

LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 33 No. 1 September 2010



From The President

By Kawanna Bright

Hello everyone! This is my first column as LIRT President, and I already have so much to share with you all! I find myself experiencing a theme of “transition” as I wind down from a hot but successful Annual conference in DC. I will be starting a new position at the beginning of August in a new state with new colleagues—a truly exciting prospect for me! I find my transition into the LIRT Presidency position to be equally as exciting, especially in light of the completion of our most recent planning retreat.

I would like to extend many thanks to all of the current and past LIRT leaders who were able to participate in the retreat. Working as a team, we were able to discuss many of the issues that LIRT is currently facing or will face including membership, mentoring, and programming needs. These discussions led to planning for ways to successfully address these issues. I am looking forward to the future as LIRT will work to implement many of these new ideas. This is where you all come in as well, as we will have many opportunities for you to participate in making LIRT work better for you. Be on the look out for calls for participation in task forces and committees where you might be able to apply your expertise!

I would also like to send out kudos to our Membership and Conference Planning Committees, as they made sure that all of LIRT’s events were well worth the attendance. I had a truly enjoyable time at the LIRT Membership Fair as I had the opportunity to sit and discuss LIRT issues with new and “considering” LIRT members. BITES with LIRT also had great showings and featured good food and good discussions. And finally, the Conference Program: “Capitalizing on Technology: A Teaching Technology Fair” featured some of the best hands-on demos of great uses of technology. I, for one, will be trying a few of them out as soon as I am able! Hopefully some of you also got some of the great swag given out as prizes during the programs—what better way to promote LIRT than with a stylish bag or portfolio?

As I sign off from my first column, I also want to send out a hearty thanks to all of the past committee chairs and members, and all of the new chairs and continuing or new committee members. It is with your dedication and support that LIRT will continue to be successful in the future. I look forward to working with you all in the coming year!

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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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Kawanna

LIRT New Officers 2010–2011

LIRT Executive Board 2010-2011

President: Kawanna Bright
Vice-President: Linda J. Goff
Treasurer: Barbara Hopkins
Treasurer-elect: Jeff Knapp
Secretary: Kate Gronemyer
Past President: Lisa Williams
RT Councilor: Cynthia Dottin
Staff Liaison: Darlena Davis

Committee Chairpersons 2010-2011

Adult Learners: Toni Hoberecht
Conference Program Committee: Catherine Johnson (Chair, 2011); Hui-fen Chang (Co-Chair, 2011; Chair 2012)
Liaison Committee: Cynthia Dottin
Membership Committee: Jennifer Corbin and Shana Higgins (Co-Chairs)
Newsletter Committee: Rebecca A. Martin
Organization & Planning: Lisa Williams
Teaching, Learning & Technology: Dawn Amsberry & Kathy Rosa (Co-Chairs)
Top 20: Connie Stovall and Mark Shores (Co-Chairs)
Transitions to College: Carolyn Meier and Stephanie Rosenblatt (Co-Chairs)
Web Advisory: Fay Kallista



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)

TRANSITION

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.

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Production editor: Susan Gangl

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by Rebecca Martin
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From The Editor

Greetings! This is my first issue as editor of LIRT News, and I'm happy to serve. Of course I am following in the footsteps of someone who has consistently turned out a quality publication with a welcoming tone for five years--Jeff Knapp. Jeff's forethought and enthusiasm have propelled the newsletter to its present online form, which makes it easy to access all the fresh ideas and pertinent updates about library instruction you've come to expect. Thank you Jeff and congratulations on your new role as LIRT Treasurer-elect.

If you haven't gotten the hint yet, this is our **LAST PRINT** version of the newsletter. We're already online, but we still need for you to subscribe to LIRT-L immediately, if you haven't done so. As of December 2010, only subscribed members will be receiving the e-mail link to our latest issue. You can visit the online site right now to get the scoop on the instruction events you just couldn't squeeze in at ALA Annual. We hope you will enjoy the polished look and feel that production editor and librarian, Susan Gangl, has given the online News.

If ever there was a buzz word for this September edition, it would be "transition"—with a confident stride. Read about the LIRT retreat (charting our future), the teaching technology fair (savvy, up close and interactive), outreach to instruction librarians in all venues (fun and food) and so much more.

As a friend of mine says, "Don't be a stranger!" Let me know what you think and feel about the newsletter and the instruction topics you'd like to see or share.

So here's to a smooth transition and a great fall.

Rebecca

This is our final PRINT edition of the LIRT Newsletter

We're going **green** !

Join us online by subscribing to LIRT-L to link to our quarterly updates

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
e.g. (subscribe LIRT-L Don Draper)



ALA members are spread across states, countries, and time zones, and although there is the opportunity to meet at the Annual Conferences and Midwinter Meetings, sometimes that isn't enough. ALA Connect provides collaborative features that offer a number of ways to complete committee work despite being unable to meet in person.

I want to... meet with a group

The ALA Connect "Chat" area allows for closed or open meetings, and the chats are archived. It's also easy to cut and paste chat transcripts into a word processing documents for later reference. This is a simple text chat program -- no video or audio. While its simplicity might be limiting for some, it means there are fewer barriers to use.

If you're running a meeting, it helps to have the agenda handy for cutting and pasting into the chat area, and it's useful to have any questions or topics to be addressed typed in advance.

Additional tools can complement your chat meeting: If you're working with a small group, Yuuguu (<http://www.yuuguu.com>) offers free web conferencing with screen sharing for five users up to 100 minutes a month. Dimdim (<http://www.dimdim.com>) can accommodate up to 20 users for free. If you find that ALA Connect chat doesn't work for you, but text chat is generally sufficient for your needs, you can also try group chat in Gmail (<http://mail.google.com/support/bin/answer.py?hl=en&answer=81090>).

I want to... share a document with my committee members

Two options are available for sharing a document. The first is to upload the document file in its native format. Committee members can download it for reference or editing, and they can also provide comments using the ALA Connect "comment tool".

The second option is to use the what-you-see-is-what-you-get (wysiwyg) editor. Enter or copy and paste the text, and format the document as desired. Committee members can then use the same editor to make changes to the document.

I want to... get feedback on a document

The options here are similar to sharing a document with the committee (or with a larger audience). By default, the "Comments" setting below the text box is set to "Read/Write," so you don't even need to change the settings. Again,

this is private by default, but it can be shared with the public with a simple click in a check box.

I want to... manage a project

Although there isn't support for an interactive spreadsheet in the ALA Connect document section, with a little tweaking, a table can be modified to manage assignments and timetables. Outside of ALA Connect, Google Docs offers spreadsheet functionality that group members can share access to. Manymoon (<http://www.manymoon.com>) is a more sophisticated project management tool that allows users to share and track tasks.

A Few Caveats...

Public vs Private Options

Many of the tools described above have a check box to make items available to the public. Items are private by default, meaning that only the official committee members (and ALA Connect administrators) have access to the item in question. Committee members have "official" status based on ALA's membership database. It is not possible to permanently add members to the group without their status being updated in the membership database; so if you want to get new committee members up to speed before their terms start, the only option is to make items publicly viewable.

Hardware and Software Compatibility

Some features may work great on your version of Firefox on a PC, but a Mac user running Firefox may have compatibility issues. If you're planning an online meeting, make sure that your collaborators can use the tools you recommend. Most tools offer some information on what operating systems and browsers are supported. It might be helpful to run these by your group to make sure they will have no problems with the options offered.

Getting Notifications

Participating in ALA Connect, but not getting notifications? You can change your notification preferences easily. Once you've logged in to ALA Connect, click on My profile on the left, then follow the instructions under the Subscriptions in the tab above your profile.



Library Instruction Round Table Annual Report 2009 – 2010

Officers:

Serving as elected officers this year were: Lisa Williams, President; Kawanna Bright, Vice-President; Kari Lucas, Treasurer; Barbara Hopkins, Vice-Treasurer/Treasurer-elect; Mardi Mahaffy, Secretary; Linda K. Colding, Immediate Past President; Timothy P. Grimes, LIRT ALA Councilor.

Appointed officers were: Camille McCutcheon, Archivist; Billie Peterson, Electronic Resources Manager; Linda J. Goff, ALA/LIRT Representative to the IFLA Information Literacy Section Standing Committee; Vibiana Bowman, LIRT Representative to Institute for Information Literacy Executive Board; LIRT News Production Editor, Susan D. Gangl; Darlena Davis, ALA LIRT Liaison Officer.

