

LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 33 No. 2 December 2010



From The President

By Kawanna Bright

Hello from warm and beautiful southern Texas! I hope this newsletter finds everyone well and enjoying the sliding of fall into winter. Things have been busy for LIRT as we continue to work behind the scenes to turn the outcomes of our last retreat into actions that will benefit everyone. The Midwinter meeting will be a great opportunity for us to check in on our progress and continue to prepare and push towards Annual in New Orleans.

Speaking of Midwinter, most of you who experience true winters will likely be looking forward to a trip to sunny Southern California. There's plenty to do near the Convention Center and around the city from the Gaslamp Quarter to Coronado--including numerous museums, art galleries, and gardens to explore. Throw in the San Diego Zoo, Sea World, and LEGOLAND California (for those who might be bringing the fam along), and you've got plenty to keep you busy...when you aren't in meetings, of course!



Though Midwinter will be mostly a business meeting for LIRT, we will be hosting our *Midwinter Discussion Forum*. This year we will be focusing on online collaboration tools. We are scheduled for Sunday, January 9th from 10:30 – noon. Hotel and room information is forthcoming, so be sure to check the LIRT site, ALA Connect, or LIRT's Facebook site for additional information as we approach the opening day of the conference. For those who are interested in what LIRT is doing, remember that the LIRT Steering and All-Committees' meetings are open and that we welcome you to listen in on them. Meeting times are included in this newsletter, and hotel and room information will be made available through our different online venues as soon as it becomes available.

I wish you all wonderful holiday seasons and safe travels. Hope to see you in sunny San Diego!



Kawanna

Inside

From the President.....	1
LIRT Midwinter Discussion Forum....	2
Sign up for LIRT-L.....	2
Join LIRT on Facebook!.....	2
LIRT Midwinter meetings.....	3
BITES with LIRT: Save the Dates!.....	3
From the Editor.....	4
Check These Out!.....	5
LILAC Conference.....	7
The Cochrane Library.....	9
TechTalk: QR Qrious.....	10
LIRT Standing Committees.....	16



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.

issn 0270-6792

LIRT Discussion Forum at ALA Midwinter

Sunday, January 9, 2011, 10:30 am – 12:00 pm

Share, Talk, and Write with Free Online Collaboration Tools!



The Web Advisory Committee would like to invite you to join us in a discussion about free or low-cost tools available for online conferencing, collaborative writing, editing and file sharing. We'll look at their use in instruction, committee work, and other applications, as well as what works, what doesn't, and best practices. Everyone is welcome, whether you are new to using online collaboration tools and want to learn more, or if you want to share your experiences.

A•LIRT!!!

Remember in December . . .

IT'S ALL ONLINE - and IT'S ONLY ONLINE!



Don't be left in the cold
Sign up on LIRT-L
And get LIRT News
before it gets old

You must subscribe to LIRT-L to link to our quarterly updates on the hottest library instruction topics ever!

To subscribe to LIRT-L:

1. Send an email to sympa@ala.org
2. Leave the subject empty.
3. In the body, simply put a single line:
Subscribe LIRT-L firstname Lastname

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://fleetwood.baylor.edu/lirt/lirtnews/>

Editor:

Rebecca A. Martin, Associate Professor
Northern Illinois University
--Founders Memorial Library
DeKalb, IL 60115
rmartin2@niu.edu

Contributions to be considered for the **March 2011 issue** must be sent to the editor by **January 15, 2011**.

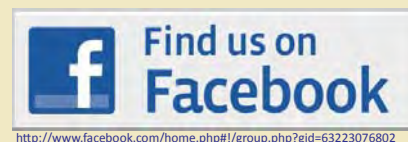
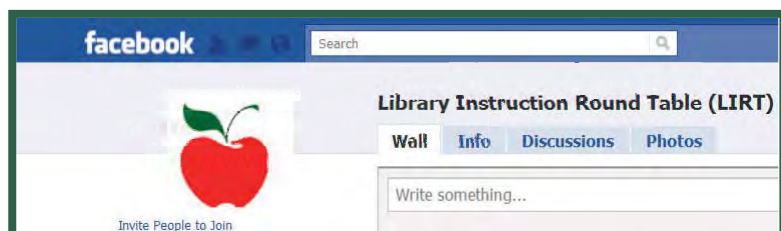
Send claims to:

Darlana 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





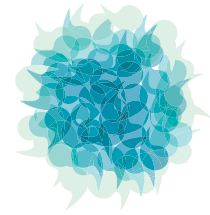
LIRT Midwinter 2011 Meetings in San Diego

