing sea of information that is available to us in this age of communication. I have experience in budgeting and record keeping. My husband and I started a roofing business back in 1994. I collected debts, filled out all of the necessary government forms, and kept the books until his death in 1998. Additionally, I purchased all of the supplies, requested and recorded books for my assigned collections, collected fines and other patron debts, and participated in marketing and advertising while I worked at Utah Valley University. Currently, I manage my own budget and market my library to the students, staff, and community of Fort Herriman Middle School. In addition to this, I serve as the Utah Library Association's Conference Registration Chair which means that I process all conference registrations (both online and onsite), create and organize tickets and/or badges for all paid events, distribute conference bags and information to attendees, and handle problems with registration, events (and sometimes speakers) as they arise so I have a lot of experience with organization as well. Because of my experience, and my commitment to the roundtable, and the profession, I believe I would be a great choice for LIRT treasurer and I would strive to serve you well.





Dear Tech Talk-- Recently I heard a discussion in which a number of experts emphatically stated that moving to open-source integrated library systems – away from proprietary vendors – is the coming trend. Isn't open source software really only for major libraries with their own information technology staffs? --*Suspiciously Ogling Open Source*

Dear SOOS-- The short answer to your question is – not necessarily. But before addressing the details, let's make sure everyone clearly understands the concept of "open source software" (OSS), using Eric Lease Morgan's definition:

"...software that is distributed under one of a number of licensing arrangements that (1) require that the software's source code be made available and accessible as part of the package and (2) permit the acquirer of the software to modify the code freely to fit their own needs provided that, (3) if they distribute the software modifications they create, they do so under an open source license. If these basic elements are met, there is no requirement that the resulting software be distributed at no cost or non-commercially, although much widely used open source software such as the web browser Firefox is also distributed without charge." (Morgan 8)

There are clear advantages and disadvantages associated with the use of open source software. Advantages include:

- Usually no direct on-going costs to obtain and maintain software;
- Access to original source code so it can be modified;
- What you see is what you get – no "vaporware";
- Reliance on software user community for "shared" enhancements – encourages collaboration and innovation;
- Vendor independent;
- More opportunities for interoperability.

While some disadvantages include:

- Indirect costs for personnel and hardware;
- Needed components/modifications may not be available unless someone develops the code;
- Increased potential for a lack of documentation;
- If not adopted by a significant number of users, development slows or stops.

For a more complete discussion of "open source software" read Colford's article in the Bulletin of the American Society for Information Science and Technology.

Since the concept of "integrated library systems" is also mentioned, Marshall Breeding's definition of an ILS is equally valuable:

"The Integrated Library System, or ILS, provides computer automation for all aspects of the operation of a library. These products are generally organized into modules that address specific functional areas. Standard modules include cataloging..., circulation..., serials control..., acquisitions..., and the online public access catalog." (Breeding "Open Source Integrated Library Systems" 5)

In most libraries, the integrated library system is at the heart of many of the services offered by the library. It is the tool used to acquire materials, describe materials, provide access to materials, and manage the clients' use of materials. Moving this significant and complex system into an open source environment seems risky, at the very least. Why would librarians consider such a move? Because of increasing dissatisfaction with the products produced by the proprietary ILS vendors, issues that include:

- High costs for initial purchases and on-going maintenance;
- Unsatisfactory support for problem resolution or enhancement requests;
- Legacy environments that are incompatible with a Google/Web 2.0 world;
- Limitations associated with MARC records, combined with ineffective use of the data in MARC records;
- Trends reflecting a dwindling number of ILS vendors due to mergers, acquisitions, etc. (View the chart maintained by Marshall Breeding's for a visual representation of these changes from 1968-2007. <http://www.librarytechnology.org/automationhistory.pl>)

Faced with these issues, some librarians have determined that they have very little to lose in exploring open source solutions for their integrated library system woes. And – interestingly enough – the OSS option is not a recent phenomenon. The Koha ILS is touted as the first open source ILS, having been developed in 1999 for the Horowhenua Library Trust in New Zealand – nearly 10 years ago!! More recently, the number of open source ILS options has increased, with "Over 100 libraries committed to open source ILS implementations in 2007." (<http://www.libraryjournal.com/article/CA6542440.html>) Furthermore, in this same article Marshall Breeding states his belief that, "The years leading up to 2007 can be characterized as the pioneer days of open source ILS."