Appointed representatives to ALA Assemblies were: Barbara Hopkins, ALA Advocacy Assembly; Kristin L. Strohmeyer, ALA Literacy Assembly; Janet Sheets, ALA Recruitment Assembly.

Summary:

T



This has been another productive year for the Library Instruction Round Table (LIRT). The ALA Midwinter conference was held January 15-19, 2010 in Boston, Massachusetts and the Annual Conference was held June 24-29, 2010 in Washington, D.C. During midwinter, The LIRT Research Committee sponsored a discussion forum titled: "Seeking Clarification in a Shifting Landscape: Conducting Research in Library Instruction." The LIRT Strategic Planning Retreat was held June 24, 2010 in Washington, D.C. and was facilitated by Shelley Phipps, Assistant Dean Emerita from the University of Arizona Library. During the annual conference, the Executive Board appointed the Retreat Implementation Task Force to review retreat action items, recommend implementation time lines for retreat action items, and report progress to the executive board and the 35th Anniversary task force to assist in planning the celebration in 2011. The Newsletter Committee will begin implementation of the electronic-only LIRT newsletter. "Bites with LIRT" was held on Saturday and Sunday of the conferences with large turnouts both days. *Editor's note: See Retreat photos on page 21.*

The success and hard work of LIRT is reflected in the following committee and representative reports.

Adult Learners

Chair: Trina Nolen

Committee Members: Delores Carlito (2009-2011); Lisa Gardinier (2010-2012); Virtual Lore Guilmartin (2009-2011); Amy Gustavon (2010-2012); Toni Hoberecht (2008-2012); Shannon Jones (2008-2012), Young-Joo Lee (2010-2012), Rob Morrison (2010-2012), Virtual Trina Nolen (2007-2011), Rebecca Pasco (2009-2011), John Siegel (2009-2011), I Patience Simmonds (2010-2012), Judi Windleharth (2008-2012)

Chair's Report: The committee met at ALA in Washington DC. Six members were present. We discussed the possibility of a presentation at 2011 and decided we were not prepared to undertake such a task. We decided to concentrate on defining what adult learning is in a library context, producing a current literature review of adult learning information, and identifying possibilities for our committee's online working space. For the following year the committee's goals are as follows: 1. Formulate a definition of adult learning as it relates to library instruction. We hope to have crafted a definition by the end of the 2011 Midwinter Meeting. 2. Compile a narrative history of the Adult Learners committee. 3. Update existing information on the Adult Learners Resource Center website. 4. Write a current literature review of adult learning principles and library instruction. We will consult with the Top 20 Committee before we get started on the literature review. 5. Utilize ALA Connect as a central clearinghouse for Adult Learning Committee working materials. We plan to use email and a wiki until all members are able to access the Adult Learners ALA Connect page.

Conference Program

Chair: Catherine Johnson

Committee Members: Catherine Johnson (2008-2010); William M. Modrow (2006-2010); Michelle Anfenon-Comeau (2007-2011); Victor D Baeza (2006-2010); Kristen J. Canady (2007-2011); Sharon S. Chadwick (2008-2010); Hui-fen Chang (2007-2011); Lisa Gieskes (2008-2010) -- Virtual Member; Arianne Hartsell-Gundy (2008-2010); Sara Holder (2007-2011) -- Virtual Member; Hongyu (Lisa) Li (2007-2011) -- Virtual Member; Kristen Mastel -- Virtual Member; M. Beth Meszaros (2007-2011); Andrew Revelle (2007-2011) -- Virtual Member; Carla Robinson (2004-2010); Denyse Sturges (2007-2011) -- Virtual Member

Chair's Report: This year the LIRT Conference Planning Committee organized a teaching technology fair similar to what was done in 2006. The 2010 program was titled, "Capitalizing on Technology: A Teaching Technology Fair." This year the committee wrote a call for proposals asking for librarians using free or open source technology to enhance instruction. This call was posted to many listservs in an effort to attract librarians working in public, special and academic environments. The committee received about 25 proposals. Each member reviewed all of the proposals and voted on their top 10. Of those, we narrowed it down to the 8 most appropriate for our program. In order to facilitate all speakers in our limited time, each speaker was given six minutes to present the technology they are using and explain how they are using it to enhance instruction.



LIRT Annual Report, continued on page 6

After the speakers were finished, they dispersed around the room, and we used the remaining time in our program to allow the attendees to move around the room and ask questions or chat with each of our presenters.

Despite some technological problems outside the hands of the committee, the program went well. Among participants, academia was well represented. All presenters came from academic institutions, and 63% of attendees identified themselves as coming from academic libraries. Over the past year, the committee began to use ALA Connect to keep track of what we are doing through messages and collaborative documents, which will help preserve some of the institutional memory. Because many of the same tasks must be completed every year, it is helpful to have a record of how past committees have gone about planning for the conference. While half of the committee was active in ALA Connect, the other half did not respond well to any method of communication. Overall, it was a successful year.

Liaison Committee

Chair: Cynthia Dottin

Committee Members: Carrie Forbes (2006-2010); Irene Ke (2008-2010)

Chair's Report: At ALA Annual in Washington, D.C., the LIRT Committee met and welcomed Deborah Lilton and Matthew Reynolds, two of five new members. Two of the three current members were unable to attend the meeting. Deborah and Matthew decided to get an early start by attending the 2010 Annual All Committees Meeting I. They were given a brief introduction to LIRT, its mission and vision, and the Liaison Committee's goals, objectives, duties and initiatives. The Committee then discussed the Non-LIRT Education Related Programs/Events and Meetings for Annual 2010. Although they were not officially required to prepare reports until Midwinter 2011, both new members chose an event to report on for the Newsletter, following the proper format. Carrie Forbes, a current member who could not attend, committed to preparing two reports for the Newsletter, as did the Committee Chair. In total, the Committee sent six reports for the September Newsletter. The attendees were also briefed on the Committee's ongoing initiative to launch a formal Liaison relationship with other instruction-related ALA entities, and both new members were enthusiastic about working to pursue such a relationship. One new member, Julia Glynn Warga, who will be joining us at Midwinter 2011, is already interested in beginning a formal liaison relationship with FTRF (Freedom to Read Foundation). The Committee looks forward to a progressive and active 2011-2012.

Membership

Chair: Shana Higgins and Jennifer Corbin

Committee Members: Jennifer Corbin (2008-2011), Shana Higgins (2008-2011), Jonathan Dembo (2008-2010), Carmen Doering (2008-2010), Nancy Hampton (2008-2010), Leanne Hillery (2009-2011), Marcie Jones (2009-2011), Allison Pepper Malone (2008-2010), Crystal Renfro (2008-2010), Anne Rojas (2009-2011).

Chair's Report: The Membership Committee had a busy year.

We have been working on reaching out to current members and potential members using ALA Connect and Facebook as well as the LIRT-L listserv. We reviewed and revised the "Welcome" and "Sorry to see you go" emails we send to new members and to members who drop membership. The committee submitted Member A-LIRT columns for the newsletter and had more LIRT brochures printed. Bites with LIRT lunches at Midwinter and Annual were well attended. They were advertised on various listserves, the LIRT Facebook page and on ALA Connect. This year for Annual, we tried something different for the Membership Fair on Sunday morning. Our main giveaway was coffee, tea and orange juice. We also gave away personalized M&Ms, LIRT bags, LIRT folios, and gift cards.

The committee has been discussing changing the Membership Fair to a soiree, luncheon, reception, happy hour, awards ceremony, or something similar. We have been collecting a file of various membership events put on by ALA and ACRL sections, roundtables, and divisions. The co-chairs attend ALA Membership Task Force meetings and get ideas from other membership committee chairs. Many committees are using the Membership Pavilion for membership fair events. The committee will run an ad targeting school media specialists in *School Library Journal*. We are working on an exit survey for those who drop their LIRT membership. The survey will be created using Google forms. A draft email to remind members to renew their LIRT membership was sent to the Executive Committee for review.