Saturday, January 8, 2011

8:00 – 9:00 LIRT Executive Committee I Meeting (CLOSED)

9:00 – 10:30 LIRT Steering Committee I Meeting

10:30 – 12:00 LIRT All Committees I Meeting



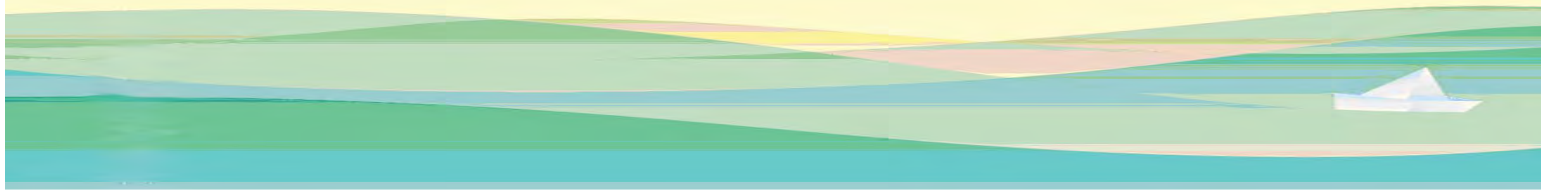
American Library Association
sandiego
Midwinter Meeting & Exhibits
January 7-11, 2011

Monday, January 10, 2011

8:00 – 9:00 LIRT All Committees II Meeting

9:00 – 10:30 LIRT Steering Committee II Meeting

10:30 – 12:00 LIRT Executive Committee II Meeting (CLOSED)



BITES with LIRT: Save these dates!

LIRT (Library Instruction Round Table) is organizing “Bites with LIRT” groups for lunch at moderately priced restaurants during the ALA Midwinter Meeting in San Diego, CA. This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant.



These lunches will take place on **Saturday, January 8, 2011** and **Sunday, January 9, 2011** from **12:30-1:30 p.m.** Restaurants and locations will be posted on ALA Connect.

Please direct questions to:

Shana Higgins

Co-Chair, Membership Committee, LIRT

Email: shana_higgins@redlands.edu

Phone: 909.748.8097



From The Editor

Happy Holidays LIRT Librarians!

I hope you are now settled in and receiving your alert to the availability of the current online newsletter through the LIRT-L listserv and are able to download the PDF from the link provided on the LIRT website. If not, please let me know!

Online LIRT News puts the networking experience at your fingertips. With just a few clicks you are savvy to key trends in library instruction and useful links to upcoming LIRT events, such as the Bites with LIRT lunches in San Diego. Plus you can now match names to faces through captions and photos, such as LIRT President Kawanna Bright.

The December issue is no exception to the eclectic mix of topics on instruction that the newsletter receives—databases geared toward research on healthcare treatments, reflective teaching journals, innovative uses of QR codes, and an interesting information literacy conference that was held in Limerick, Ireland.

By the way, it would be impossible to put out this publication without the help of the LIRT Newsletter committee, a group of seven sharp and thoughtful librarians who draw out the very best in your submissions and meet the deadlines to boot. Not to mention Susan Gangl, who works her magic as production editor. Thanks to all of you. As we wind down 2010, I must confess that the above-mentioned conference in Ireland got me wondering about how we might be able to use limericks to improve library instruction—or at least liven up our advice to each other on doing so. You know, share a little wholesome humor. Here goes:



*There once was a wise bride from Argosy,
Who taught to her students of literacy,
Something old, something new,
Something borrowed, something blue,
For boredom was worse than apostasy.*

I think I need a wiser Muse, but if you have an original limerick about improving library instruction that you'd like to share, send it my way. The newsletter committee and I will select the best one for the Spring issue.

Wishing you a great New Year and see you in San Diego!

Rebecca





Check These Out!

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

Effective information literacy instructors need solid pedagogical knowledge, as well as the motivation to seek continuous self-improvement as teachers. How have librarians prepared to become teachers? What techniques do library instructors use to review and improve their experiences in the classroom? How is information literacy covered in the curriculum of library science programs in North America? Check these out, and enjoy!

Bewick, Laura and Sheila Corral. "Developing Librarians as Teachers: A Study of Their Pedagogical Knowledge." *Journal of Librarianship and Information Science* 42.2 (2010): 97-110.

