School Public Special Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

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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.

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From The Vice President

By Kawanna Bright

Greetings to everyone and much warmth to everyone enduring what is turning into a historic winter for many of us. January brought us into a new year and a new decade, and the Midwinter meeting in Boston offered us some insights into what we will be facing in the year to come. It will come as no surprise to many of you that many of the discussions centered on the financial situation of ALA and the impact that the struggling economy continues to have on all of us. But along with the discussions of the struggles came the discussions of how we can work together to come through these difficult times.

LIRT is among the groups that have seen some drops in our membership numbers for a second straight year. Despite this, our overall numbers are strong and participation in LIRT committees has remained fairly steady. LIRT committees are adapting to the needs of their members by investigating virtual options for committee participation. Members of the Transitions to College Committee even held their committee meeting with the help of two iPhones! LIRT will continue to explore and consider these and all available options as we head towards the Annual Conference and our next planning retreat.

For those who are looking for opportunities to participate further in LIRT, please consider volunteering for a LIRT committee. There are a number of openings available for 2010-2012, so consider contributing your ideas and make an impact on the work of LIRT. Committee information and the volunteer form can be found on the LIRT web site: http://fleetwood.baylor.edu/LIRT.

I'll look forward to seeing many of you in D.C. during the Annual Conference. Until then, stay warm and look forward to Spring – I know I am!

Kawanna

by Jeff Knapp
jeff.knapp@psu.edu

From The Editor

Hello everyone! I hope this copy of LIRT News finds you well. We've got a lot to offer in this issue—in the way of articles and reports of LIRT activity at Midwinter—so I'll keep this brief.

I've gotten some feedback from you about how you feel about the possibility of LIRT News going to an electronic-only format, and I appreciate it. It was discussed in Boston, and while no decisions have been made at this time, it will be decided by the LIRT Steering Committee at the LIRT Retreat being held in Washington, D.C. in June. We will be looking at ways of retaining all the content you expect from LIRT News, while reducing costs as much as possible.

How can we do that? Are there new ideas you have for LIRT News? What would you like to see in the future in terms of the kind of content we provide?

Please drop me a line at knapp@psu.edu. I'm happy to hear your thoughts!

Jeff

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

Please share your experiences with LIRT.
Send your articles to Jeff Knapp (jeff.knapp@psu.edu)

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LIRT Committee Reports

Meeting in Boston, left to right: LIRT News - Teaching, Learning & Technology - Organization & Planning - Web Advisory - Adult Learners - Conference Program 2011 - Membership. See larger photos, page 7.

LIRT Top 20

Kate Gronemyer, Chair

The Top 20 committee grew to 14 members this year, 11 of whom are virtual members. We continue to organize ourselves using email and a Google Group where we post shared documents like our reading lists and evaluation rubric as well as copies of articles from our final reading list (deleted before the next year's work begins.)

We are in the midst of selecting this year's list of the top 20 library instruction articles. As a committee we read through over 2000 pages of articles and have narrowed our list down to 46 (plus articles published at the end of 2009 that will be added in the next few days.) Now we're all reading the top-rated articles with a deadline of around February 1st to make our final selections. Unless we hear differently we will plan to publish our annotated list in the June issue of the newsletter.

While I will be at ALA Annual I think this group is an excellent example of a committee that can continue to perform our duties without requiring two face-to-face meetings a year. That said, I'm sorry to have missed everyone in Boston!

Newsletter

Jeff Knapp and Rebecca Martin, Co-Chairs

From Steering I, we discussed what the process should be for moving LIRT News to an electronic-only format and discontinuing the printed edition. The motion we drafted is below, and it was subsequently passed during Steering II on Monday morning.
During Steering I, an informal vote was taken, and the winning design for the new LIRT News design was the one with the left-column bar layout.
MOTION APPROVED AT STEERING II: I move that the question of whether to discontinue the printed edition of LIRT News be resolved at the LIRT Retreat to be held during the ALA Annual Conference in Washington, D.C. in June 2010. Some of the questions to be resolved include:

- What format will LIRT News take if print is discontinued? (e.g., PDF file hosted on a server with email notification to members; HTML-formatted email, etc.)
- By what date will the print edition be discontinued?
- Will the electronic edition be password-protected, so that access to the newsletter is exclusively for LIRT members?
- What should be done with the projected savings that would result from discontinuing print?

Liaison

Cynthia Dottin, Chair

During ALA Midwinter in Boston the Liaison Committee did not meet during the All Committees meetings. Of the three members, one member was absent due to a health issue, and the other due to a meeting conflict. The Liaison Committee expects to provide five reports for the March Newsletter. At the time of the Midwinter meeting, committee members had still not made any progress in establishing formal liaison relationships with other ALA units. Overtures were made via the formal introductory letter but received no response in either of the two cases. The Committee chair has offered to intercede on behalf of the committee members, with the hope of having better luck in procuring these relationships. The Committee remains optimistic that these relationships will come to fruition.
The committee developed a list of Non-LIRT Instruction meetings/events at the Conference. Members attended several meetings/events as assigned, and prepared reports for the LIRT Newsletter. The committee will develop a list of non-LIRT instruction-related programs/events/meetings at the Annual Conference. Members will attend several of these and prepare reports for the LIRT Newsletter. The committee will continue to work toward procuring formal liaison relationships with other ALA units/entities by ALA Annual 2010.

Committee Reports, continued on page 4

Committee Reports, continued from p. 3

Teaching, Learning, & Technology

Dawn Amsberry and Kathy Rosa, Co-Chairs

CMS Review Project: The group discussed sending out a survey to academic libraries about the use of course management systems. The survey would focus on how librarians are using course management systems. We also discussed writing an article for a peer-reviewed journal about the results of the survey. Joe has posted a request for information about the use of course management systems by librarians on the ILI-L (ACRL Instruction Section) listserv. He will compile the results from this request and post on the Google group. Dianna did a brief lit review and will post the citations to the Google group. We will all look for relevant articles and post the citations by March 15. Once we have gathered information we will compose the survey questions, and post the survey to all the relevant listservs. We will need to check into IRB approval before doing this.

ALA Connect: A virtual space for LIRT-TLT will be set up for us by LIRT on ALA Connect. Once that is ready we will migrate our content to ALA Connect from the Google group and use ALA Connect as our platform for communication. We will convene a virtual meeting in late March.

Organization & Planning

Linda Colding

The LIRT Retreat will be held on Friday, June 25, 2010 from 8:00 a.m. – 4:30 p.m. The Retreat is designed to enhance, increase, and expand communication to School, Public, Special, and Academic instruction librarians. At the conclusion of the retreat, we want to take away plans to enhance and expand communication and increase the value of LIRT activities to instruction librarians. We estimate 40 attendees. The room we hold the retreat in should include seven round tables capable of seating 8 to 10 people and a podium. The room should also have easels, markers (two colors minimum), two Post-It sticky back wall easel pads (30" x 25") and a computer with Microsoft Office and a projector. We will find out if the facility has internet access and what the cost is, and if the facility has free Wi-fi. Continental breakfast and box lunch will be served. Water, not bottled, will be needed throughout the day.

Conference Program, 2011

Catherine Johnson

With only two members present, the meeting was abbreviated. We drafted a call for presenters for the Annual 2010 Conference Program and resolved to do the rest of the committee work via email. The group also resolved to work with the Transitions committee for the Annual 2011 Conference Program. The program will discuss issues with the transition from high school to college.