Newsletter Committee

Chairs: Jeff Knapp and Rebecca Martin

Committee Members: Waudenna Agee (2009-2011); Rhonda Crim-Tumelson (2007-2011); Susan D. Gangl (2005-2011); Russell A. Hall (2009-2011); Elana D. Karshmer (2007-2011); Kenneth Liss (2009-2011); Rebecca A. Martin (2009-2011); Yvonne Mery (2009-2011); Maryke Barber (2009-2011)

Chair's Report: The committee will transition to a new Editor, Rebecca Martin, as of July 1, 2010. Former editor, Jeffrey Knapp, was elected to the position of LIRT Treasurer-elect. In the spring of 2010, the newsletter was published in both a print and an online version, which is accessed from the LIRT website at Baylor University. At ALA Annual in Washington D.C., committee members and members of the executive board voted unanimously at Steering I to transition the newsletter to an all-online version beginning with the December 2010 issue. The newsletter committee then submitted a proposal to Steering II and the LIRT Executive Board to further resolve issues related to the online newsletter's implementation.



The LIRT Newsletter
is going **green!**

Join us online by subscribing to LIRT-L to link to our quarterly updates



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These suggestions included using a PDF file format only, not using password protection for the newsletter, placing the newsletter on ALA Connect in addition to having it on the Baylor LIRT website, having automatic subscription of new members to LIRT-L, and having the newsletter committee investigate the need for an electronic ISSN.

Organization & Planning Committee

Chair: Linda K. Colding

Committee Members: Linda Colding 2008-2011 Lisa Williams 2009-2011 Valerie Feinman 2007-2011 Kawanna Bright 2009-2012 Kari Lucas 2007-2011 Tiffany Hebb 2008-2010 Carol Carson Schuetz 2004-2010 Mitch Stepanovich 2009-2011

Chair's Report: During the 2009 – 2010 year, the Organization and Planning Committee planned and hosted the Strategic Planning Retreat. The retreat was held on Friday, June 25, 2010 from 7:45 am until 4:30 pm at the Grand Hyatt in Washington, D.C. The purpose of the LIRT Strategic Planning Retreat was to enhance, increase, and expand communication to school, public, special, and academic instruction librarians. With a list of possible facilitators, the committee narrowed the candidates to two possible choices. The committee selected Shelley Phipps, Assistant Dean Emerita from the University of Arizona Library, to facilitate the retreat. Input was gathered from the 27 LIRT officers and committee chairs who attended the retreat. Constituents were asked to provide information to help improve the success of LIRT in carrying out its Mission and achieving its Vision and to help guide the members of the Executive Board, Steering Committee, and Organization and Planning Committee in updating, revising, and taking action on the Strategic Plan.

At the conclusion of the Retreat, a summary of recommendations was developed for the LIRT leadership to use to enhance and expand communication and increase the value of LIRT activities for instruction librarians. In addition to lunch and snacks throughout the day, attendees were provided with a canvas bag and portfolio, which had the LIRT apple emblem on them. The other major task completed by the committee was the development of a slate of candidates for the 2010 – 2011 election.

Teaching, Learning, & Technology

Chairs: Dawn Amsberry, Kathy Rosa

Committee Members: Dawn Amsberry (2007-2011) Kathy Rosa (2007-2011) Lia Friedman (2008-2010) Corliss Lee (2009-2011) Emily Love (2006-2010) Celia Ross (2008-2010). Virtual Members: Diane Fulkerson (2008-2010) Joe Hardenbrook (2009-2011) Connie Masson (2008-2010) Eric Resnis (2009-2011) Dianna Sachs (2007-2011) Donna Wolfe (2008 – 2010)

Chairs' Report: During the 2009-2010 year, LIRT TLT had 12 members--6 actual and 6 virtual. Six members attended the LIRT TLT Midwinter 2010 meeting, and five attended the meeting at Annual 2010. We also held three virtual meetings using Gmail chat on October 20, 2009 (6 attended), March 26, 2010 (7 attended), and June 1, 2010 (7 attended). We tried using the chat platform in ALA Connect for a virtual meeting but were not successful. LIRT TLT has a Google group at <http://groups.google.com/group/lirt-tlt>, which has been the primary tool for communication, document sharing, etc.

In Spring 2010, we had a group site on ALA Connect set up, and migrated our content there. We are now using ALA Connect for group communication. During the year the group worked on a review of literature about libraries and course management systems. We searched the literature and then used a Google document to compile a bibliography of citations to relevant articles and assign categories to each citation. Our next step in the coming year will be to create a narrative literature review from the citations, which will be submitted to LIRT News for publication.

Top Twenty

Chairs: Kate Gronemyer

Committee Members: Susanna Cowan (2005 - 2009); Lisa McDaniels (2008 - 2010); Emily Nimsakont (2008 - 2010); Suzie Remillien (2008 - 2010); Mark L. Shores (2008 -2010); Ru Story-Huffman (2007 - 2009); Connie Stovall (2007 - 2009); Elise Tomlinson (2008 - 2010)

Chair's Report: The committee read over two hundred articles and chose the twenty top ones, which were highlighted in the June issue of the newsletter. Congratulatory letters will be sent to each of the authors to notify them that their articles were chosen. The committee has been using Google Groups to communicate but has also been looking into using ALA Connect since most of the work of the committee occurs online.

Transition from High School to College

Chairs: Judith Arnold and Paula Garrett

Members: Joanna Anderson (2009-2011), Susan Avery (2006-2010); Rebecca Befus (2009-2011); Mitchell Fontenot (2008-2010); Joanna K Gadsby (2009-2011); Carolyn Meier (2007-2011); Elin A. O'Hara (2008-2010); Stephanie Rosenblatt (2007-2009); Patience L. Simmonds (2006-2010); Jeanne Swedo (2008-2010); Kaeli Vandertulip (2009-2011)

Chairs' Report: The Transitions Committee continued its focus on providing opportunities for librarians from all types of libraries to discuss how to help students transition from high school to the research demands of the college environment. Subsequent to the annual conference in 2009, a call for proposals came out from ACRL/IS for Discussion Group topics. The Transitions Committee applied to host a Discussion Group at ALA Annual 2010, which was approved. The title selected was "Helping Students Transition to College," which continued the discussion and the issues that were presented at the previous brownbag discussion. The Midwinter 2010 committee meeting then focused on planning for the event: preparing the Current Issue Digest and arranging the format for the discussion. The Committee agreed to use ALA Connect to gather the sources for the Digest and also established a Facebook presence. At ALA Annual 2010, the Committee met to finalize the logistics for the Discussion Group, "Helping Students Transition to College," which was held Saturday, June 26, 4-5:30 at the JW Marriott, Capitol Ballroom E/F. The event was highly successful and attracted 55 attendees from four-year, community college, and school libraries. Eight Transitions Committee members were present to participate as presenters and facilitators for the discussion. As an entry to the discussion topics, Kent State University librarians, Tammy Voelker



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and Ken Burhanna, presented a quick overview of their *Transitioning to College* website (<http://www.transitioning2college.org/>). The committee continues to work with the Conference Planning Committee on the planning for the LIRT Annual Conference Program in 2011 in New Orleans and discussed ideas, using the conversations from the Discussion Forum to pinpoint the topic. Tentatively the committee decided that a panel of “missing voices” (faculty, students, public librarians) should address what students need in order to succeed and how libraries and librarians can help. The Transitions Committee has been a very active and engaged group. Five committee members will be leaving as their terms end, and six new members will be joining—4 virtual and 2 actual. Stephanie Rosenblatt and Carolyn Meier will become co-chairs of the committee.

Web Advisory

Chair: Amanda Izenstark

Committee Members: Billie Peterson-Lugo (ex officio); Karen Hein (virtual, 2009-2011); Fay Kallista (virtual, 2009-2011); Robin Kear (virtual, 2009-2011); Suzie RemiLien (virtual, 2009-2011); Corrine Syster (virtual, 2009-2010); Vivien E. Zazzau (2007-2009)

Chair’s Report: Throughout the year, the committee continued planning migration to ALA’s content management system. Progress was delayed due to the group’s omission from ALA Connect. The committee met three times virtually to discuss migration of the web site to ALA’s site. At the second meeting, most members of the committee agreed to complete training in the use of ALA’s CMS in preparation for the migration. Members not confident in their technical skills volunteered to proofread and check links after migration has occurred. We briefly discussed the Discussion for Midwinter 2011. We also believe that with the increased traffic that the 35th anniversary would bring to the web site, it would be a good idea to appoint a member of the Web Advisory Committee to the 35th An-

niversary Task Force. With the question of a new CMS in the future, we have two plans. If the decision and implementation appears to be rapid, we will wait until the adoption of the new CMS to move the content. However, if it looks like there might be some delay, the committee members agree that it would be smart to move the content into the current system soon.