The two best known open source integrated library systems are Koha (<http://www.koha.org/>) and Evergreen (<http://open-ils.org/>). Koha took off when the Nelsonville Public Library decided to use it for its ILS. To do so, they had to develop the source code further for it to meet their needs for certain standards – MARC21 and NCIP for example. "The Nelsonville Public Library began production use of Koha on August 26, 2002". (citation?) Evergreen has its roots in the the PINE shared catalog, which was developed for a group of Georgia public libraries. They decided to develop an open source solution for PINE when they were disappointed with the software performance of their Unicorn implementation of PINE. Since there were no viable commercial systems, they developed Evergreen, completing the transition to Evergreen in September 2006. (Breeding "Open Source Integrated Library Systems" 17-18). Two other open source integrated library systems are OPALS-NA (<http://www.opals-na.org/>) and NewGenLib (<http://www.kiikm.org/NewGenLib.html>). So far, OPALS is used primarily in school libraries, and NewGenLib was developed and is used primarily in India. For detailed analysis of these four open source integrated library systems, see Breeding's report, "Open Source Integrated Library Systems" in Library Technology Reports, pages 16-31.



There are other open source integrated library systems: Avanti MicroLCS (<http://www.avantilibrarysystems.com>); Emilda (<http://www.emilda.org>); GNUteca (<http://www.gnuteca.org.br>); Learning Access ILS (<http://www.learningaccess.org>); OpenBiblio (<http://obiblio.sourceforge.net>); PhpMyLibrary (<http://sourceforge.net/projects/mylibrary>); PMB (PhpMyBibli) (<http://www.sigb.net>); and WEBLIS (<http://tinyurl.com/4yxej>). However at this time, these systems have a relatively small user base and/or originate in other countries.

Related to the development and growth of open source ILS, a new business model is evolving to provide support for the implementation of open source ILSs. Karen Schneider writes, "at least five companies now provide support for OSS. Several of these companies are associated with a specific software program (Equinox [<http://www.esilibrary.com>] for Evergreen, LibLime [<http://www.liblime.com>] for Koha and Media Flex [<http://www.mediaflex.net>] for OPALS), while the other companies such as Alpha-G [<http://www.alphagconsulting.com>] and Galecia Associates [<http://www.galecia.com>] provide consulting, and some companies, such as IndexData [<http://www.indexdata.com>], provide a little of each." (Schneider 16) Libraries can contract with these companies for services that include consulting, data migration, implementation, training, customization of code, etc. This new business model begins to address issues faced by libraries that may want to work with open source solutions but have very little or no technical expertise within their staff.

In contrast to implementing a full-fledged open source ILS, some libraries are developing open source solutions that improve and enhance the OPAC interface, instead of contracting with vendors like Aquabrowser, Encore, Endeca, or Primo. Examples of these open source OPAC interfaces include Blacklight (University of Virginia <http://blacklightopac.org/>); Drupal MARC (School Library System of Genesee Valley <http://drupal.org/project/marc>); LibraryFind (Oregon State University <http://libraryfind.org/>); Scriblio (Plymouth State University <http://about.scriblio.net/>); and VUFind (Villanova University <http://www.vufind.org/>),

Last, there are a couple of interesting initiatives very close to fruition, both funded by separate Mellon grants:

- eXtensible Catalog (XC) Project (<http://www.extensiblecatalog.org>) – Spearheaded by the University of Rochester, with the source code to be available in late July 2009, this project is "to design and develop a set of open-source applications that provide libraries with an alternative way to reveal their collections to library users." (Bowen 6) By design, XC will not be an integrated library system, but it will work with the existing system (open source or proprietary), presenting "a platform that fully integrates the online catalog with the library website." (<http://www.extensiblecatalog.org/faq>)
- Open Library Environment (OLE) Project (<http://oleproject.org/>) – Spearheaded by Duke University with the goal to develop a design document (by July 2009) for the "development of a robust, open source ILS that addresses today's – and tomorrow's – ILS needs." The participants (US, Canadian, and

Australian academic libraries) need design recommendations that address library workflow issues and integration issues with other academic technology tools. (<http://www.libraryjournal.com/info/CA6586924.html?nid=2673#news1>) Watch for announcements related to the completion of these two projects. Both the software (produced in the XC Project) and the design documentation (produced in the OLE Project) will have a significant impact on future developments of open source ILS and OPAC software.