Transition from High School to College

(Judith Arnold and Paula Garrett, Co-Chairs)

ACRL/IS Discussion Group: the meeting discussion focused on planning for the ACRL/IS Discussion Group at ALA Annual 2010. The title of the discussion is "Helping Students Transition to College" and will build on the informal brownbag discussion held at Annual 2009. Deadlines and responsibilities were assigned: LIRT Newsletter – deadlines are 2/15 and 4/15 Paula will submit a brief "Hold the Date" piece by 2/15 to announce the Discussion Group session. We will need a longer piece by 4/15. Literature review -- by March 1 Carolyn and Rebeca will post a bibliography to Transitions ALA Connect site. All committee members are welcome to contribute, and all need to review. This will form the basis for the required Current Digest, a summary of research and issues on the topic. Conference call – early in second week of March. We will need to discuss the format and questions for the Discussion Group, as well as set the next round of committee assignments and deadlines. 4.0 LIRT Annual Program 2011 -- Work with the LIRT Conference Planning Committee on organizing the program for ALA Annual 2011 will begin in the next few months.

Web Advisory

Amanda Izenstark

Billie Peterson-Lugo provided an update on ALA's content management system and the LIRT web site. Migration of the LIRT web site was discussed, and Billie will contact Louise Green regarding training on the system so that migration can begin. She noted that there have been some problems with forms on the current LIRT web site, and that other tools such

Committee Reports, continued on p. 5

Plan to join us this June at ALA Annual in Washington DC!

The **LIRT Transitions to College committee** will host "Helping Students Transition to College," an ACRL Instruction Section Discussion Group.

Date, time and more details will be announced in the next issue of LIRT News.

Photos from ALA Midwinter LIRT Discussion Forum

Committee Reports, continued on p. 5

Committee Reports, continued from p.4

as Google Forms or SurveyMonkey should be considered as a replacement.
Billie distributed the final approved copy of the New Online Tools Proposal form. Discussion ensued regarding whether the form should cover the LIRT Facebook page. For administrative clarity, it was determined that the maintainer of the Facebook page should submit the form, but Billie will bring this up at the Executive Board meeting. The committee will meet in February to discuss utilizing and promoting ALA Connect and other committee goals.
Billie will bring up the maintenance of the iMIS database at Executive. Double checking the list of committee members against the iMIS database appears to fit under the purview of the Vice President, as s/he has complete membership information. Finally, attendees were encouraged to review the 2008 LIRT web site survey results and the New Online Tools Proposal Form before the online meeting in February.

Adult Learners

Trina Nolen

Committee members established ALA Connect as the preferred method of communication between conferences. Much of the meeting was spent discussing the term adult learner. Each member present had a slightly different definition. Each member will conduct research and post their findings for committee members to review. Several topics were discussed for possible projects.

The committee decided to investigate how the committee can get involved in planning a program or leading a discussion at the ALA Annual Conference 2010. There is a committee responsible for planning programs presented at the annual conferences. Adult Learners could possibly write a proposal and present it to the Planning Committee in the hopes of influencing conference planning for 2011. The Discussion Forum takes place at Midwinter only. Responsibility for the forum is shared among the LIRT committees. Adult Learners Committee was responsible for the discussion forum in 2009. The committee was asked to consider submitting an article for the LIRT newsletter.

Membership

Jennifer Corbin and Shana Higgins, Co-Chairs

The committee talked about planning for Mini-101 and Membership Fair for ALA Annual 2010. Coordinate with Program Planning Committee on give-aways for all events. Place ad in *School Library Journal*. Draft publicity email to send to various library instruction-related listservs. Discussed suggestion from Executive Committee to send out email encouraging current members to continue their LIRT membership when renewing their ALA membership. Jennifer and Shana, in collaboration with Membership Committee members will draft an email(s) and send out to various listservs related to library instruction in public, special, academic, and school libraries.

We discussed changing Membership Fair to a soiree, luncheon, reception, awards ceremony, or similar. Possibly sponsored in conjunction with Top 20 Committee or attached to award. Jennifer has started collecting a file of various events put on by ALA and ACRL sections, roundtables, and divisions.
The committee will draft an exit survey for discontinuing members. Questions arose about the approval process for using web tool and to surveying members. Can a proposal and draft survey be approved between ALA meetings?
Discuss Membership Committee's place in LIRT's development of a strategic plan.

2010 Midwinter LIRT Committee Meetings

LIRT News
Teaching, Learning & Technology
Organization & Planning
Web Advisory
Adult Learners
Conference Program 2011
Membership

Candidates for LIRT Positions, 2010

Vice-President/President-elect

Linda Goff

Ms. Goff is active in a variety of professional library associations. She has a commitment to professionalism within librarianship and has served the profession in many ways, a partial list of which follows:

American Library Association
Member 1972-74, 1980-
ALA 2001 Conference Program Planning Team, 1999-2001
ALA Membership Promotion Task Force, 2000/04
Elizabeth Futas Award Jury, 2004.
Association of College and Research Libraries (ACRL)
Member 1980- (Member of IS and ULS)
Library Administration and Management Association (LAMA)
Library Instruction Round Table (LIRT)
Member 1990-
Held positions including
ALA/LIRT Representative to the Information Literacy Section Standing Committee

International Federation of Library Associations (IFLA)
Member, LIRT Steering Committee, 1996/97, 1997/98, 2000/01, 2001/02.

California Academic & Research Libraries, California Clearinghouse On Library Instruction, Member, 1987-

California Library Association. Member 1980- Various committee positions;

International Federation of Library Associations Member, Information Literacy Section Standing Committee. Wrote US and Canadian sections for Information Literacy an International State-of-the-Art Report. Panelist at the 2007 IFLA conference: Program #99, Visibility for Information Literacy Work: The International IFLA/UNESCO IL Resources Directory and the IL International State-of-the-Art Report, August 20, 2007.

LOEX (Library Orientation Exchange) and LOEX of the West 2006 Hawaii, HA. Speaker. (June 9, 2006) "Federated Searching - A Pedagogical Controversy" Roundtable Discussion. 2002-2004, Boise, ID. Member, Paper Review and Selection Committee. (June 2-4, 2004) "Teaching the Treasures." Boise State University, Idaho. 2002 Eugene, OR. Speaker. (June 26-28, 2002) "Expanded Conversations: Collaborating for Student Learning."

Major Accomplishments
-serving ALA and LIRT as the liaison to the IFLA Information Literacy Standing Committee (ILSC): contributed to the development of the global Directory of Information Literacy Resources created by the ILSC
-Secretary of the IL Logo Contest Committee: developed the judging criteria and was on the international panel that chose the new IFLA/UNESCO logo for Information Literacy

Statement of Professional Concerns
At our core, librarians are educators. We play a critical role in helping users continue their learning beyond the classroom. I want to ensure that LIRT programs and activities help us develop professionally, to enrich our own learning and to better serve our users. I have been committed to serving in local, state, national and international professional associations ever since becoming a librarian, and have found a home within LIRT and support it because it is one of the most accessible ways for public, school, special and academic librarians to become active in ALA and to contribute to our profession.

LIRT ALA Councilor

Cynthia Ellison Dottin

Degrees and Certifications: University of South Florida, MA Library and Information Science , 2004; University of West Florida, BA History, 1981.

Current Position: Reference & Instruction Librarian, Florida International University, 2005-present.

Previous Positions: Visiting Reference & Instruction Librarian, Florida International University, 2001-05. ALA

Activities:
LIRT: Chair, Liaison, 2007-Present; Liaison, 2006-Present;
ACRL: African American Librarians Section, 2006-Present;
ACRL: Instruction Section, 2006-Present; Women's Studies Section, 2006-Present;
RUSA: History Section, 2006-Present.