Appointed officers and representatives reports:

Advocacy Liaison:

Barbara Hopkins

Advocacy is planning a Snapshot Date, in which participating libraries would take one day to record statistics on what they are up to, and report a “snapshot” of a given day.

ALA Recruitment Assembly:

Janet Sheets

The ALA Recruitment Assembly has put together a physical box of recruitment materials to send to relevant parties. Emerging Leaders have been working on a couple of Recruitment projects and reported on their success to the Assembly. Serving as a jury member on a scholarship is a good service activity.

Literacy Assembly:

Kristin Strohmeyer

Assembly’s role is to “assemble” all groups in ALA and see what is happening in terms of literacy. This term gets debated at most Assembly meetings as to its definition and meaning.

OLOS (ALA’s Office of Literacy and Outreach Services) is developing print and online toolkits focusing on native and non-native adult speakers and is also developing webinars on how to start a literacy program.

--Compiled and submitted by Lisa Williams, 7/15/10

Helping Students Transition to College

ACRL Instruction Section



The LIRT Transitions to College Committee convened this discussion forum at the ALA Annual Conference on Saturday, June 26, 2010. Sponsored by the ACRL Instruction Section, the event attracted 55 attendees from four-year, community college, and school libraries. As an introduction to the discussion topics, Kent State University librarians Tammy Voelker and Ken Burhanna presented a quick overview of their *Transitioning to College* website (<http://www.transitioning2college.org/>). A lively and engaged audience exchanged ideas on four questions: (1) What do you think are the “Five Research-Related Things Students Need to Know to Survive in their First Year of College”? (2) Describe and discuss the range of research and information literacy skills you observe in your students/patrons. (3) What are the strengths of the *Transitioning to College* website and how might they be used in your environment? What other collaborative projects do you envision? (4)

What existing partnerships or collaborations do you participate in? What are the biggest challenges to collaboration? The most popular topic, “What 5 research-related skills do students need?” generated a range of responses, from the traditional “knowing Boolean” to “know how to Ask a Librarian” to discussion on pushing the boundaries to collaborate with faculty on developing the needed skills. More details on the discussion can be found at <http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/committees/discussiongroup.cfm>.

--Judith M. Arnold and Paula Garrett



2010 ALA-LIRT Annual Program

ALA ANNUAL
CONFERENCE
& EXHIBITION



During the ALA Annual Conference in Washington D.C., more than 175 librarians gathered to attend the Library Instruction Round Table Conference Program. Held on Sunday morning, this year's LIRT program featured a technology fair for library instruction.

This year, the program entitled ***Capitalizing Technology: a Teaching Technology Fair*** showcased eight presentations on free or open source software used to enhance instruction. Each presenter spoke for about six minutes followed by



breakout discussions held with each of the presenters.

Susan Nelson, reference and instruction librarian at Lycoming College, opened the technology fair with an explanation her implementation of *Wetpaint* wiki software as a venue for her Freshman English Composition students. Students used the wiki to complete five tasks in their search of information sources for their topics.

Rebecca Befus, instruction librarian from Wayne State University, demonstrated the benefit of three open source video tools—*Animoto.com*, *Prezi.com*, and *Xtranormal.com*—to create learning objects to put online for instruction. Rebecca's presentation demonstrated that instruction librarians have a wealth of free technologies at their disposal to jazz-up their teaching materials.

Next, **Ameila Brunskill** discussed her experience using an open source classroom management program called *iTalc* at Dickinson College, a free tool that allows the instructors to control a classroom of computers from an instructor's station.

Judith Downie, the Humanities & Government Document Librarian at California State University, San Marcos, demonstrated her adoption of an open source software of *Library a la Carte* to create customized course guides for her first-year writing courses.

Jennifer Dittkoff from Keene State College showed how she incorporated free technologies of *Wallwisher*, *Voicethread* and *Diigo* in her instruction to facilitate and encourage active participation from students.

Nancy Goebel, Head Librarian of the Augustana Campus Library of the University of Alberta, Canada, introduced the audience an open source assessment platform called *WASSAIL*. Developed by the University of Alberta, *WASSAIL* allows instruction librarians to collect, collate and analyze information literacy related data to assist librarians in the assessment of student learning effectiveness and learning outcome. *WASSAIL* is also the winner of the ACRL 2010 Instruction Section Innovation Award.

In her presentation, **Amy Thornley** explained the use of *Twitter*, *RSS feeds*, blogs and podcasts via *Ning* at Miami University Libraries to engage students with information literacy content.

Finally, **William Breitbach**, library instruction coordinator at California State University-Fullerton, demonstrated the versatility of Google Forms for formative assessment in instruction. Will shared with the audience how he used Google Forms to design questions, gather real-time responses and provide immediate feedback to students.

Following these short presentations, a small-group breakout session was held where attendees had the opportunity to ask questions and to interact with individual presenter. Despite a few glitches with the technology, the program was overall a success. Attendees offered their feedback on an evaluation form and responses were overwhelming positive. Comments from attendees included: "I love this program and will explore some of the open source software presented," "Thanks so much for the brief presentations on instruction technology. I got more out of this session than any other at ALA!" and "Best session I've attended this year!" If you would like to know more about this year's LIRT Conference Program, or see materials provided by the presenters, please visit <http://fleetwood.baylor.edu/lirt/program.html>





TECH TALK: *Complete Clicker*

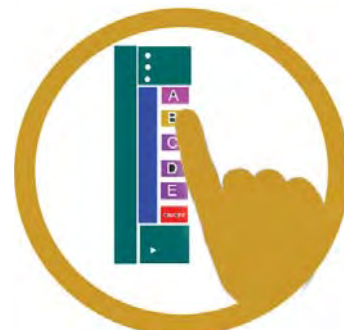
Dear Tech Talk – My boss has expressed interest in using “clickers” in our instruction sessions. I admit to being woefully behind the times. . . I sort of know what clickers are, but I really don’t know if they are an effective teaching tool or just a trick to enliven the classroom experience for net-gens with short attention spans. –Complete Clicker Cluelessness

Dear CCC – Let’s begin with an understanding of what is meant by “clickers”. “Clicker” is the generic name for audience-based, interactive systems that were first used in the 1960s. Initially, the entertainment and business industries used these devices to gauge audience reaction to movies and TV programs or to manage decision-making in meetings. (http://en.wikipedia.org/wiki/Audience_response#History) Throughout the years, a variety of names have been used for these kinds of systems, including: Audience Response System, Audience Response Technology, Classroom Performance System, Classroom Feedback System, Classroom Response System, Electronic Response System, Electronic Voting System, Group Decision Support Systems, Group Process Support System, Group Response System, Interactive Response System, Personal Response System, Selected Response System, Student Response System, Wireless Transponders, and Zappers (<http://serc.carleton.edu/sp/library/classresponse/what.html>) (Dill 527 and Patry 1).

The term “clicker” emerged because each member of the audience receives a device that looks a bit like a TV remote control. Individual audience members press (click) a button to register a response to a question or poll. Hoffman and Goodwin state that, “while features may vary from system to system, each system is basically composed of three main parts:

1. The receiver, which attaches to the instructor’s computer;
2. The clickers; and
3. The accompanying software program, which is loaded on the instructor’s computer” (Hoffman 425).

These systems primarily use either infrared (IR) or radio frequency (RF) technology. Each one of these options has its own set of advantages and disadvantages. According to Osterman,



infrared systems do not achieve the reception rate that many of us would expect – some students’ answers simply won’t be captured. Radio frequency systems, on the other hand, have a high, near-perfect reception rate. In addition to having a better reception rate, RF systems are able to handle more simultaneous receptions (up to 1000 per receiver as compared to 50-100 per receiver for infrared) and have a greater range (200-900 feet as compared to 60-100 feet for infrared). This is not to say that infrared systems have no advantages over an RF system—they are, after all, cheaper” (Osterman 51) .