Bewick and Corral sought to investigate and analyze the teaching knowledge and experiences of subject librarians in higher education institutions throughout the United Kingdom. Areas for investigation included the extent and nature of teaching activities; levels of pedagogical knowledge; impact of pedagogical knowledge on instruction practices; whether librarians felt sufficiently prepared to fulfill their teaching roles; and potential needs for additional training and professional development support. Bewick and Corral distributed an online questionnaire to subject librarians from 191 higher education institutions in the United Kingdom (listed on the "UK Higher Education and Research Opportunities" site). The respondents participated in a variety of instructional activities: over 90% of respondents provided instruction for small groups, developed guides and training materials, and provided one-on-one teaching support (impromptu and prearranged). Nearly 80% of respondents also provided instruction for large groups. Regarding the development of pedagogical knowledge, most of the respondents primarily acquired their skills informally on the job, or by trial and error. Nearly half of the respondents also attended 1-2 day workshops. Other activities included participating in an extended educational program (several weeks long), observing colleagues, and reading the literature. Selected respondents also noted their experience with public speaking, acting, or another area of public performance. The majority of respondents noted that they had sufficient background knowledge and experience to fulfill their teaching roles.

Respondents indicated that their knowledge of diverse learning styles, instructional methods and techniques, and lesson planning had the most valuable impact on their teaching. Regarding recommendations for developing teaching skills and pedagogical knowledge, more than half of respondents expressed a preference for having more course offerings and formal program options specific to information literacy instruction as part of the professional library science curriculum.

Forrest, Margaret E.S. "On Becoming a Critically Reflective Practitioner." *Health Information and Libraries Journal* 25 (2008): 229-232.

Being reflective can help library instructors become more self-aware, enhance their knowledge, and improve the quality of their work. The process of reflecting after class can help instructors think critically about how to improve their teaching and may encourage them to solicit and discuss feedback from colleagues and supervisors. Reflecting and analyzing feedback can also lead educators to develop new theories of learning and to revise their teaching plans. In order to facilitate the reflective process, educators can contemplate and record their thoughts about what went well during a class, what could be improved and/or changed and what should be added or omitted. Students can also benefit from reflective activities in the classroom. For example, an instructor can strategically incorporate breaks into the lesson that involve asking students to think about and record what they have just learned.

Check These Out!, continued on page 6





Sproles, Claudene, Anna Marie Johnson & Leslie Farison. "What the Teachers Are Teaching: How MLIS Programs Are Preparing Academic Librarians for Instructional Roles." *Journal of Education for Library and Information Science* 49.3 (2008): 195-209.

Instruction has become a critical and ubiquitous responsibility for public services librarians, and the literature indicates that library science programs have made steady (although relatively slow) gains in developing and offering information literacy instruction courses. Sproles, Johnson and Farison explore and assess the content of information literacy and basic reference courses (as the literature indicates that nearly all postings for academic library reference positions include an instruction component). The authors distributed e-mail requests for library instruction and basic reference course syllabi from fifty-four American Library Association-accredited programs in North America. As a result, the authors obtained forty-five basic reference syllabi, and thirty-five library instruction syllabi. Sproles, Johnson and Farison also searched course catalogs from the fifty-four schools in order to determine whether reference courses were required, and if library instruction courses were listed. They found that a reference course was required at 72.2% of the institutions from which data was collected. Through their review of the syllabi of forty-five basic reference courses, the authors also found that library instruction was covered in 66.6% of the courses analyzed. In order to assess the content of the library instruction courses, Sproles, Johnson and Farison used twelve proficiency areas (outlined in the 2007 Association of College and Research Libraries' (ACRL) *Standards and Proficiencies for Instruction Librarians and Coordinators*). The authors reviewed the course learning objectives and outcomes (as identified on the syllabi) and assigned each outcome one or more of the ACRL twelve proficiency areas. The most frequently emphasized proficiency was "Instructional Design," followed by "Information Literacy Integration Skills" (e.g., the ability to communicate with faculty about incorporating information literacy into the curriculum) and "Teaching Skills" (such as developing and using various teaching methods, and creating a student-centered classroom). The authors found that information literacy courses placed less emphasis on assessment, leadership, and administration skills (which are also important for developing effective instruction programs). Based on their analysis, Sproles, Johnson and

Farison conclude that while reference and information literacy courses effectively cover selected core areas in instruction, the courses alone will not provide sufficient training for library instruction responsibilities and positions. Librarians will need to continue to seek additional training and continuing education opportunities.