Offices Held in State, Regional Library and Other Associations:
Dade County Library Association: 2008-Present;

SEFLIN: Information Literacy Discussion Group, 2006-Present.

Publications: Chapter Co-Author, "Using The Library," *The First Year Experience: Making the Most of College* (Hayden McNeil Publishing), 2007, 2008, 2009.

Candidates for LIRT, continued on page 9

Cynthia Ellison Dottin, continued

Statement: Today's burgeoning technologies beckon, and seduce, our constituents in ways that have convinced many of them that they do not need the use of a library or the assistance of a librarian in order to utilize them. In fact, we know the opposite to be true. Indeed, it is incumbent upon us to promote libraries, library instruction, information inquiry and trans-literacy in ways that will appeal to our varied constituents, and assist them in becoming informed and competent researchers and lifelong learners. We must embrace and work to carry out the mission of our associations such as ALA and groups such as LIRT and ACRL and utilize their many innovations, methodologies, and techniques to attract, appeal to, and work with our constituents. These bodies play significant roles in informing and keeping librarians on the cutting edge of the profession and, indeed, it is this significance and importance that propels me to seek continued service.

Victor Baeza

Mr. Victor Dominguez Baeza is an associate professor and the Director of Library Graduate and Research Services for Oklahoma State University. He provides leadership in the areas of services, resources and training for faculty and graduate students. He has 15 years experience in designing, directing and delivering workshops, training sessions, and seminars to the academic community. Victor holds a B.S. with honors in Communication from Eastern New Mexico University and a M.B.A. from Texas Christian University. He earned his M.L.S. from the University of North Texas College of Information, Library Science and Technologies.

Statement:

My experiences have given me a diverse view of issues facing libraries. I have served in public and academic libraries as a volunteer, student, and librarian for over 18 years. My focus is on providing and evaluating services and workshops for improving libraries, their programs, and the lifelong learning skills of their users. I've also aided vendors with the evaluation and design of interfaces, including the conception and early development of products. I've also become more involved in providing direction and leadership in the areas of copyright, intellectual property, and Open Access. My goals would be to:

- support the mutual interests and resolve issues facing librarians and other interested parties
- serve as a conduit for information from members to ALA Council and vice-versa
- encourage future leaders of librarianship and support development initiatives and programs
- advance the awareness and importance of instruction and assessment in all libraries.

Secretary

Kate Gronemyer

Kate Gronemyer is the instruction librarian for Oregon State University's Cascades Campus located in Bend, OR. While being one of two librarians at a small new campus means doing a little bit of a lot of things, her main focus has been on preparing and delivering information literacy instruction to upper division and masters-level students. Her research interests include teaching information literacy as not only process but content as well as studying the librarian as teacher.

Member of:

LIRT Top 20 Committee, 2006-present, co-chair 2008-2010
ACRL IS Discussion Group Steering Committee, 2008-present
2007 ALA Emerging Leader
Oregon Library Association

William M. Modrow

Degrees: Florida State University, MLIS, 1999; Florida State University, M.A., 1998. University of Nevada, B.A. 1989

Experience: Florida State University Libraries, Special Collections Librarian, 2007-present; Florida State University Libraries, Head, Learning Services Department 2003-2007; Florida State University Libraries, Reference Librarian, 1999-2003.

ALA Divisions: ALA: 1998- ; NMRT 2000-Chair Orientation Committee 2002-2004, Chair President's Program 2005, 2006, Chair Membership Committee 2004; LIRT: Conference Program Planning 2006-2008, 2008-2010 Co-Chair; ACRL Immersion Program 2005; Instruction Section: Program Planning Committee 2004, 2006, 2008, Anthropology and

Candidates for LIRT, continued on page 10

Candidates for LIRT Positions, 2010 , continued from page 9

William M. Modrow, continued

Social Sciences Information Literacy Committee 2005-2007, Pre-Conference Program Committee 2005; RBMS Budget & Development Committee 2008-2010; RUSA: BRASS: Publications Committee 2001-2005, Business in Academic Libraries Committee 2006-2008; Society of Florida Archivists 2007-

State and Regional Library Associations Activities: North Florida Library Association: Board Member 2008-2011; Vice-President 2004, President, 2005, 2006; Vice-President/ President 2008 – 2010; Florida Library Association, 2008-present.

Publications:
Book Chapters: "References Services." in *New Librarian, New Job: Practical Advice for Managing the Transition*. Cory Tucker and Sinha Reeta eds. Lanham, Md.: Scarecrow Press, (2006);
Co-Editor and Author "Libraries and Technology" in *Experience FSU: Create Your own Success Story.* 2nd edition N.J. Prentice Hall: Pearson Printing, (2006); Co-Editor and Author "Libraries and Technology" in *FYE Experience at FSU*:. N.J. Prentice Hall: Pearson Printing, (2005); *A Resource Guide to Investing*. Chicago, IL. American Libraries Association (2005); "Library Education at a Distance." *Florida Libraries: Journal of Florida Library Association* Vol. 46, No. 1, Spring (2003);

Statement: We work in many different learning environments, with various types of learners, constant changes in technologies and now the electronic age allows more access to materials from all time periods. The tools and methods we as teachers use to assist these learners to not only find their information needs but understand the different types of information available has always been an important focus of our mission. This has remained a tremendous, yet essential, task, and it is imperative that LIRT members stay at the forefront of these strategies, technologies and tools used to bring information to our users. LIRT needs to continue to be creative and active in the knowledge by providing educational and professional programs to its members.

Vice-Treasurer/Treasurer-Elect

Jeff Knapp

Degrees and Certifications: Clarion University of Pennsylvania, M.S., Library Science, 2002; Penn State University, B.A., International Politics, 1989.

Current Position: Reference and Instruction Librarian, Penn State University Libraries, 2005-present. ***Previous Positions:*** Social Sciences Librarian, Penn State University Libraries, 2005-05; Teaching Assistant, Penn State University Libraries, 2002-05; Projects Coordinator, AccuWeather, Inc., 1999-2001; Marketing Consultant, New York Life Insurance Co., 1989-99.

ALA Activities: LIRT: Chair/Editor, Newsletter, 2005-10; ACRL-ANSS: Chair, Bibliography, 2007-09; GODORT: Secretary, International Documents Task Force, 2006-07.

Publications: "Convergence in the Library's News Room: Enhancing News Collections and Services in Academic Libraries," *College and Research Libraries*, Sep. 2006; "Legal Research: An Introduction to Key Online and Print Sources," *CHOICE*, Apr 2009; "Google and Wikipedia: Friends or Foes?," *Teaching Generation M: A Handbook for Librarians and Educators* (Neal-Schuman), 2009.

Accomplishments: As Chair of the LIRT Newsletter Committee for the past five years, and in other ALA positions held, I have had a good deal of experience in working in ALA and LIRT, specifically. I have produced four issues of LIRT News each year for five years, so I am accustomed to doing a substantial amount of work year-round outside of conferences and meetings. At Penn State Altoona, I have increased the number and scope of library instruction sessions during my tenure there by almost 100%.
Statement: As a librarian, I am concerned with making sure my patrons understand the importance of the authoritative knowledge resources offered by libraries. LIRT is a great organization to help librarians connect with each other and discuss their library instruction experiences and concerns. With ever-tightening travel budgets at our libraries, librarians have legitimate concerns conference attendance and participation. As treasurer, I would do my best to help LIRT reach out to teaching librarians.