More recently, with the advent of more robust wireless networks, some systems now use wireless technology.

Some systems integrate with PowerPoint and others use their own embedded presentation technology. In either case, questions are integrated in the presentation system and presented to the audience using the presentation software. Each member of the audience responds to the question using her clicker. Depending on the set-up, responses can be anonymous or associated with each audience participant. Once the responses are recorded, the entire audience sees the displayed results. Many systems also provide options to save and export the results to spreadsheet software.



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TECH TALK: *Complete Clicker, continued from page 10*

A wide variety of products provide this technology:

- Einstruction—<http://www.einstruction.com>
- H-ITT (Hyper-Interactive Teaching Technology)—<http://www.h-itt.com>
- i>clicker—<http://www.iclicker.com>
- Interwrite PRS—acquired by Einstruction
- iRespond—<http://www.irespond.com>
- Promethean—<http://www.mypromethean.com/uk>
- Qwizdom—<http://www.qwizdom.com>
- Smart Technologies—<http://tinyurl.com/2876jfr>
- TurningPoint Technologies—<http://www.turningtechnologies.com>

As you start to investigate the different products, some features to look for (depending on your environment) include:

- Integration with other presentation software such as PowerPoint and/ or analysis software such as Excel
- Categories of questions available (True/False, Multiple Choice/Answer, Likert-style, open-ended, etc.)
- Results display options (bar graphs, pie charts, donut charts, etc.)
- Transmission technology—radio frequency, infrared, or wireless
- Ease of set-up—question preparation; prep time at the beginning of an instruction session
- Ability to import class rosters (may be of less/no interest for one-shot classes)

Summaries about these products are provided in articles written by Adams and Howard (56) and Connor (22). Additionally, although the information is from 2007, Barber and Njus provide detailed information on clicker features (2-3) as well as comparative information for several systems (3-7).

With some background information about clickers in place, we can examine the use of clickers in the classroom, specifically with library instruction. As mentioned previously, classroom response systems have been around since the 1960s; however, with technological advancements, educators have been rapidly adapting them to the classroom environment. As a result, there is a growing body of literature on the use and effectiveness of clickers at all levels of education. Derek Bruff's bibliography on classroom response systems (http://www.vanderbilt.edu/cft/resources/teaching_resources/technology/crs_biblio.htm) references many articles organized by general and discipline-specific audiences, including the "Library Science & Information Literacy" discipline. However, closer examination of this literature reveals that, unlike other disciplines, the use of clickers in libraries is a fairly recent phenomenon—emerging only in the past 4-5 years.

An examination of the articles specific to the use of clickers in information literacy classes elicits a few common themes:

- From the students' perspective, the use of clickers makes the library sessions more interesting/fun and holds their attention;
- From the librarians' perspective, the use of clickers:
 - appears to enable active/engaged learning;
 - requires more preparation time (at least initially);
 - reduces, slightly, the already limited amount of class time;
- From the effectiveness perspective—the jury is still out. Dill questions the effectiveness of clickers in library instruction while others (Bombaro, Collins, Connor, Deleo, Hoffman, Matesic, Osterman, and Roberts) see some level of value.

Anyone who has been involved in library instruction for any period of time is all too familiar with the two great fears of a library



TECH TALK, continued on page 12

instructor: “(1) boring the students because they’ve seen it all before; and (2) losing the students because the territory is too foreign to their knowledge and experience. Both lead students to tune out” (Osterman 50). This fear is validated, to a certain extent, by Hoffman’s and Goodwin’s research: “students regularly commented that the class lectures were boring and they had little opportunity for interaction. Interestingly, they often qualified this response by saying it was not ‘the instructor’s fault’ rather it was ‘the material’ being presented” (Hoffman 423).

These are not new issues; since the 1970s, instruction librarians have strived to create engaging instruction sessions—with the hope that students gain an appreciation for the value of good research skills for both academic success and lifelong learning. How many instruction librarians have tried countless techniques, activities, exercises, and tutorials to invigorate the one-shot lecture—seemingly to no avail? It’s not surprising that instruction librarians are a bit “gun shy” about yet another option that claims to present a stimulating learning environment—an issue further compounded by the cost and potential technology barriers associated with these systems.

Nevertheless, a growing number of instruction librarians are experimenting with clickers and writing about their experiences. From these experiences, some advantages and disadvantages are emerging. Among the advantages, classroom response systems:

- Provide anonymity for participants, which enables everyone to participate, even those who are shy or fearful of giving wrong answers;
- Motivate students to pay attention because they know they will need to respond to questions, which appears to engage the students in participatory learning;

Provide immediate feedback and identify less-understood concepts for additional and immediate focus;

- Encourage discussions associated with the immediate display of the results;
- Enable/enhance collaboration among students;
- Provide for the collection of instruction-related data, which over a period of time could be used for learning outcomes assessment;
- Can also be used in library-employee or student-worker training or in library meetings to assist with discussions and decision making.



While some of the disadvantages include:

- A significant financial investment for some institutions--\$2,000-\$3,000 (Ferguson 8)
- Instructors may need to make significant changes in their teaching style and course planning in order to integrate the technology effectively into the session
- Related to the above item, the amount of time and effort needed for instructors to create effective, meaningful questions
- Few of the systems provide open-ended questions as an option
- The use of clickers will result in a reduction of the already-limited time associated with one-shot lectures, both because of set-up time and because of the time needed to “open” and “close” the question period
- Like all technological solutions, it doesn’t always work perfectly; so, there needs to be a back-up plan

The overuse of clickers has the potential to negatively impact the instructional effectiveness

One key to using clickers effectively in library instruction is to hone in on those characteristics of clickers that make them



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TECH TALK: *Complete Clicker, continued from page 12*

appealing and determine where in the instruction program these characteristics can be used most effectively to address known needs or issues. Below are a variety of examples of how librarians have incorporated clickers into their instruction activities:

- Adelphi University—assessed the level of information literacy knowledge already possessed by adult students in a specific program (Deleo)
- American University—used as an icebreaker for some general library instruction sessions and for library staff training (Osterman 55)
- Brigham Young University—used in two library sessions for a first-year writing course (Julian)
- Dickinson College – introduced plagiarism issues to first-year students; their PowerPoint presentation provides a good example of integrating questions into the presentation (Bombaro) <http://lis.dickinson.edu/Library/FacultyServices/FYSeminars/fysemfiles/7SinsofPlagiarism FINAL 2007.ppt>
- Georgia State University and Georgia Perimeter College—used to provide a “snapshot of the effectiveness of CPS technology in an instruction setting for teaching essentially verbal information and intellectual skills as a component of a library instruction session.” (Petersohn 317)
- Texas A&M—used in 3 types of sessions: library faculty and staff training, as part of an Academic Integrity seminar, and as part of instruction for English Composition (Hoffman 428-429)
- Wake Forest University—used in a for-credit elective class (LIB 100) for undergraduates and with high school debate camp students (Collins 21)
- York University—used not to transfer skills, but “to advertise the existence of online library guides, promote the use of the library within the context of the course itself, and ‘provoke’ students to adopt a more active approach to research as a recursive process” (Matesic 1).

In addition to pinpointing specific instruction issues to address through the use of clickers, there are also a number of strategies emerging that can enable the successful implementation of classroom response systems – successful for both the instructors and the students:

- Involve interested library staff in the clicker selection process; involvement in the process gives them an opportunity to express concerns, ask questions, and formulate ideas on how the technology can be integrated into their instruction.
- Try to use a system that is already supported, if in a college/university setting.
- Install the appropriate software on all classroom computers and appropriate staff computers.
- Provide multiple and varied opportunities for instructor training and practice—practicing on other library staff is an often-mentioned technique.
- Implement a management process for the use of the clickers, especially in anticipation of demand exceeding the number of clickers; for example, Wake Forest University took 60 clickers and divided them into 3 bundles of 20, including a receiver and replacement batteries for each bundle; instructors could reserve the needed number of clickers using a shared calendar (Collins 20).
- Provide assistance and time for instructors to design effective questions to be integrated into presentations
- Create a master set of presentation slides for common instruction sessions that incorporate clicker questions, which can be modified as appropriate by individual instructors.
- Start each session with a “fun” question to ensure the clickers are working correctly and set a comfort level for students who haven’t used them before.
- Be flexible and willing to change directions in the middle of an instruction session, as a result of question responses.
- Provide troubleshooting support, especially during class periods.