Tompkins, Elizabeth K. "A Reflective Teaching Journal: An Instructional Improvement Tool for Academic Librarians." *College & Undergraduate Libraries* 16.4 (2009): 221-238.

Tompkins explores the theory and practice of reflective teaching. Educators who engage in reflective practice carefully review and critically scrutinize their teaching efforts and may make decisions to change their approach and implement different techniques as a result. Procedures for implementing reflective practice include (among others) keeping a professional journal and having peer evaluation conferences (which involve discussion and analysis of teaching practice). Summarizing the literature on reflective journal writing, Tompkins explores approaches to recording and critically analyzing pedagogical practice. For example, educators could ask themselves a series of questions about how they feel about their teaching, what they have learned, and what actions they will take as a result. The literature describes various stages of reflection, such as identifying a problematic teaching area, assessing a problem from various viewpoints, and developing solutions to problem issues in the classroom. Tompkins describes the process of developing her own reflective library instruction journal. During the fall 2007 and spring 2008 semesters, the author documented her experiences of providing instruction for fifteen classes for first-year students enrolled in a freshman learning communities program at the Kingsborough Community College in New York. The documentation process helped her to assess problem areas; for example, students were not engaged by an introductory PowerPoint presentation and had difficulty following the search examples. After asking herself and reflecting on how she could engage students more effectively and keep them on task, Tompkins replaced the introductory PowerPoint presentation with a hands-on activity and added sample searches on her handout (with example keywords printed clearly in bold).



LILAC: An Information Literacy Conference You Won't Want to Miss



Stephanie Rosenblatt
Education Librarian
California State University, Fullerton
srosenblatt@Exchange.FULLERTON.EDU

Somewhere out in the blogosphere, a librarian has a list of 20 conferences you should attend before you die. My submission to that list would be the *Librarians' Information Literacy Annual Conference* (LILAC) at <http://lilacconference.com/WP/>. This is an international conference that some have described as the LOEX of the UK. It is sponsored by the Chartered Institute of Library and Information Professionals (CILIP) at <http://www.cilip.org.uk/Pages/default.aspx>, which is the UK version of ALA.

LILAC attracts a large number of academic librarians, but public and school librarians also attend. This conference will appeal to the novice IL instructor who wants to learn the basics about active learning and lesson design, but it will also appeal to those who want to explore these practices on a deeper level. At the conference, you will hear about how your colleagues have measured the impact of IL on student learning, engaged in a debate about the definition of information literacy, explored technologies or instructional modalities that promote IL skill acquisition, and learned about programs and best practices being employed by librarians from institutions around the globe.

Last year's conference, held in Limerick, Ireland, had presenters and attendees from over 30 countries. More than 80 sessions were offered in the course of two and a half days, and these explored themes about information literacy as it relates to research, developing the IL practitioner, measuring impact, making connections, and innovative practices.

There were three excellent keynote speakers, but my favorite was Professor Karen E. Fisher, from the Information School at the University of Washington. She spoke about *Lay Information Mediarities* (LIMs) and public libraries. LIMs find information for other people, often without being formally asked. As Prof. Fisher described them, LIMs are often adolescent immigrants who use the public library to gather information or answer questions for friends or family members. Her speech expanded upon the definition of "imposed query" and information literacy. Currently, we think of information literacy in terms of a skill set acquired by an individual. This individual demonstrates his/her mastery of IL skills by producing evidence that he/she has used the information for a purpose and has integrated it into his/her knowledge base. But how is IL demonstrated when the person finding and evaluating the information is not its ultimate user?

If you're looking for a chance to expand your understanding of information literacy, to hobnob with intelligent colleagues who feel as passionate about their work as you do, and to enjoy a wonderful conference dinner, attend LILAC. The 2011 Conference will be held at the British Library in London, from April 18-20. For more details, see the Web site at <http://lilacconference.com/WP/>.



The Cochrane Library: A Brief Explanation

Emily Sztas
Public Services Librarian
Carlow University
emsztas@carlow.edu



The Cochrane Library is a high-quality, online source of medical research information that is supported by an international network of people known as the Cochrane Collaboration. While most librarians are familiar with searching Medline or PubMed for medical literature, they might not know that specialized documents supporting evidence-based healthcare can be found in The Cochrane Library. Libraries may subscribe to these databases via EbscoHost or OVID's Evidence-Based Medicine Reviews, or they can be accessed through the Wiley InterScience interface on Cochrane's open access Web site. The following is a short explanation of how the Cochrane Library's six databases address specific information needs.