Liaison Reports from Midwinter 2010

Access to African-American Content Discussion Group

ACRL AFAS

Providing access to materials is the major hallmark of libraries; and indeed, librarians are constantly seeking ways to make access easier. On January 17, the Access to African-American Content Discussion Group, formerly the Cataloging Issues Discussion Group, met in the West-Carlton room of the Westin Waterfront to discuss this topic. This group is under the umbrella of ACRL's AFAS (African-American Studies Section), and their mission as it relates to African American Studies is to:

- study librarianship and collection development
- conduct ongoing evaluation and discussion of research
- focus on resource sharing, archival materials, bibliographic control, retrospective collecting/purchasing, mechanized information, retrieval selection policies, and oral history

In line with this, Sunday's discussion addressed the marginalization of African-American materials and the importance of building an awareness of their existence. The agenda included barriers to access, increasing areas of access, and questions about changes from print to electronic format, such as:

- Can my library afford to buy it?
- Is it comprehensive?
- Does it have what I need to conduct my research?

The electronic question is germane since new scholars tend to want electronic formats. Among the myriad questions the group struggles to resolve are:

- How can vendors get to more content?
- How can access be improved without ignoring the role of cataloguing and how to expand that role?
- How can African-American periodicals, such as Our World, be digitized to allow more access?
- What are other access points, including indexes that are not Library of Congress?
- Where do the most important African-American resources reside?
- How can these be found before they disappear?

The HBCUs, such as Fisk, have great collections, but some are difficult to access since finding aids are problematic. These institutions depend on LC for their cataloguing, but LC is extremely backlogged. Clearly the overarching question here is: How can more African-American materials be ferreted out, indexed, and made available to scholars, researchers, and the public-at-large? Both LC and Dewey are felt to be flawed in many ways; and as a consequence, other vehicles need to be found. The HBCU Alliance http://contentdm.auctr.edu is working with Cornell, through a Mellon Grant, to assist in this area, but this is just the tip of the iceberg. There need to be many more grants, collaborative efforts, and people doing this type of work.

– Cynthia Dottin

Beyond the Basics: Teaching Students through Experiential Research

ACRL-IS Current Issue Discussion Group

The Instruction Section discussion forum "Beyond the Basics: Teaching Students through Experiential Research," led by Jackie Belanger and Amanda Hornby, began with an overview of the facilitators experience in working with an "Approaches to Cultural Research" course at the University of Washington Bothell. During this course, the librarians collaborated with the faculty member to teach the students research methods. Following the brief introduction, participants were asked to discuss the following questions in small groups:

1. How can librarians make connections between our research (practices and methods) and Information Literacy teaching?
2. How broadly should we consider the concept of Information Literacy? Should we expand Information Literacy instruction to include hands-on research methods teaching (and, if so, what are the implications of doing this)?
3. What are some of the potential benefits (to students, faculty, and librarians) of taking this approach to Information Literacy instruction? What are some of the challenges librarians might face in doing this kind of teaching, and how might we overcome them?
4. Are you already teaching research methods as part of your Information Literacy curriculum? If so, how? If you aren't teaching research methods, how might you envision teaching hands-on research methods at your institution?

Following the small group discussions, attendees reported on the important debates from their tables. In general, partici-

Liaison Reports, continued on page 12

pants liked the idea of expanding information literacy instruction to include the teaching of research methods. Several librarians mentioned that incorporating research methods would be a useful way to help students make a connection to the research in scholarly journals. Other participants thought that this new method also created links between teaching and their own research. A few participants expressed concerns that librarians may not have the proper background to teach research methods and may be stepping on the toes of faculty who do have expertise in this area. Overall, attendees expressed support for the idea of teaching research methods, but indicated that they would need additional training and support from their institutions. -- Carrie Forbes

Emerging Technologies Interest Group

LITA

The Emerging Technologies Interest Group began with a brief announcement about the LITA ALA Annual program. The LITA program in Washington D.C. will include a panel discussion on how libraries are using emerging technologies. Following announcements, the participants began to talk about the definition of emerging technologies. What technologies are considered emerging? Are they technologies on the bleeding edge or simply technologies that have not been widely implemented? Many of the librarians in attendance felt that the definition of emerging technologies was dependent on the environment and culture of each library. After the debate on the definition of emerging technologies, participants took turns discussing new technologies that they are using in their libraries. The following emerging technologies were discussed:

- Frameworks from mobile web development, http://phonegap.com/
- Mobile web applications vs. mobile web presence

Many libraries are creating applications for the iPhone, but several members of the audience suggested that these applications have too narrow an audience and libraries should be looking at creating a full web presence that would work on any mobile device. Mobile phone applications include everything from catalog searches to library maps to self-guided tours.

E-readers

Several participants mentioned that their libraries were looking at Blio (http://blioreader.com/). A few libraries were circulating Kindles, but indicated that they have had problems with only being able to make certain books available on each Kindle. For instance, they have one Kindle available for fiction books and one Kindle available for Science Fiction. It was mentioned again that libraries should consider technologies that are not dependent on one device.

- Skype (http://www.skype.com/) for remote reference
- Mind Mapping software for instruction- http://www.mindmeister.com/
- Decapod project- http://sites.google.com/site/decapod-project/

-- Carrie Forbes

Reference in Large Libraries Discussion Group

RUSA-RSS

This group presents lively discussion on issues of mutual interest to reference department heads in large research libraries. The topics always revolve around "what's new and happening" in libraries. At their January 17 meeting in the St. George Room of the Westin Copley Place, discussion centered on the question of, "What does mobile mean for libraries?" Participants were asked if their libraries had reference services targeted to patrons with mobile devices. Among others, Stanford and Duke University libraries are already onboard, and Northwestern is considering how to target their students. Participants were asked if and how they had done a system-wide evaluation to determine what was needed to go mobile. The Handheld Librarian webinar, in which various presenters show how their libraries are going mobile, was cited as a training tool. Penn State librarians are currently able to receive IM from patron cell phones at their computers. Dartmouth is using Text-A-Librarian, in which students text messages to a librarian's computer. In targeting reference services to students through their mobile devices, many libraries are already using a plethora of applications that support IM services, including the ability to harvest statistics. These include Desk Tracker, Google Voice and Digsby. No doubt the use of mobile devices is one way libraries can "unchain" their librarians from the reference desk, allowing them more visibility as well as the ability to assist patrons in remote areas of the library. This discussion on greater mobility for reference librarians then invited new discussions on the dismantling of physical reference desks, the compression of public service points, and the fallout from fiscal constraints. Many libraries are compressing Reference, Access Services and Government Documents into one public service point that provides one-stop-shopping for patrons

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Call for Presenters

ALA Annual Conference Washington DC, 2010

The Library Instruction Round Table is issuing a call for presenters to participate in our conference program, "Capitalizing on Technology: A Teaching Technology Fair" during the 2010 ALA Annual Conference in Washington, D.C. Below you'll find a description of the program, along with directions for applying to present during the program. We encourage librarians from public, school, academic and special libraries involved in instruction to apply.

Program Description:
Using technology in teaching is an ever changing process and keeping aware of new technologies can be daunting. Come discover how using free or open source software can enhance instruction. Presenters will discuss and demonstrate using various technologies in their instruction. Attendees will then be able to talk with librarians who use free or open source technology. Even if you just want to learn more about how free or open source software is being used, this session will help you capitalize on technology.