Back to the initial question – are open source ILS the wave of the future? Only time will tell. Clearly they have gained significant traction in recent years; and the support issue is being addressed through the evolution of a new support industry. However, there are still significant issues to overcome. Until Evergreen 2.0 is released in 2009, there are major functions missing from Evergreen that are particularly important in academic libraries (acquisitions, serials, and course reserves). Additionally, Chadwell states that "to compete in the ILS market, it will be important to offer a viable ERM [electronic resources management] module [in an open source ILS]." (Chadwell 265) In some instances, the staff interfaces need significant improvement for them to be viable in large libraries where large quantities of materials are processed. The ability to exchange information between the library and vendors is another needed feature in open source ILS. In spite of caveats, Marshall Breeding states, "It seems almost inevitable that the level of functionality will continually increase, broadening the universe of libraries for which an open source ILS will be a viable option." (Breeding "Open Source Integrated Library Systems" 31)

So the concept certainly merits further consideration. Begin by investigating some OPACs from various open source options:

- Blacklight – <http://blacklight.betech.virginia.edu/>
- Drupal MARC Module – <http://fish4info.org/>
- Evergreen – PINES (initial installation) <http://gapines.org/> and others http://evergreen-ils.org/dokuwiki/doku.php?id=evergreen_libraries
- Koha -- Nelsonville Public Library (1st US installation) (<http://search.athenscounty.lib.oh.us>) and others <http://www.koha.org/showcase/opacs.html>
- NewGenLib – http://www.kiikm.org/Newgenlib_Installations.htm
- OPALS-NA – <http://www.opals-na.org/Sites.html>
- VUFind – <http://www.library.villanova.edu/Find>

If the OPAC is appealing and you want to work with an open source solution, consider some additional criteria when evaluating open source software:

- Is the software being used by other libraries – of a similar type?
- Minimally are cataloging, circulation, and OPAC modules currently available with acquisitions, serials, and course reserves in development; what about an ERM module? (If considering an integrated library system, not just an OPAC interface.)



continued on page 10



Information Literacy Best Practices (part of a Multi-Committee Meeting I)

ACRL- IS

The Information Literacy Best Practices Committee held one of its two Midwinter meetings on Saturday, January 24th in the Pyramid Peak Ballroom at the Grand Hyatt Hotel. This Committee's charge is to promote best practices in information literacy and library instruction by developing, maintaining, and promoting the *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline* and its related web site. The major portion of the ILBP meeting was dedicated to the Guideline document review. This document is one of information literacy's best kept secrets. Please check it out at <http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm>. Its aim is to assist librarians in developing IL practices at their institution. In its own words, it attempts to articulate elements of exemplary information literacy programs for undergraduate students at four-year and two-year institutions. More importantly, the characteristics of this document are intended primarily to help those who are interested in developing, assessing, and improving information literacy programs. Its audience includes faculty, librarians, administrators, and technology professionals, as well as others involved in information literacy programming. The Guideline is to be reviewed by the Committee and revised by June 2009. The Committee is currently crafting a survey on "Interest and Use" to help inform their review of this document. The deadline for the survey has yet to be decided, but will be available in the near future. The target audience for this survey includes instruction librarians and instruction coordinators. ACRL Immersion program participants may also be targeted. Those involved with IL, or who are thinking about becoming involved, should familiarize themselves with this document, and keep an eye out for the updated version. It is of paramount importance to the development of a successful IL program.--Cynthia Dottin

Reference Services in Large Academic Libraries

RUSA-RSS

"Reference for the Masses: Bringing Quality Reference to the Commons, and to Remote Users" was convened by Sarah Wenzel of the University of Chicago. This broad topic lead to a spirited discussion of the merits of the Information/Learning/Knowledge commons. Among those participating in the discussion in the Korbel Ballroom 4F of the Colorado Convention Center, were librarians from Northwestern, Yale, and the universities of Arizona, Cincinnati, Miami, (Florida), South Florida, and Massachusetts (Amherst).