Database of Systematic Reviews and Database of Abstracts of Reviews of Effects

Systematic reviews are indexed in the *Database of Systematic Reviews* as well as in the *Database of Abstracts of Reviews of Effects*, with the former being the only Cochrane database that is full text. Systematic Reviews offers information on how to address a clinical situation by synthesizing all the relevant data available into one conclusion rather than preparing original research. The contributors must do an exhaustive search for and assessment of all valid evidence on a specific medical question and then combine the data mathematically to give the reader a concrete answer as to what is recommended practice. There are also strict guidelines for publishing a systematic review in the online *Cochrane Handbook for Systematic Reviews of Interventions*, which outlines how evidence included in the review is identified and evaluated for methodological quality, how data is extracted, and how conclusions are drawn. When it comes to looking for the best treatment available, the user sees within one document (the systematic review) all the relevant, high-quality evidence related to that research topic, which is a big help. (Higgins and Green)

Cochrane Central Register of Controlled Trials

Systematic reviews are only as good as the studies that provide the data, but it is not possible to combine data from one type of document with data from another type of document. All the data needs to come from studies that are conducted under similar conditions, which is why systematic reviews rely on randomized controlled trials, also known as clinical trials. These trials test the effectiveness of a healthcare intervention by randomly assigning the participants either into a group that receives an intervention or into a control group that receives a placebo. The outcomes of the groups are then compared. If it is not possible to find a systematic review to answer a clinical question, another possibility is to try to locate a randomized controlled trial since systematic reviews rely heavily on them for data. (Cullum 51)

With that in mind, The *Central Register of Controlled Titles* is by far the largest database of the Cochrane Library since it contains hundreds of thousands of searchable records, whereas the other five databases currently have only a few thousand records. The Central Register only has citations to records, but the citations are useful because of their depth of detail. This database is also useful because it indexes studies in hard-to-find grey literature, which is just as valid as the research found in peer reviewed journals. In addition, the Cochrane Collaboration is evenhanded in representing studies that show whether or not a healthcare treatment is successful. Hopewell et al. show that an overrepresentation of the positive effects of healthcare treatments has occurred because studies about the positive effects are much more likely to be published in a journal than a study with the conclusion "no effect" or "negative effect", even when the latter is a valid conclusion (10).



Cochrane Methodology Register

This citations-only database relates to the methodology of randomized controlled trials. While the validity of systematic reviews relies on the data of trials being valid, so too do the trials rely on the validity of the methodology used to execute the study. For questions about how to conduct a randomized controlled trial, this is the database to search.

NHS Economic Evaluations Database

This database is used to find information on the effects of a medical treatment from the perspective of administrators (not from the patient's or provider's point of view). It addresses questions related to how a treatment affects an institution, such as a hospital, or a larger population, such as a local government. This database evaluates costs, not just the economics of dollars and cents but also the cost of opportunity and the scarcity of resources. These analyses consider all treatment possibilities and how each one will impact the patient and the institution. It should be noted that health economics is a laborious read and often has controversial results (Straus 160). The results page has a variety of formats for each record, such as brief records, project records, provisional abstracts, and structured abstracts. Even in the absence of full text, the records provide more content than just the "bare bones" citation.

Health Technology Assessments

While the other five databases index documents that employ critical appraisal, this database indexes documents that are descriptive rather than critical. Nevertheless they are helpful for investigating a certain medical treatment. A variety of different documents are described—systematic reviews, questionnaires, economic evaluations etc. in an effort to place a medical treatment into an ethical, social, or economic perspective. It is also helpful for medical providers who must decide how to best implement a treatment. Most of the records include structured abstracts or brief records.



References

Cullum, Nicky. *Evidence-based Nursing: An Introduction*. Malden, MA: Blackwell /BMJ Journals/RCN Pub, 2009.

Higgins, Julian P.T., and Sally Green, eds. "Cochrane Handbook for Systematic Reviews of Interventions: Version 5.0.2." The Cochrane Collaboration. (September 2009) 15 July 2010. <<http://www.cochrane-handbook.org/>>.

Hopewell, S., Loudon, K., Clark, M.J., Oxman, A.D. and K. Dickersin. "Publication Bias in Clinical Trials Due to Statistical Significance or Direction of Trial Results." *Cochrane Database of Systematic Reviews*, 2009.1 (January 2009): 15 July 2010. <<http://www.thecochranelibrary.com>>.