To apply:
Please submit your proposal in either MS Word or PDF format via an email to program co-chairs Catherine Johnson (cajohnson@ubalt.edu) and William Madrow (wmodrow@fsu.edu) explain what technology you use, how you're using that technology in an interesting or innovative way to enhance your instruction and why you're interested in sharing your work with other librarians.

Proposal should include a title, name of presenter, and an abstract (maximum 300 words) describing the proposal. Presenter will also include a brief biographical statement (maximum 100 words) in the proposal.

Please email your proposal to the addresses listed above no later than March 21, 2010. Applicants that have been selected to participate will be notified no later than Friday, April 2, 2010.

If you have questions or would like more information, please contact Catherine Johnson at cajohnson@ubalt.edu

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and eases the pains of fiscal constraint for the library. It is noteworthy that this consolidation requires a lot of in-depth cross-training. The University of Alberta, for example, combined their service desks and decided on a certain number of basic competencies that everyone needed to acquire no matter what their home department was. Other cost-cutting measures include hiring freezes; retirement incentives; cancellation of book delivery to faculty; reducing collection development budgets and service desk hours; and charging the community-at-large for in-house database use. Clearly librarians are faced with the Herculean task of continuing to provide exceptional, cutting-edge services with one hand tied firmly behind their back.

– Cynthia Dottin

zotero: A Real Crowd Pleaser

If you would like to offer your patrons a program that will enhance their research, save them time and not cost them a penny, try Zotero! This open source software is taking higher education by storm, and libraries are leading the way in educating their communities.

Zotero captures bibliographic information directly from online sources. This feature is fun to demonstrate: do a search in a database or OPAC, click the Zotero icon in the address bar, choose your articles and watch the metadata download directly into your personal library of saved citations. At a recent lunchtime workshop for faculty, this was the point at which they sat up and began to pay close attention. Zotero-compatible systems include CSA, EBSCO, JSTOR and PubMed, but also non-scholarly websites you might use to gather citations, such as Amazon.com, YouTube, and the *New York Times*. You can also enter citations manually in a wide variety of formats.

How does it work? The software is a free download that works inside the Firefox browser. Full use of its features includes creating an account at the Zotero website (www.zotero.org.) The program was created specifically for scholarly research, at the Center for History and New Media at George Mason University, with funding from organizations including the Mellon and Sloan Foundations and the Institute for Museum and Library Services. This high-profile support points to what distinguishes Zotero from most other free software: while many programs tend to be in beta today and gone tomorrow, you can count on Zotero to last.

With a Zotero account, you can save your library to the central server and access it from anywhere. In its most recent version, Zotero 2.0 allows scholars the opportunity to create group libraries and share citations.

But saving citations is just the beginning. You can organize your library, editing, annotating, and sorting citations into folders. Zotero also acts as an archive: you can add entire PDFs, attach files or snapshots of web pages. There are fields for notes and tags, which can then be used to filter your library; finally, everything - library, notes, tags and even the text of PDFs – is included in Zotero's advanced search.

Downloadable plugins for Microsoft Word and OpenOffice make citing with Zotero a cinch: you insert citations as you write and create a bibliography with just one click. This last feature prompted a spontaneous cheer from an audience of graduate students.

They were our first audience; to date, our library has presented Zotero workshops for graduate students and faculty. The Director of the Campus Writing Center attended our faculty workshop and as a result, we are now planning collaborative workshops to bring Zotero to the undergraduate students. Feedback from workshop attendees has been uniformly positive.

It takes only 45 minutes to demonstrate most features of Zotero, from the quick software download to the final bibliography in a Word document. Provide a simple handout, and researchers are on their way to using the program. Make sure you also refer them to the screencast tutorials on Zotero's support page: they are short, to the point, and useful.

Further reading:

Fitzpatrick, Jason. "How to Clip, Sort, and Cite the Entire Web with Zotero." ***Lifehacker***. Lifehacker, 3 Feb. 2010. Web. 8 Feb. 2010. <http://lifehacker.com/5463293/how-to-clip-sort-and-cite-the-entire-web-with-zotero>

McLemee, Scott. "Return of the Mark of Zotero." ***Inside Higher Ed***. Inside Higher Ed, 1 July 2009. Web. 8 Feb. 2010. <http://www.insidehighered.com/views/mclemee/mclemee248>.

Member A-LIRT

Barbara Hopkins,

Fort Herriman Middle School

What brought you to LIRT?
I consider teaching the best part of my job. Teaching is something all librarians do whether it is one on one, whole class, or a professional presentation. I also have a teaching degree (K-8) so LIRT just seemed like an excellent fit for me. I was right on the mark…LIRT has been a wonderful both to and for me.

What was your path to librarianship?
When I was a kid I really wanted to be either a singer or a dancer! I never thought about being a librarian, although libraries have always been a part of my life. I fell into librarianship by accident. I began working at a college library to support myself as I finished up my teaching degree. I chose the library because I was at a point in my life where I needed a sanctuary, someplace quiet and orderly and, at first, as an aide, that's what it was but it became so much more than that. That library was the most nurturing environment, the librarians, administrators and other staff helped me to grow and develop at an amazing rate. By the time I finished my undergraduate degree I knew I wanted to be a librarian! I have never regretted this choice.

Tell us about your current position? What do you like most about it?
I like the fact that I have a lot of personal autonomy. I feel respected and valued by the administration and staff at my school and I also have the opportunity to try many new things. Also, I love teenagers and their books!

In what ways does it challenge you?
This year I became the webmaster for my school. That is something I haven't done before so it has been fun and interesting to learn something new.

If you could change one thing about libraries today, what would it be?
In general, I think libraries and librarians are doing wonderful things. Once in a while, I run into a librarian who doesn't seem to enjoy the patrons he/she serves. That is sad….I wonder why someone would do something they seem to hate? I believe life is about figuring out what you do well, what makes you happy and how you can turn that into a vehicle for serving others.

Throughout all your educational experiences, what teacher inspired you the most and why?
The person who has inspired and taught me the most is my mentor. She is always helping me grow. She saw potential in me, more than I saw in myself, this motivated me; made me want to do my best in everything I took on. She was also the best example to me of what a librarian can be. She is a big part of the reason I chose to pursue this profession.

When I travel, what do you never leave home without?
I never leave without a few good books (one is usually a travel guide about the city I'm visiting) and several pairs of shoes! I have a deep and abiding love for both!

Tell us one thing about yourself that most of us probably don't know.
I'm interested in global volunteering. Since I'm a school librarian, I have summers off so I have time. When I heard about Ethiopia Reads at midwinter conference this year I decided that I wanted to help with literacy worldwide.

Reflection and Learning Through Teaching Portfolios

By Ken Liss, Boston College University Libraries

University faculty, K-12 educators, and graduate students about to start their teaching careers all have made use of teaching portfolios to demonstrate their instructional skills, accomplishments, and philosophies. Portfolios are seen as valuable complements to resumés and research summaries. They play a role in job hunting as well as tenure, promotion, and performance appraisal processes for teachers at many levels and stages of their careers.

Teaching portfolios are less common as part of career strategies or formal evaluation processes for librarians. A few individual librarians have developed them to showcase their experience to prospective employers. A handful of libraries use them to evaluate librarians' teaching skills.[1] Some libraries, including the University of Kansas and Ohio State University, include them as part of applications for teaching awards.

Even without a formal role, teaching portfolios can be valuable, helping librarians improve their teaching skills and the effectiveness of their instruction sessions. They have long been acknowledged as a useful tool for self-evaluation «[T]he design of the portfolio entries,» wrote three Valdosta State University librarians in 2001, «compels librarians to think critically about teaching techniques, learning styles, what they want to teach in an instruction session, and how to evaluate the success of their teaching.»[2]

What Is A Teaching Portfolio?