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Are clickers an effective instructional tool that should be incorporated into library instruction? At this time, there is no clear answer. However, Roberts believes "that both [screencasting software and classroom response systems] will eventually become essential tools for dynamic educators" (Roberts 26). Additionally, Collins, Tedford, and Womack state, "As new technologies impact higher education, librarians must seize the opportunity to investigate and evaluate the most appropriate ones for delivery of information in order to enhance the teaching and learning process" (Collins 24). At this point in time, it appears that the door is wide open for additional investigation into the effectiveness of classroom response systems in library instruction settings. If there is interest in using clickers in your library and you can obtain the technology relatively easily, then pursue the opportunity and share your experiences widely with others.

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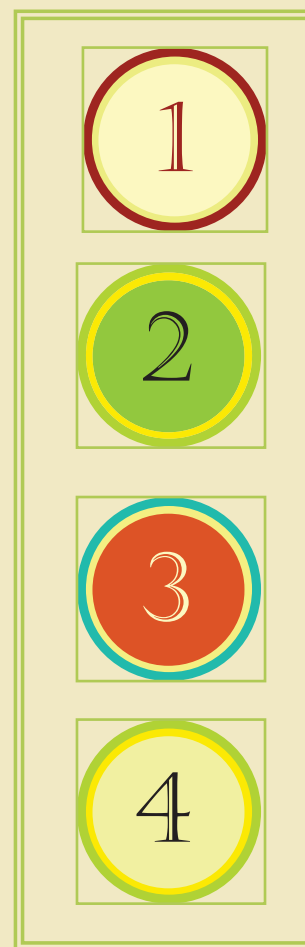
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UT-Austin School of Information Students Partner with Austin Public Library to Deliver Computer Classes for Job Seekers

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Fifteen years ago, students in the Graduate School of Library and Information Science at the University of Texas at Austin (now, the iSchool or School of Information) submitted a petition to the faculty, asking for the establishment of a graduate course on library instruction. The resultant and evolving course has been structured to explore topics including standards and planning documents, learning styles, the psychology of learning, approaches in library instruction, and professional organizations. Students participate fully in delivering course content through providing formal presentations, creating handouts, leading class discussions, and participating in and designing active learning exercises. Since its first offerings, a key component of the course has included incorporating civic engagement through service learning. Through coordinating student efforts to produce tangible services for the public, students collaborate on displaying their newly acquired skills to receptive audiences. Thus, they preview the competencies they will need to employ in their prospective careers in library instruction.

During the second half of the course, students have worked to create and deliver customized library instruction for targeted user communities. These civic engagement experiences have included:

- Introducing songwriters to singer/songwriter website development;
- Providing training on tracking Internet crime to police cadets;
- Designing a virtual library of education resources for the Northwest Indian College;
- Introducing WebJunction to rural public libraries through a customized website;
- Creating a website providing training on using the statewide TexShare databases;
- Planning and delivering on-site training on the use of TexShare databases for staff at a rural Texas public library;
- Producing YouTube videos for the Texas State Library and Archives Commission on the use of TexShare databases.

In keeping with the course objectives to involve students in the academic triad of teaching-research-service, students participated in disseminating information about the class products. This was accomplished through presentations at conferences, including contributed papers at the Texas Library Association and poster sessions at the American Library Association annual conference and publications in journals, including D-Lib Magazine, Education Libraries, and Texas Library Journal.

In spring 2010, the twenty-one students enrolled in the "Library Instruction and Information Literacy" course embarked on a new service-learning assignment. They designed and delivered a series of five face-to-face computer classes for job seekers for patrons of the Austin Public Library (APL). While APL provides circulating materials for job seekers, access to ResumeMaker, and a weekly ninety-minute computer laboratory, busy library staff were unable to offer customized presentations or hands-on workshops targeted for patrons wanting more information on seeking employment. The collaboration between APL and the iSchool extended the services offered by APL, were well received by APL patrons, and provided students with resume-building experience in providing technology training and instruction addressing a critical public need.

Teams of four to five students offered ninety-minute courses on starting the job search, creating cover letters, designing resumes, interviewing tips and skills, and maintaining online identities. Students incorporated technology training on topics ranging from creating e-mail accounts, converting text files to .pdf documents, evaluating websites for job seekers, and joining social networking sites such as LinkedIn.



UT Austin School of Information , continued on page 17

Evidence of the impact of the classes was seen with patrons attending more than one class, patron interaction through questions and in-class engagement, and an increase in attendance at APL's open computer skills classes. Patrons who attended later classes inquired when earlier classes would be repeated. Two iSchool students volunteered to continue the classes in their culminating graduation or Capstone projects through summer and fall 2010.

Specifically, patrons reported that they felt aspects of the classes that were especially successful included the role-playing interviewing scenarios and hints and tips about what to do—and not do or say—during job interviews. Patrons asked for longer classes and content on topics including designing websites, job search strategies for non-U.S. citizens, and skills in negotiating salaries and benefits. Since the instructor was the only one who was able to attend all five classes, students were concerned about providing the right mix of unique course content while reinforcing audience content delivered in other courses. Students were challenged to provide courses that addressed a wide range of interest and skills levels, including patrons who had not used a computer before. They learned that public library patrons, especially adult learners, wanted content delivered at their pace and in a mode that accommodated their input. Students experienced the challenges of basic course management such as handling attendees who arrived late or left early or were accompanied by children and/or other relatives. Given the experience in pilot-testing classes for public library patrons, students also desired the opportunity to engage directly in providing library instruction to college and/or university students. This option will be explored in the spring 2011 "Library Instruction and Information Literacy" course. Students reflected on the experiences.

In short, building service engagement within a graduate course encourages deep learning. One student described the "breakthrough" thought that she experienced that challenged her preparation as well as provided her with insight on the impact of her contributions:

The biggest lesson I took away from this experience regarding library instruction might seem rather straightforward and obvious, but it was a breakthrough for me. I learned that there is a great difference between presenting and teaching . . . I enjoyed seeing the patrons taking what I was saying and putting it to use in ways that they would actually benefit from.



Check These Out!

Column co-authored by:

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As more colleges and universities are offering online classes, and many face-to-face classes are using course management software, libraries are providing online asynchronous tutorials and synchronous instruction to help learners discover and use library resources and services. Librarians are also increasingly incorporating Web 2.0 and other technologies into their instruction activities. What are some tips and techniques for using course management software strategically for library



instruction? How can we provide effective library instruction to distance learners? How can we use emerging technologies to promote information literacy? Check these out, and enjoy!

Click, Amanda and Joan Petit. "Social Networking and Web 2.0 in Information Literacy." *The International Information & Library Review* 42.2 (2010): 137-142.

Click and Petit provide an overview of various Web 2.0 technologies (including Facebook and Twitter, video sharing services, social bookmarking, wikis, and blogs), and discuss the use of such technologies for library promotion and information literacy activities. The authors use YouTube videos developed by librarians and others to teach specific information literacy concepts, such as Web search strategies (a collection of library instruction YouTube videos is available at <http://libvid-awards.com/>). The authors also used Wetpaint wiki software to post assignments and weekly lesson plans for an introductory information literacy course (using the wiki facilitated the process of making and communicating changes specific to course content). Finally, Click and Petit used blogs as a tool to engage students in the course material. Requiring students to post online blog entries for their instructors and classmates to review motivated them to study and work through the course content more carefully.

Kimok, Debra, and Holly Heller-Ross. "Visual Tutorials for Point of Need Instruction in Online Courses." *Journal of Library Administration* 48.3 (2008): 527-543.

Kimok and Heller-Ross discuss using asynchronous tutorials to provide library instruction in online classes at the State University of New York (SUNY) at Plattsburgh. Offering a variety of tutorials (including visual tutorials) can meet the needs of students with different learning styles. A total of eleven tutorials were created in the fall of 2007 for LIB 102, a required online information literacy course. Some tutorials were developed to provide general library instruction, while others were created "on the fly" in response to a specific student's need. While the process of creating tutorials is time-intensive, efficiency increases once basic techniques are mastered and a comfort level is established. Tutorials were also used to facilitate chat reference transactions. The authors analyzed the content of 379 chat transcripts and identified eleven question categories. They suggest that existing tutorials would help users search the online catalog, locate course reserves, and choose a research database. While additional tutorials could be developed for other categories, motivating reference librarians to use the tutorials is a challenge. The authors conclude by suggesting improvements, such as adding increased interactivity to the visual tutorials, and developing ways to assess their effectiveness.