Straus, Sharon E. *Evidence-based Medicine: How to Practice and Teach EBM*. Edinburgh: Elsevier/Churchill Livingstone, 2005.





TECH TALK: *QR Qrious*

By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

Dear Tech Talk-- As it happens, I was recently in Japan and saw these odd symbols scattered about – small, sort of square, consisting of smaller black and white squares. They were called “QR codes”. Now, I’m starting to see QR codes in various settings in the United States, so I’ve begun wondering about the possibilities of using QR codes in libraries. However, I’m pretty clueless about the technology. –QR Qrious



Dear QRQR-- Denso Wave, a Japanese company, developed QR (“quick response”) codes in 1994--in response to a need to store more information within barcodes. Traditional barcodes store information in one direction-- horizontally. QR codes are two-dimensional and store information both horizontally and vertically. (<http://www.denso-wave.com/qrcode/index-e.html>) Consequently, QR codes can store significantly more information than traditional barcodes. Because of this, and because of the simple way in which they function, they are a perfect tool for linking physical spaces with the virtual world--a valuable tool for libraries as they continue to evolve with both physical and virtual spaces. Within a QR code, you can store text (phone numbers, addresses, building hours, etc.) or URLs (for standard or mobile websites, videos, e-mail addresses, or any content that can be associated with a standard URL). The information can be easily decoded with most smart (or semi-smart) phones.

As noted, QR codes are heavily used in Japan and not quite as prevalent in the United States. Nonetheless, they are easily created and relatively simple to implement, using QR code generators that are freely available on the Internet. A few sample QR code generators are listed below:

- BeeTagg--<http://beetagg.com>
- Create QR Code--<http://createqrcode.appspot.com>
- QR Code Generator--<http://qrcode.kaywa.com/>
- QR Code Generator from the ZXing Project--<http://zxing.appspot.com/generator/>
- Querify--<http://www.querify.com/en/>

More can be found at the “QR Code Generator? The Best QR Code Generators” (<http://2d-code.co.uk/qrcode-generators>) or from this Google search: <http://tinyurl.com/2bv88sy>.

To use one of these generators, enter the text or the URL to be associated with the QR code, then generate the code. Depending on the generator and the desired outcome, you can print the QR code to be posted in a physical space or embed the QR code in an online environment.

The end user needs a smart (or semi-smart) phone with a camera and a QR code reader. Using the phone’s camera, the reader scans the QR code and interprets and displays the information “hidden” in the code. Because QR codes often use URLs, the smart phone may also need Internet access in order to interpret the information. Currently, some smart phones are already equipped with a QR reader. However, most users will need to download and install a QR reader on their phone. The readers can be found using the phone’s built-in application tool, if that is an option. Otherwise, a useful web page provides information on QR code readers for a wide variety of phones. (<http://www.qrme.co.uk/qrcode-resources/qrcode-readers.html>)





Interested in seeing how a QR code works? Install a reader on your phone and decode this QR code. If the QR code is too small, use the URL (<http://tinyurl.com/3xvn9bc>) to go to a full-size version.

Aaron Tay outlines a framework with 2 main uses of QR codes:

- (1) “Embed QR codes in the virtual world (e.g. blogs, online catalogues, web pages,)”
- (2) Add QR codes in the real world (e.g. At book shelves, checkout machines, posters)”

Tay goes on to say, “The other aspect seems to be what data is embedded in the QR codes, again there seem to be two main choices

- (1) A URL (maybe even to a RSS feed)
- (2) Some other data (Text, SMS, Phone number, email)” (Tay 1)

There are many examples of how libraries are experimenting with QR codes. To get a quick overview, look at Teresa Ashley’s posting in which she lists 19 library-oriented uses of QR codes. (<http://notionsark.pbworks.com/QR-Codes-and-Libraries>) For additional information, below is a sample listing of public and academic libraries that are experimenting with the use of QR codes:

- Boise State University--<http://guides.boisestate.edu/content.php?pid=141622&sid=1215474>
- California State University, Fullerton--<http://tinyurl.com/2g3wjju>
- Contra Costa County Library--<http://guides.ccclib.org/qr>
- Johns Hopkins University--<http://blogs.library.jhu.edu/wordpress/?p=3499>
- Miami University--<http://www.lib.muohio.edu/qr-codes>
- Mississippi State University--<http://tinyurl.com/2axjblq>
- Orange County Library System--<http://www.ocls.info/qrcodes>
- San Diego State University--<http://infodome.sdsu.edu/howto/qrcodes.shtml>
- University of Bath--<http://tinyurl.com/dxbuqm>
- University of California, Berkeley--<http://tinyurl.com/2bqz5n4>
- University of California, Irvine--<http://www.lib.uci.edu/features/spotlights/qr.html>
- University of Huddersfield--<http://www2.hud.ac.uk/cls/library/usingIT/qrcodes.php>
- University of Technology Sydney--<http://www.lib.uts.edu.au/news/articles/8425>
- Wake Forest University--<http://tinyurl.com/233d3fz>