Reference was first made to the University of Massachusetts at Amherst W.E.B. Du Bois Library's Learning Commons, whose surveys, focus group, reference question transcriptions, and question-type tallies revealed that reference users have a strong preference for face-to-face and roving assistance over their previous tiered model of reference service. (See: Fitzpatrick, Elizabeth B., Moore, Ann C., Lang, Beth, W. (2008). "Reference Librarians at the Reference Desk

in a Learning Commons: A Mixed Methods Evaluation." *Journal of Academic Librarianship*, 34(3), 231-238.). The Information/Learning/Knowledge Commons is an innovation in Academic Libraries, and the University of Massachusetts Amherst has had a Learning Commons for many years. In their words, it is a space that brings together library, technology, and other campus services in an environment that fosters informal, collaborative work and social interaction. Amherst's endeavor is also that of many other institutions, as they seek to cater to the 21st Century user who "has tons of questions, including many that are non-library related, such as how to drop/add a class." It bears noting that roving is practiced heavily in this new Information/Learning/Knowledge Commons environment, and that a healthy, collaborative relationship with the IT department is one of the keys to a Commons success. --Cynthia Dottin

Mobile Learning: Best Practice For Information Literacy ACRL- IS Current Topics Discussion I

Jim Hahn, University of Illinois at Urbana-Champaign, convened a discussion forum on the information literacy aspects of mobile learning. He began the session by asking participants to share their experiences with the use of cell phones during library instruction sessions. A few participants had classes interrupted by ringing cell phones, but the biggest problem encountered was students answering their cell phones while receiving help at the reference desk. A few librarians also mentioned that they had seen students use their cell phones for research by sending call numbers or citations via text message. Following the initial discussion, Jim gave a brief introduction to mobile learning technologies, and the learning opportunities available (quizzes on iPods, SMS exercises, Apple iTunes applications). The participants were then asked to discuss a series of questions with the group at their tables:

1. Mobile learning is personalized, short / bite-sized in content, and informal. To what extent do our conceptualizations of learning influence how we view mobile learning?
2. Given the personal nature of mobile computing, in what ways can information literacy instructors ensure that their students are developing the appropriate privacy skills to protect themselves in future mobile social networks?
3. What do first-year undergraduate students bring to this sphere? (Consider technology aptitude, and also a highly scheduled and commoditized existence centered upon a highly adaptive and changing social network.)
4. As the field moves very quickly and is a non-traditional area for packaging learning content, what do libraries need to know about mobile technology?
5. How does one assess learning that is personal? (Is clicker technology relevant? In what ways is mobile learning similar/different than clicker class response systems?)





- What standards does the system support – MARC21, Dublin Core, MODS, SIP, NCIP, etc,
- Does it stand up to scalability?
- Is there current development activity and a substantial development community?
- What other kinds of support are available and what are those costs?
- Is the current source code available under the GNU General Public License?

If you think you're in the right environment, give open source a try – you may like it.



Additional Resources

Balnaves, Edmund. "Open Source Library Management Systems: A Multidimensional Evaluation." *Australian Academic & Research Libraries* 39.1 (2008): 1-13.

Boss, Richard W. "Open Source" Integrated Library System Software., 2008. <<http://www.ala.org/ala/mgrps/divs/pla/plapublications/platechnotes/opensource2008.doc>>.

Bowen, Jennifer. "Metadata to Support Next-Generation Library Resource Discovery: Lessons from the eXtensible Catalog, Phase 1." *Information Technology & Libraries* 27.2 (2008): 5-19. <https://urresearch.rochester.edu/retrieve/14621/Bowen_article_27n2.pdf>.

Breeding, Marshall. "Open Source Integrated Library Systems." *Library Technology Reports* 44.8 (2008): 1-32.

---. "An Update on Open Source ILS." *Computers in Libraries* 27.3 (2007): 27-9.

---. "An Update on Open Source ILS." *Information Today* 19.9 (2002): 42.

---. "The Viability of Open Source ILS." *Bulletin of the American Society for Information Science & Technology* 35.2 (2008): 20-5.

Catt, Martha. "Evergreen Migrates to Indiana." *Indiana Libraries* 27.2 (2008): 58-67.

Chadwell, Faye A. "What's Next for Collection Management and Managers?" *Collection Management* 33.4 (2008): 263-71.

Colford, Scot. "Explaining Free and Open Source Software." *Bulletin of the American Society for Information Science and Technology* (Online) 35.2 (2009): 10.

Corrado, Edward M. "Models for Open Source Integrated Library Systems Models for Open Source Integrated Library Systems." 2007 New Jersey Library Association Conference. Long Branch, NJ, April 25, 2007. February 7, 2009 <<http://ecorrado.us/scholarly/njla2007/njla2007.pdf>>.