Kontos, Fotini, and Harold Henkel. "Live Instruction for Distance Students: Development of Synchronous Online Workshops." *Public Services Quarterly* 4.1 (2008): 1-14.

To serve a growing number of distance learners at Regent University in Virginia Beach, Virginia, and to accommodate tech savvy millennial students, Kontos and Henkel added a synchronous, or real-time, instruction component to their library delivery options in 1995 using the *Wimba Live Classroom* software. *Wimba* can be integrated into the Blackboard course management system. The authors used a PowerPoint presentation as the backbone, and subsequently added features such as polls, quizzes, questionnaires, whiteboards, and chat and audio options. The desktop sharing feature, which allows participants to see the instructor's monitor, is especially helpful to demonstrate how



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to use a database. According to the authors, the success of a presentation depends on the instructor's comfort level with using the software and facilitating discussion. The authors find it helpful to have two instructors conducting the session: one to present the material, and another to manage the technical questions and the chat stream. A built-in database stores all polling data, and can be used for assessment. One frequent problem with the software involved patrons being disconnected from the audio. Based on attendance levels and participant feedback, the authors deem the synchronous delivery of instruction "a clear success."

Lietzau, Julie Arnold and Barbara J. Mann. "Breaking out of the Asynchronous Box: Using Web Conferencing in Distance Learning." *Journal of Library and Information Services in Distance Learning* 3 (2009): 108-119.

A review of the literature by Lietzau and Mann showed a lack of research on the use of Web conferencing software to support virtual synchronous library instruction. As the authors work at The University of Maryland University College, the largest public university provider of online education in the United States, they are interested in innovative approaches to online library instruction. They discuss five scenarios in which they have used Web conferencing at their university, using *Adobe Acrobat Connect* and *Wimba* software: a required online library skills course for graduate students; one-on-one sessions with doctoral students in Taiwan; teaching *RefWorks* software to faculty; one session as part of a week-long asynchronous curriculum to reinforce the learning content; and conducting focus groups with faculty to evaluate the library's Web site. The results from the authors' surveys indicate that although there were technological difficulties and time zone constraints for many participants, Web conferencing was a positive learning experience. In addition, assignment grades were higher for students who participated in Web conferencing over those who did not.

Luo, Lili. "Web 2.0 Integration in Information Literacy Instruction: An Overview." *Journal of Academic Librarianship* 36.1 (January 2010): 32-40.

Given the participatory and collaborative nature of Web 2.0 tools, librarians have explored using such technologies to facilitate the critical evaluation of information sources and to promote active learning. In order to assess the effectiveness and overall use of Web 2.0 in the library classroom, Luo conducted a Web survey (distributed via ILI-L), as well as follow-up phone interviews. The majority

of the librarian respondents taught non-credit sessions for undergraduates (face-to-face) in the university library setting. Respondents used a variety of Web 2.0 technologies for instruction, including blogs, wikis, social networking and/or bookmarking sites, and YouTube videos. Librarians use such tools to facilitate collaboration and active learning. For example, some respondents asked students to use social bookmarking sites to find and share Web resources specific to their research projects. Librarians also use Web 2.0 technologies to teach specific information literacy concepts. Changing a Wikipedia entry can underscore the importance of evaluating information carefully and critically. Evaluating a friend request on Facebook or MySpace can also serve as a metaphor for the process of assessing information critically. The use of tagging for social bookmarking can help to demystify the concept of subject headings. Furthermore, teaching from Flickr (to explain the use of the creative commons) can help educate students about the importance of applying attribution when using sources for research. Using Web 2.0 tools can present pedagogical challenges, as some students use such technologies primarily for social and entertainment (rather than research) purposes. Nevertheless, librarians have successfully used such technologies to actively engage students in the classroom, and to effectively teach information literacy concepts.

Mackey, Thomas P. and Trudi E. Jacobson (eds). *Using Technology to Teach Information Literacy*. New York: Neal-Schuman Publishers, 2008.

Using Technology to Teach Information Literacy provides a well-researched overview of the theory and practice of using instructional technologies in the library setting. The text is divided into three thematic sections: "The Collaborative Web," "Course Management Systems," and "Online Assessment." Each chapter includes a literature review and case study focusing on the use of technology for specific instructional projects and initiatives. The text also provides examples of using technology to enhance discipline-specific information literacy (for advanced business and introductory history classes), and explores various collaborative efforts among teaching faculty and librarians to strategically incorporate information literacy into the curriculum. Using instructional technology for specific populations (including non-native English speakers) is also included.



Check These Out!, continued on page 20



A•LIRT!!!

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Plumb, Tawnya K. "Creating Electronic Tutorials: On your Mark, Get Set, Go." **Journal of Electronic Resources in Librarianship** 22 (2010):49-64.

Plumb, an electronic services librarian at the University of Wyoming, shares numerous tips for developing asynchronous electronic tutorials for online library instruction, and reviews software products for developing tutorials. Selecting the appropriate software and developing a tutorial plan includes identifying staffing, funding, a target audience, objectives, content and design, length, evaluation, and a plan for updating content (all these topics are discussed in detail). Plumb organizes electronic tutorial software into three categories: movie-based software; Web-based software; and podcasting software. She also helps the reader identify the best product for a project. Once the appropriate software is selected, general tips and strategies are offered, such as keeping the tutorial short; developing a script; testing the tutorial with multiple computer systems and browsers; and making changes ahead of time that shape the accuracy of information conveyed in the tutorial.

Williams, Joe M. and Susan P. Goodwin (eds). **Teaching with Technology: An Academic Librarian's Guide**. Oxford: Chandos Publishing, 2007.

Teaching with Technology provides a readable overview of a wide variety of technologies for library instruction and professional development, including software for online tutorials, Web 2.0 tools, hardware for mobile computing, course management software, and videoconferencing. The text also explores strategies for planning and designing technology classrooms that facilitate collaborative learning activities. The authors focus not only on using technology for group sessions, but also for individual instruction, including useful tips and techniques for utilizing instructional approaches in the virtual reference environment. For example, an important strategy for promoting active learning in online reference involves encouraging patrons to describe the steps they have already taken in their quest for information. Also, the authors emphasize that while librarians should certainly serve as a source of support and guidance, they should also encourage patrons to ultimately make their own decisions about searching throughout the virtual reference transaction.



Photos from the LIRT Retreat

ALA Annual 2010, Washington DC





Instruction Related Reports from ALA Annual (Liaison Reports)

Question, Find, Evaluate, Apply: Translating Evidence-Based Practice to Information Literacy Instruction / ACRL-EBSS/ ACRL-IS

Panel presentations by Megan Oakleaf, Syracuse University, and Diana Wakimoto, California State University, East Bay provided attendees with general information on Evidence-Based Practice (EBP) and how to adapt EBP to teach information literacy and market library services. They also offered tips on how to use EBP for information literacy assessment and program planning. Evidence-based practice, which originated in the medical field, refers to practice that is supported by research findings and/or demonstrated as being effective through a critical examination of current and past practices. Rather than relying on anecdotal information, librarians should use the research literature, practitioner-observed evidence, and user evidence to develop and assess information literacy programs. Anecdotal evidence can contain unintentional cognitive biases (e.g. "this is what we think students need"). The panelists stressed that librarians do not necessarily need to develop extensive, controlled research studies to find useful evidence. Even some data is better than no data. Do you wish to offer a new service or try a new instructional technique? Search the research literature for information on your topic or conduct an informal survey of students. Even minute papers, given at the end of library workshops, provide real evidence that can be used to evaluate instruction or plan future programming. The panelists also encouraged librarians to contact library and information science schools to offer ideas for future research agendas and possible collaborative projects. Research is about challenging the status quo, and instruction librarians should continually evaluate the impact and performance of their instructional efforts through the use of all available data. For further information on using EBP in librarianship and instruction, the panelists encouraged attendees to read articles by Andrew Booth and John Eldredge, and browse through the journal *Evidence-Based Library and Information Practice*. --Carrie Forbes

Reference Services in Large Research Libraries / RUSA RSS

This discussion group, led by Scott Garton, Acting Head of Reference at Northwestern University, looked at three issues facing reference providers today: cancellation of standard reference resources due to technological change

and budgetary constraints, reference support and instruction for users of next-generation catalogs, and the surge in chat reference usage.