Some libraries have also developed YouTube videos to promote their use of QR codes:

- College of Lake County--<http://www.youtube.com/watch?v=O6Jk1bfobXA>
- Geneva Public Library--<http://www.youtube.com/watch?v=wr7sGdJy23k>
- Miami University Library--<http://www.youtube.com/watch?v=z7QaUCIznXM>
- Orange County Library System--http://www.youtube.com/watch?v=3Jdqu_K6Bj8
- QR Codes on Library Books--<http://www.youtube.com/watch?v=1M6ZqTQWjeo>
- Skokie Public Library--<http://www.youtube.com/watch?v=RApQawIMxcA>



Last, use “QR Codes--Library Success: A Best Practices Wiki” (http://www.libsuccess.org/index.php?title=QR_Codes) for updates on libraries that use QR codes.

As with any (relatively) new technology, there are advantages and disadvantages associated with QR codes. The advantages include:

- Easy to create and deploy;
- Easy for end user to use;
- Effective connections between physical spaces and virtual environments;
- Effective point-of-use instruction models;
- Keyboard-less access to information; and
- Interoperability provided by the ISO/IEC18004 standard.

Disadvantages are:

- Not widely deployed in the US--although this trend is changing;
- Must have at least a semi-smart phone with a camera and (optimally) Internet access;
- Must install QR code reader software;
- Data charges for those without data packages;
- Difficult to track specific usage; and
- This technology, like all technology, inevitably changes and evolves.

Perhaps the most significant disadvantage of QR codes is the overall lack of familiarity with them in the United States, immediately followed by the need to install appropriate QR scanning software on mobile devices.

This issue is verified by research done by the University of Bath, which received a JISC Learning and Teaching Innovation Grant to:

- “explore the educational uses of QR Codes, and
- develop a community of practice around the pedagogical application of QR codes” (<http://www.bath.ac.uk/learningandteaching/staff/aramsden.php>)

In fall 2008, the university distributed a survey to students. From 1,790 students (a 17% response rate) it was found that “one in ten students [is] aware of what a QR code is. One in 50 [has] accessed QR codes, and the majority of students currently own a mobile phone that can read QR codes.” (Ramsden and Lindsay 2) Although the study was conducted two years ago in Great Britain, one can still extrapolate the results to a US population--there is some awareness of QR codes and the majority of cell phone users have phones that can function with QR codes, but relatively few people have actually used them.

Walsh (from the University of Huddersfield) adds to the experience at the University of Bath, by stating, “Preliminary results [of a pilot study] suggest. . . that our students find even a fairly low barrier to use, such as downloading a free, readily available application onto their camera phone a hindrance. They need convincing that any new service will bring them concrete, easily perceivable benefits before they will investigate how to use that service.” (Walsh 61)

Clearly QR codes provide some interesting possibilities for connecting library users in physical spaces with libraries’ ever-growing virtual presence--not just their web presence, but any of the electronic resources and virtual services. Wisniewski, in particular, stresses that, “Thanks to location-based services, RFID, QR codes,



and other technologies, it's now possible to augment a user's real-world experience of the library with all of the richness of our online collections, services, and other information. This benefits the user experience and, at the same time, provides libraries with a greater ROI in the digital realm." (Wisniewski 57)

To summarize, QR codes offer unique opportunities along with a fair number of challenges. Those interested in QR codes in a learning environment need to experiment with them and also monitor the research conducted by staff at the University of Bath and elsewhere. (<http://blogs.bath.ac.uk/qrcode/>) At the same time, they need to be mindful of the end users' needs. As MacKinnon and Sanford state, "As with any use of technology to provide service, a key to success for this project will be in providing purposeful and relevant access to library services through the placement of QR codes wherever and whenever it makes sense for our patrons." (MacKinnon and Sanford 8)

Additional Resources

7 things you should know about... QR Codes. EDUCAUSE Learning Initiative <<http://net.educause.edu/ir/library/pdf/ELI7046.pdf>>.