The Office of Instructional Development at UCLA defines a teaching portfolio as a «personalized collection of materials that document teaching effectiveness.» Portfolios are developed as physical or, increasingly, electronic collections. The content varies but can include:

- **Statement of Teaching Responsibilities**
  This narrative statement sets the stage at the beginning of a teaching portfolio. It lays out the librarian's instructional role within the library or institution. That role can be framed as part of the expectations of the position, the relationship between the librarian and the department(s) or faculty with whom they work, or their own view of how instruction fits into their overall responsibilities in the organization. It can include both general and course-specific information such as course titles and number of students served.

- **Teaching Philosophy**
  Developing a written teaching philosophy allows librarians to articulate—for themselves and others—what is important for them as teachers. «Conceptualizing a statement of teaching philosophy is a basic step in the direction of becoming a thoughtful practitioner,» wrote Janelle M. Zauha in a 2008 column in *Communications in Information Literacy*. «It is important that this philosophy be written out by the teacher herself, and that it does not simply exist in her mind or in fragments on her syllabi. The act of writing requires structured reflection and a text serves as a persistent reminder of priorities and values.»

- **Teaching Strategies and Methodologies**
  This section of the portfolio lays out how the librarian has tried to accomplish her instructional goals and objectives. More than a simple litany of teaching techniques, at its reflective best it is a careful examination that explores and evaluates what works, what doesn't, and why. Good teaching skills don't stand still. Portfolios can both foster and demonstrate their evolution.

- **Evidence of Teaching**
  Whether physical or electronic, teaching portfolios bring together materials that capture some of what takes place in the classroom. They can include video of actual instruction sessions, but more commonly consist of copies of handouts and assignments, and links to or screenshots of Web sites or PowerPoints prepared for classroom use. Like other parts of the portfolio, compiling evidence of teaching involves a good deal of reflection on the evolution and effectiveness of the librarian's instructional efforts.

- **Feedback**
  Librarians' teaching portfolios can include feedback from faculty, students, and peers. These can take the form of formal surveys/questionnaires, thank you notes, or informal comments.

Ideally, teaching portfolios should be continually updated to reflect changes in responsibilities, practice, and philosophy. In reality, because of the time involved (and the general lack

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of a formal role for teaching portfolios in library careers) librarians are more likely to develop them when looking for a job or as part of a workshop or other spur to reflection and self-evaluation. (Some of the examples below, including my own, are more snapshots in time than evolving documents.) But the value of the teaching portfolio as learning tool for librarians should not be underestimated.

«[T]aking time to formulate coherent thoughts about your learning and teaching practices and your own relationship to those processes ,» wrote Zauha, «can lead to what Thoreau might call 'deliberate' teaching -- teaching that is worth doing, that has meaning for both the teacher and the student, and has the vitality of continual evolution.»[4]

Notes

[1] A 2004 survey found that only 7% of academic libraries that assess instructional performance use portfolios as part of the assessment process. Walter, Scott. «Improving Instruction: What Librarians Can Learn from the Study of College Teaching.» *ACRL Twelfth National Conference*, Minneapolis, MN, 2005: p. 371. http://www.ala.org/ala/mgrps/divs/acrl/events/pdf/waltr05.pdf

[2] Chapman, Julia M., Charlcie Pettway, and Michelle White. «The Portfolio: An Instruction Assessment Tool.» *Reference Services Review*, 29.4 (2001): p. 295.

[3] Zauha, Janelle M. 'The Importance of a Philosophy of Teaching Statement to the Teacher/Librarian.» *Communications in Information Literacy*, 2.2 (2008): p. 65. http://www.comminfolit.org/index.php/cil/article/view/Fall2008ED2/73

[4] Zauha: p. 64-65.

Online Examples of Librarian Teaching Portfolios

- Elizabeth Cook (Laramie County Library)
- Ken Liss (Boston College)
- Steven Ovadia (LaGuardia Community College)
- Carol Perryman (University of North Carolina)
- Jeri Schneider (Ann Arbor Public Schools)

Additional Sources

Brown, Carol A., and Robin Boltz. «Planning Portfolios: Authentic Assessment for Library Professionals.» *School Library and Media Research*, 5 (2002). http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume52002/brownboltz.cfm

Dunneback, Katie. «Punch Up Your Portfolio.» *LIScareer.com*. (July 2004). http://www.liscareer.com/dunneback_portfolios.htm

Fast, Margaret, and Jeanne Armstrong. «The Course Portfolio in a Library Setting.» *Research Strategies*, 19.1 (2003)

KU Libraries Instructional Services. «Teaching Portfolio Instructions.» University of Kansas Libraries. http://www.lib.ku.edu/instruction/lib/portfolio/guidelines.shtml

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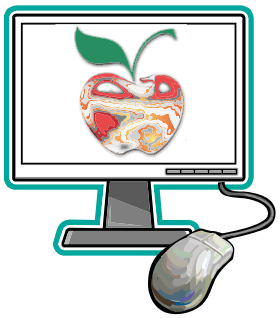
Seldin, Peter. «How to Produce a Teaching Portfolio.» [Excerpted from *The Teaching Portfolio - A Practical Guide to Improved Perfomance and Promotion/Tenure Decisions*, 2nd. Ed. (1997). http://www.londonmet.ac.uk/deliberations/portfolios/iced-workshop/seldin-book.cfm



TECH TALK: Mobile Design

By Billie Peterson, Baylor University
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Dear Tech Talk — Because of the prevalence of mobile devices, many of us believe that our library needs a mobile presence. What do we need to do to develop a useful, well-designed mobile site for the library*?* *--Mired Deep in Mobile Design*

Dear MDMD — It is clear that mobile technology – specifically handheld mobiles – has become virtually ubiquitous. According to Wireless Quick Facts, wireless penetration in the United States population has grown from 34% in 2000 to 89% in 2009. (http://www.ctia.org/advocacy/research/index.cfm/AID/10323) Additionally, several recently published reports highlight the impact of mobiles:

- "40 million mobile subscribers in the US, plus millions more across Europe and Asia, surf the web through a mobile phone each month." (Nielson Company, 2)
- "The mobile device will be the primary connection tool to the Internet for most people in the world in 2020." (Anderson, 2);
- The most recent *Horizon Report* – which introduces emerging technologies or practices that will be adopted by learning organizations within the next 1-5 years – lists mobiles on the first adoption horizon, implying that mobiles will play a significant role in learning organizations within a year. (Horizon Report, 3)
- "New capabilities in terms of hardware and software are turning mobiles into indispensible tools." (Horizon Report, 5-6) and
- Mobile technology in libraries was one of the LITA Top Technology Trends discussed at the American Library Association 2010 Midwinter conference. (http://surferblue.wordpress.com/2010/01/17/top-tech-trends-ala-midwinter-2010/)

Consequently, it is no surprise that libraries have implemented or are seriously considering the implementation of a mobile presence. These projects are reminiscent of the wild and wooly days in the early 1990s when libraries developed their first web presence. Library staff faced a wide variety of decisions and challenges to implement these initial websites, and they face similar – perhaps even more complex – decisions and challenges with the implementation of a mobile presence for the library.

First consider the device itself, specifically the wide variety of models available and the range of capabilities associated with each model. In their EDUCAUSE *Live!* presentation, Woodbury and Casden provide a concise chart that focuses only on "smartphones".