Dalziel, Karin. "Open Source Meets Turnkey: Koha for Software, LibLime for Support." *PNLA Quarterly* 72.3 (2008): 6-16.

Datema, Jay. "Evergreen Powers LibLime." *Library Journal* 131.20 (2006): 41.

deVoe, Kristen. "Innovations Affecting Us – Open Source in the Library: An Alternative to the Commercial ILS?" *Against the Grain* 19.2 (2007): 88-9.

"Evergreen Open-Source ILS." *Library Hi Tech News* 23.7 (2006): 33-4.

Guess, Andy. "Open Minds, Open Books, Open Source."

Inside Higher Ed (2008). <<http://www.insidehighered.com/news/2008/02/19/opensource>>.

Hadro, Josh. "'Koha with Class' Goes 3.0." *Library Journal* 133.18 (2008): 21.

Henderson, Melissa. "Heresy and Misconduct: Evolution in Library Automation." *ILA Reporter* 26.3 (2008): 4-7.

Hyman, Ben, and Julie Walker. "Case Study: The Evergreen Open Source Integrated Library System; Its Origins and Significant Implementations in the USA and Canada." World Library and Information Congress: 74th IFLA General Conference and Council. Quebec, Canada, August 10-14, 2008. <http://www.ifla.org/IV/ifla74/papers/159-Hyman_Walker-en.pdf>.

Jaffe, Lee David, and Greg Careaga. "Standing Up for Open Source." *Library Philosophy & Practice* 9.3 (2007): 1-17.

"Liblime, Extensible Catalog Project Partner." *Advanced Technology Libraries* 37.8 (2008): 5-6.

"The Library 2.0 Gang » Blog Archive » Library 2.0 Gang 08/08: Open Source Systems." <<http://librarygang.talis.com/2008/08/12/august-2008-open-source-systems/>>.

Molyneux, Robert E. "Evergreen in Context." *Bulletin of the American Society for Information Science and Technology* (Online) 35.2 (2009): 26.

Morgan, Eric Lease. "Catalog Collectivism – XC and the Future of Library Search." <<http://www.library.nd.edu/daiad/morgan/musings/future-of-search/>>

---. "Introduction: Open Source Software in Libraries." *Bulletin of the American Society for Information Science and Technology* (Online) 35.2 (2009): 8.

Nebraska Library Commission. "Open Source Integrated Library System." <<http://www.nlc.state.ne.us/netserv/opensource.html>>.

Pace, Andrew K. "Technically Speaking: Giving Homegrown Software Its Due." *American Libraries* 37.10 (2006): 50-1.

Riewe, Linda M. Survey of Open Source Integrated Library Systems. Master of Library and Information Science San José State University, 2008 San José, CA February 7, 2009 <<http://users.sfo.com/~lmr/ils-survey/080831-paper-Riewe.pdf>>.

Routt, Deidre. "The Open Source Task Force." *Nebraska Library Association Quarterly* 39.4 (2008): 3-5.

Schneider, K. G. "The Thick of the Fray: Open Source Software in Libraries in the First Decade of this Century." *Bulletin of the American Society for Information Science and Technology* (Online) 35.2 (2009): 15-9.

Tate, Allen D. "Open Source In Libraries - Why Open Source?" <http://opensourceinlibraries.com/index.php?option=com_content&task=view&id=2&Itemid=6>.

Tennant, Roy. "Dawn of a New Era." *Library Journal* 132.3 (2007): 27.

As always, send questions and comments to:

Snail Mail:

Billie Peterson-Lugo

Moody Memorial Library

Baylor University

One Bear Place #97148

Waco, TX 76798-7148

E-Mail: billie_peterson@baylor.edu





STANDING COMMITTEES

Adult Learners

This committee is charged with assisting library professionals to more effectively serve adult learners.

Conference Program

This committee shall be responsible for annual program preparation and presentation.

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.

Membership

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

Newsletter

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

Organization and Planning

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

Research

The committee will identify, review, and disseminate information about in-depth state-of-the-art research about library instruction for all types of libraries.

Teaching, Learning, and Technology

This committee will be responsible for identifying and promoting the use of technology in library instruction.

Top 20

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

Transitions to College

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

Web Advisory

This committee shall provide oversight and overall direction for the LIRT Web site.

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