Around The World in 80 Days with QR Codes. <<http://2d-code.co.uk/around-the-world-with-qr-codes/>>.

Ashley, Teresa. *notionsark / QR Codes and Libraries.* <<http://notionsark.pbworks.com/QR-Codes-and-Libraries>>.

Bibliothekia: QR Codes and Libraries. <<http://bibliothekia.blogspot.com/2008/09/qr-codes-and-libraries.html>>.

Etches-Johnson, Amanda. "Mobilizing Content and Creating Richer User Experiences with ... BARCODES." *Access* 15.4 (2009): 26-7.

Farkas, Meredith. "Guided by Barcodes." *American Libraries* 41.8 (2010): 26.

Hill, Nate. "Hyperlinking Reality." *Library Journal* 134.12 (2009): 38-9.

MacKinnon, Paula, and Cathy Sanford. "Snap & Go: A QReactive Case in Point." *Library Hi Tech News* 27.4 (2010): 5-8.

"Marketing for the QRious: The Beginner's Guide to using QR Codes for Library Promotions and Resources." *Multimedia Information & Technology* 36.3 (2010): 26-7.

McKiernan, Gerard. *Spectrum > Mobile Learning, Libraries, and Technologies: QR Codes in Publications.* <<http://mobile-libraries.blogspot.com/2009/05/qr-codes-in-publications.html>>.

QR Code--Wikipedia, the free encyclopedia. <http://en.wikipedia.org/wiki/QR_codes>.

"QR Codes and the Mobile Web." *inCite* 31.1 (2010): 19.

QR Code and Two Dimensional Barcode News. <<http://2d-code.co.uk/>>.

QR Codes Explained. <<http://www.qrme.co.uk/qr-codes-explained.html>>.

QR Codes in the Wild. <<http://www.flickr.com/groups/qrcodes>>.

"Qr Codes to Extend Library's Reach in Contra Costa, Ca." *Library Journal* 135.1 (2010): 22-5.



Ramsden, Andy, and Lindsay Jordan. Are Students Ready for QR Codes? Findings from a Student Survey at the University of Bath. United Kingdom: University of Bath, 2009. <http://opus.bath.ac.uk/12782/1/qrcodes_student_survey_uniofbath_feb09.pdf>.

Rigby, Lex. *QR Codes in Libraries and Higher Education*. <<http://www.lexrigby.com/2009/03/26/qr-codes-in-libraries-and-higher-education/>>.

Robinson, Kate, and Laurence Lockton. "QR Codes and their Applications for Libraries: A Case Study". The Second International m-Libraries Conference. 2009, Vancouver, British Columbia. Facet Publishing, 2010. <<http://ocs.sfu.ca/m-libraries/index.php/mlib/mlib2009/paper/view/9>>.

Tay, Aaron. *Musings about Librarianship: QR Codes for Libraries - Some Thoughts*. <<http://musingsaboutlibrarianship.blogspot.com/2010/02/qr-codes-for-libraries-some-thoughts.html>>.

Using QR Codes in Libraries--Thoughts and a Free QR Code Generator » Mosio: Mobile Reference + Text Messaging. <<http://www.textalibrarian.com/mobileref/qr-codes-for-libraries-thoughts-a-qr-code-generator/>>.

Walsh, Andrew. *Extreme Makeover: Transforming the Face of Your Library Service. QR Tags and Mobile Phones in the Library*. <<http://librarymobiles.blogspot.com/2009/10/extreme-makeover-transforming-face-of.html>>

---. "QR Codes - Using Mobile Phones to Deliver Library Instruction and Help at the Point of Need." *Journal of Information Literacy* 4.1 (2010): 55-63.

---. "Quick Response Codes and Libraries." *Library Hi Tech News* 26.5 (2009): 7-9.

Wisniewski, Jeff. "Bridging the Other Digital Divide." *Online* 34.5 (2010): 55-7.



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

Please share your experiences with LIRT.
Send your articles to Rebecca Martin
(rmartin2@niu.edu)



Library Instruction Round Table News

c/o Darlena Davis
American Library Association
50 E. Huron Street
Chicago, IL 60611

LIRT 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.

Teaching, Learning, & 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://fleetwood.baylor.edu/lirt/volform.php>

<http://www.ala.org/ala/conferenceevents/upcoming/midwinter/generalinformation/index.cfm>

sandiego
conferencesevents/upcoming/
American Library Association
Midwinter Meeting & Exhibits
January 7-11, 2011