Level	Example Phones	Capabilities
Top Level	iPhones, Android phones, Palm Pre	Large touch screens, sophisticated web capabilities
Middle Level	Blackberry, Nokia smartphones, Windows mobile, etc.	May lack touch screen and some CSS and JavaScript capabilities
Low Level	Web-enabled flip phones	Small screens, low web functionality

Even from this streamlined chart, it is eminently clear that designing for handheld devices provides challenges that exceed those of designing for different web browsers. For the most part, web browsers provide the same level of

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functionality and are easily accessible for testing purposes. It's virtually impossible to test a mobile presence on all the possible handheld interfaces. Consequently, "Libraries wishing to develop for mobile devices will want to establish a baseline for device support." (Ragon, 358)

Next, consider the user. When will the user be accessing information from her mobile device? At those times when she is not able to access information from her desktop or laptop computer – when she is "on the go". This assumption implies – in addition to the device limitations – the user may have limitations, as well. How robust and available is the network access? Is there an additional charge from the service provider for the amount of content downloaded? Does she have only one hand because she is carrying stuff? Does she have time constraints because she's trying to get information for an issue that has arisen in meeting that is currently in progress?

Ultimately, it is these two issues – device and user -- that must remain at the forefront of any mobile presence development. A significant corollary to these issues is – content, content, content – what content will the "on-the-go" user need and how will she access and view that content on her device? There is only one overriding mandate – **do not** convert everything on the library website to a mobile interface. Aside from the amount of effort that undertaking would require, a massive conversion won't meet the needs of the "on-the-go" user, so – keep it simple!!

Alternatively, consider these thoughts:

- "A user-centered design approach fits especially well with mobile. Start with context. Think about how and where people will intersect with your content or application. What content would they want to get through a mobile device? Because of technical constraints and attention limitations, in most cases, the answer becomes clear." (Cremin,11).
- Reflect on these questions:
  1. What is the context of the mobile visitor?
  2. What are the goals of the mobile visitor?
  3. What tasks are they likely and unlikely to do on a mobile device? (Griggs, 1)
- "The mobile user. . . [is going to the mobile website] with a purpose or a need, whether that is to take an action, such as putting a book on hold, or to find a piece of information, such as the start time of a workshop." (Library Technology Reports, 39)
- "The mobile site needs to be much simpler than the typical site, and it is a useful exercise to think what is best to present there." (Dempsey, 10)
- "If you can unlock the state of mind of your users and start thinking in their context, understanding how a mobile experience will add value to their lives, you will have the ever-elusive 'killer-app'." (Fling, 55)

A practical exercise for identifying useful content is to look at the mobile presence of other libraries. The M-Libraries – Library Success: A Best Practices Wiki currently (mid February 2010) lists about 50 libraries that have implemented some kind of mobile interface (http://www.libsuccess.org/index.php?title=M-Libraries#Mobile_interfaces). A quick examination of each of these sites identifies some common content:

- OPAC – 35 sites (in 15 instances, the OPAC was the only mobile interface)
- Hours – 28 sites
- Address/Directions -- 21 sites
- Ask a Librarian/IM/SMS – 14 sites
- Contact Us -- 14 sites
- Library Databases/Resources (other than the OPAC) -- 14 sites
- Directory -- 13 sites
- Events/Calendar -- 12 sites
- News -- 10 sites
- Circulation-related Services -- 9 sites

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In addition to these common content elements, some more unique content used by some libraries warrants mention:
External mobile links, such as: finance, Google Scholar, news, reference-related sites, search engines, social networking sites (both library-related and general), sports, travel, weather, and Wikipedia.
Live webcams of the coffee shop and the information service area (are they busy right now?)
Research Guides and Subject Guides – note that LibGuides provides a mobile interface.
Special services, such as: campus bus routes, computer/laptop or room availability, "Find a Group" (study groups currently in the library), library system status, and reserve a room.
Suggest a link.

Interestingly enough very few of these mobile interfaces appear to provide specific links to two options that mobile website designers highly recommend:

- A "feedback" link and
- A link to the main library website (as a convenience for those with high level smartphones may prefer to use their phone's web browser over the mobile interface).

Once decisions have been made on content, move on to the design – how to provide viable access to this content when devices vary significantly from user to user. Fortunately, to enable the development of good mobile interfaces, the World Wide Web Consortium (W3C) has developed "Mobile Web Best Practices 1.0", (http://www.w3.org/TR/mobile-bp) which – among other things – provides recommendations for addressing the following issues:

- Overall Behavior
- Navigation and Links
- Page Layout and Content
- Page Definition
- User Input
- Handling Variations in the Delivery Context

Griggs, Bridges, and Rempel present an excellent example of how they took these best practices and the "iPhone User Interface Guidelines" (http://developer.apple.com/iphone/library/documentation/UserExperience/Conceptual/MobileHIG) to develop a detailed list of 10 design recommendations for the Oregon State University Library mobile presence.

These best practices help define effective functionalities of a well-designed mobile interface. However, a brief list of more practical do's and don't's is also valuable:

Do Use:

- Code that automatically detects mobile devices
- Feedback options
- Hyperlinked phone numbers and e-mail addresses
- Links to the main website
- Menu options associated with keyboard numbers (0-9)
- Mobile phone features
- Search functions
- Simple, concise text
- Simple menu/table of contents structures
- Small images

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Don't Use:

- Excessive "clicks" to get to information
- Frames
- Large Images
- Nested Lists
- Tables
- Tasks that require excessive keyboard use

All of these details can be a bit overwhelming. Below are a few tools that can help with the design and/or creation of a mobile presence:

- Mobile Site Generator (http://www.hiddenpeanuts.com/archives/2010/02/09/mobile-site-generator/) – This tool (developed by library staff at the University of North Carolina, Chapel Hill) creates the framework for the mobile presence which then needs to be populated with appropriate content -- therefore enabling the designers to focus on content and let the generator handle the structure of the site.
- Mobile Website Builder (http://mobisitegalore.com/) – "a free mobile website builder that allows you to build, publish and share a full-fledged mobile website."
- MIT Mobile Web (http://sourceforge.net/projects/mitmobileweb/) -- This tool enables the development of a mobile site, but does require more technical expertise to set it up.

There are also books that can assist with mobile design challenges and solutions, including: Ballard's *Designing the Mobile User Experience* (pages 69-148); Castro's *HTML, XHTML & CSS*, 6th edition (pages 199-208); Fling's *Mobile Design and Development* (pages 109-141), and Moll's *Mobile Web Design*.

As always, in the end it boils down to testing the design – test it on different devices and test it with real users. Especially, test it with real users!! Heed Neilsen's comment, "The phrase 'mobile usability' is pretty much an oxymoron. It's neither easy nor pleasant to use the Web on mobile devices." (Neilsen, 2) Also, take note of Griggs, et. al. recommendation to use a 3-tiered process for testing mobile designs:

- First, test the mobile application on the desktop;
- Next, test the mobile application on browser simulators or device emulators;
- Finally, test the mobile application on actual devices – knowing that it's not possible to test them on all devices (Griggs, 7)

There is a wide variety of tools that assist with the testing process, some web-based and some desktop based; unfortunately all, except the Opera web browser, are PC based. (Cremin, 73; Griggs, 7, 10; and Helsingor):

- Android Emulators – http://developer.android.com/guide/developing/tools/emulator.html
- Blackberry Simulators – http://www.blackberry.com/developers/downloads/simulators/index.shtml
- DeviceAnywhere – http://www.deviceanywhere.com
- DotMobi universal emulator – http://mtld.mobi/emulator.php or http://emulator.mtld.mobi/
- Dreamweaver (current version)
- Firefox User Agent Switcher – http://chrispederick.com/work/useragentswitcher/
- Firefox Web Developers Toolbar – http://chrispederick.com/work/webdeveloper
- iPhone Safari simulators – http://www.testiPhone.com
- iPhone emulators – http://developer.apple.com/iPhone/program and http://www.marketcircle.com/iphoney
- Mobile Windows emulator – http://www.microsoft.com/downloads/details.aspx?familyid=A6F6ADAF-12E3-4B2F-A394-356E2C2FB114&displaylang=en

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- Nokia simulator – http://www.forum.nokia.com/info/sw.nokia.com/id/db2c69a2-4066-46ff-81c4- caa-c8872a7c5/NMB40_install.zip.html
- Opera Mini Simulators – http://www.opera.com/mini/demo and http://informatico.altervista.org/netvibes/operamini.php
- Palm developer – http://developer.palm.com/
- Opera Software – http://www.opera.com

In addition to simulators and emulators, there are web-based resources that provide specific feedback on the overall quality of a mobile website:

- MobiReady -- http://ready.mobi
- Mowser – http://mowser.com/
- Ready.mobi Report – http://netsol.ready.mobi
- W3C MobileOk Checker – http://validator.w3.org/mobile/

Mobile presences will continue to escalate their impact on society – in the same way that burgeoning websites did 15-20 years ago. It is essential that libraries investigate and experiment with mobile technologies as an expansion of their services. To quote Joan Lippincott, "As with most technology developments, this one [mobile presence] is fast-moving. This is not a time to sit on the sidelines as other. . . units are developing services for mobile users and licensing content for mobile devices. . . libraries should make conscious choices about what they want to offer in this arena and act accordingly." (Lippincott, 3) Add to her comment, the recommendations of Woodbury and Casden:

- Use a rapid development cycle
- Think iteratively
- Adjust to change quickly
- Avoid paralysis

Above all – avoid paralysis!!

Additional Resources

Anderson, Janna Quitney, and Lee Rainie. *The Future of the Internet III*. http://www.pewinternet.org/~/media//Files/Reports/2008/PIP_FutureInternet3.pdf.pdf Pew Research Center's Internet & American Life Project, 2008.

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As always, send questions and comments to: billie_peterson@baylor.edu

Check These Out!

By Sharon Ladenson, Michigan State University Libraries

Librarians provide information literacy instruction to a wide variety of groups including primary and secondary school students, undergraduates, doctoral candidates, and the general public. This column summarizes a selection of recently published articles and books that focus on providing instruction to a variety of patrons including business students, graduate students, students with neurological and psychological conditions, and homeless women. For those who are interested in discovering active learning techniques to engage a variety of students, I have also included information about Ryan Sittler and Doug Cook's recently published Library Instruction Cookbook. Check these out, and enjoy!

Birdsong, Lark. "Information Literacy Training for All: More Outliers." **Searcher** 17.9 (2009): 39-42.

Birdsong describes her experience of providing information literacy instruction to homeless women. She worked with women who utilized services of "The Gathering Place" (a center for homeless and impoverished children and women in Denver, Colorado). The author facilitated the process of brainstorming broad topics of interest, and narrowing the focus to a more specific research question. The participants decided to investigate the key survival tips for women who experience homelessness. In order to communicate information literacy concepts effectively, Birdsong explained broad sources of information: people (who have experienced and/or researched homelessness), places (including homeless shelters, government agencies, and libraries), and "things" (such as articles, books, and the Internet). She asked the women to use resources available at the local public library and at The Gathering Place in order to locate and review at least one relevant scholarly article about homelessness. After locating appropriate resources, the group summarized their tips and findings using Google Docs.

Chodock, Ted, and Elizabeth Dolinger. "Applying Universal Design to Information Literacy: Teaching Students Who Learn Differently at Landmark College." **Reference & User Services Quarterly** 49.1 (2009): 24-32.

Chodock and Dolinger describe the theory and practice of developing information literacy curricula for students with neurological and psychological conditions such as (among others) dyslexia and Attention-Deficit/Hyperactivity Disorder (AD/HD). In order to meet the needs of such students effectively, librarians at Landmark College use "Universal Design" principles to shape their instruction. Utilizing such principles involves presenting class materials in various formats; providing opportunities for students to actively communicate and apply concepts covered during library instruction; and using a variety of teaching techniques in order to accommodate diverse learning styles. Developing course guides (which provide an outline of the material) will help students who have difficulty with memory and/or with taking notes. Providing access to a Web version of the guide will help students whose vision problems may require them to adjust text size. Library instructors can also spell search terms verbally, as well as writing the terms on a whiteboard. The authors also recommend allocating one-third to one-half of class time for individual practice and instruction, as this will allow students to digest and process information presented, and to ask questions that they may not feel comfortable sharing in front of the group. Librarians can also bring a sign-up sheet for follow-up appointments to work with students individually. Such techniques (among others covered in the article) provide for more inclusive approaches to instruction that accommodate the needs of a wide variety of learners.

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Siegel, Gretta, ed. **Libraries and Graduate Students: Building Connections.** New York: Routledge, 2009.

Libraries and Graduate Students: Building Connections covers relevant topics for those who provide information literacy instruction at the graduate level. Librarians from the University of Calgary, the Associated Canadian Theological Schools, Rutgers, Purdue University, University of Konstanz (in Germany), University of California (Los Angeles), Western Washington University, and the College of Staten Island contributed to this volume. The chapters describe practical approaches for assessing the information and technology needs of graduate students enrolled in a variety of programs including distance education classes; developing electronic tools and online courses for information literacy at the graduate level; creating and conducting semester long courses and workshops for graduate students in specific academic programs; and educating graduate students about academic integrity.

Sittler, Ryan L., and Douglas Cook, eds. **The Library Instruction Cookbook.** Chicago: Association of College and Research Libraries, 2009.

The Library Instruction Cookbook provides a wealth of possibilities for those who wish to pursue an active learning approach in the library classroom. The text includes more than 150 "recipes" (contributed by college and university librarians) for sessions on topics such as general library orientation; basic library skills; citations and plagiarism; evaluating sources; specialized research skills; discipline specific research; and creative technology use in the classroom. The recipes outline specific activities, instructional techniques, and equipment and resources necessary for preparing and conducting the instruction sessions. They also describe possible pitfalls and valuable pedagogical lessons learned, and list the specific ACRL information literacy standards addressed.

Spackman, Andy, and Leticia Camacho. "Rendering Information Literacy Relevant: A Case-Based Pedagogy." **Journal of Academic Librarianship** 35.6 (2009): 548-554.

Spackman and Camacho describe their use of the case method of instruction to provide specialized business research workshops for students at Brigham Young University. The case method involves presenting a real-life problem or scenario for students to analyze and develop a solution. In the context of information literacy instruction, librarians can ask students to identify and evaluate the resources for analyzing and solving the problem. The authors outline several sample lessons, and provide specific descriptions of cases presented to students. Lesson plans and cases are also publicly available online: https://lib.byu.edu/casewiki/index.php/Main_Page. One example of a case involves asking students to develop a list of local, national, and international competitors for a freight trucking company headquartered in El Paso, Texas (in order to perform a competitive analysis). Librarians can introduce two or three sources for finding company information, and ask students to compare and contrast the information provided in each source. Brigham Young librarians also distributed paper surveys at the workshops in order to assess student satisfaction. The results indicated that students experienced relatively high levels of satisfaction with the case study approach.

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

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