The reference collection is changing drastically and it is not simply a matter of format (from print to electronic). During the discussion, many reported cancelling electronic subscriptions to key reference materials such as *Books in Print*, *Encyclopedia of Associations*, and *Ulrich's*. The consensus was that most of this information can be found for free online. One timeless classic was the *Reader's Guide to Periodical Literature*. All present either had a print or electronic subscription to that resource. Next-generation catalogs are appearing with the traditional catalogs. Those present reported offering either WorldCat Local (OCLC), Primo (Ex-Libris), Pro-Find (Endeca), Summon (Serial Solutions), or a home-grown discovery tool that searches across content-type boundaries (article databases, digital repositories, and OPAC). These next-generation catalogs are geared towards first-year students and undergraduates with their "cast-a-wide-net" approach to searching. Disagreement arose as to whether first-year students needed instruction on how to properly use this new tool. Some participants offered point-of-need instruction at the reference desk, while others systematically taught next-generation catalog search strategies in a classroom setting, as they had done with the traditional OPAC. Some noted the difficulty in teaching the use of a moving target, since many of the next-gen catalogs are in perpetual beta mode. Interesting to note, all agreed that the OPAC was the preferred point-of-access for graduate students and faculty members. Although there are still a few libraries that do not offer chat reference, most present reported offering some type of chat reference service. Many reported a steady increase in use, with one participant citing a 300% increase due to outreach and instruction efforts to freshmen and sophomores. The levels of chat service provided varied-- from 24 hours/5 days a week with a paraprofessional dedicated to overnight hours to a shared staffing model among main and branch libraries with standard evening hours (until 10pm). The most cutting-edge services offered SMS (short message service) and VoIP (Voice over Internet Protocol) in addition to traditional computer-to-computer chat. Some lamented adding yet another service to the Reference Department's already full plate.

– Deborah Lilton



Instruction Related Reports, continued on page 23

Teaching AAME Resources by Using Primary Source Materials from Special Collections: An Innovative Approach to Library Instruction / ACRL AAMES

This program featured four presenters. David Easterbrook, Northwestern University's Library of African Studies, discussed the breadth of their resources and that they are trying to offer access to as wide an audience as possible. Of particular interest is a series of "electronic resources forums," which feature daylong seminars and teach interested parties how to navigate their sometimes convoluted finding aids. Easterbrook also talked about integrating primary sources from the collection into Northwestern's introductory anthropology courses and giving outreach to nearby high schools.

Mary Jane Deeb, Chief of the African and Middle Eastern Division at the Library of Congress, spoke on some of the Library of Congress's holdings. Though the LOC is not a teaching institution, she showed attendees several online resources that they maintain and that could easily be folded into the curriculum of any institution. She also showed several "portal sites," such as the World Digital Library, that include content not collected by the LOC that would be of great value to teachers.

Shuyong Jiang, Chinese Studies Librarian at the University of Illinois at Urbana-Champaign's Asian Library, presented "Web 2.0 and East Asian Librarians -A Report Based on a Survey to the East Asian Librarians and Their Use of the Web 2.0 Tools in Promoting East Asian Resources and Providing Services." She included several solid examples of LibGuides and Web 2.0 products that can better serve patrons. She also featured her colleague Tao Yang's site FOREASt, which promotes open access resources focusing on East Asia. Triveni Kuchi, Sociology and South Asia Librarian at Rutgers University, focused on a program that embeds librarians within courses in their South Asia Studies program. Librarians use Blackboard to post subject guides, FAQs, and Meebo chats. Kuchi also talked about enhancing the value of primary sources through her work with users. In addressing this value, she used the example of a student who put together a recital of regional dance and a resource guide by using the notes of a scholar studying southern Indian dance, whose manuscripts were held by the department. This student's efforts attracted both students and faculty. This production also presented the possibilities of working with several departments including Dance, Art History, and South Asia Studies.

Links to the resources mentioned and scanned handouts can be found at: <http://mcrlirtlinks.blogspot.com>

--Matthew Reynolds

Growing Learners Together: Successful School and Public Library Partnerships / ALSC

The AASL/ALSC/YALSA Interdivisional Committee on School/Public Library Cooperation aims to "identify, develop, promote, and disseminate information on effective cooperative or collaborative projects that link schools and public libraries." The Committee's focus is on cooperative, collaborative or partnership programs between elementary, middle or high schools and local public libraries. In keeping with its focus, the Committee presented a program "Growing Learners Together: Successful School and Public Library Partnerships" on Sunday, June 27th at the Washington Convention Center. Conveners were Sabrina Carnesi, Connie Champlin, and Erika Miller. Tips for starting cooperative efforts and examples of a myriad of excellent, successful existing school-public library cooperative programs were shared. Two programs that stood out were the "Assignment Alert" program from Multnomah County Public Library in Portland, Oregon (see <http://www.multcolib.org/schoolcorps/assign.html#form>) and the "Library Cards for Educators/Schools" program from Bayside Library & Special Services of Virginia Beach, Virginia. The Assignment Alert program's offerings include "Bucket of Books" and a webliography for grades K-12, pathfinders and classroom visits for grades 3-12, a homework center, and an online assignment form, which allows collaboration between teachers and school librarians. Public librarians make school visits, take resources to the schools, and work with the school librarians. Multnomah County also shares all of its databases with the schools so that both have access to the databases. The Library Cards for Educators/Schools program is 20 years old, includes over 70 active schools citywide, and provides services to public and private schools in the geographical area. The public library supplements the school library collection, offers curriculum support/classroom use only, extended loans, renewals, and holds, and takes requests from school librarians. Carolyn Caywood of the Bayside Library & Special Services is extremely excited about the success of this program and opines that the program "has engendered trust between school and public librarians as well as an enthusiasm to broaden the initiative to other libraries." The summer reading program "In Your Neighborhood" in Grinnell, Iowa; the Skokie, Illinois public library's summer reading contest; the "One Book Two Villages for Kids" program at the Winnetka-Northfield Public Library in Illinois and the Chippewa Valley Book Festival in Wisconsin are all excellent examples of successful collaborative efforts between public and school libraries.

— Cynthia Dottin



Instruction Related Reports, continued on page 24

**Hot Topics in Community College Librarianship & CJCLS/
NCLR Discussion Group / ACRL CJCLS**

What does a large gathering of community college librarians want to know? David Wright, incoming CJCLS Chair, found out at the CJCLS/NCLR hot topics discussion group meeting held on Sunday, June 27th at the Washington Convention Center. Several groups were formed to accommodate the myriad of discussion topics which included the following:

- The transitioning image from the community college to the four-year college
- Information literacy and the common core standards
- Assessing student learning and outcomes
- Burgeoning campuses with a large student body and small staff
- Information literacy and rubric development
- Addressing distance learners and info literacy, particularly for English comprehension students
- Learning spaces and info commons
- Technology and how the shift from print to electronic formats affect staff and their work
- Shift from face-to-face to online learners and how to provide for the e-learner
- Mobile sources and mobile resources
- Information literacy progression standards between two- and four-year colleges
- Virtual reference services and staffing
- Marketing and outreach to faculty

The Assessing Information Literacy group's main concern revolved around the never ending inquiry on assessment tools for IL. Kent State's project SAILS and TRAILS were discussed by participants. Project SAILS began in 2001 with the goal of developing a standardized test of information literacy skills that would allow libraries to document skill levels for groups of students and to pinpoint areas for improvement. TRAILS is a knowledge assessment tool with multiple-choice questions targeting a variety of information literacy skills based on sixth and ninth grade standards. While designed for lower grades, many community college librarians divulged that they use TRAILS and endorsed it as a useful tool for testing their constituents' IL skills. Other tools discussed included: Survey Monkey, which is used by some to gather data from faculty for assessment; Noodlebib, used to assess the kind of sources students use for a research class after having had a bibliographic instruction class and classroom response systems, or clickers, used for formative assessment. One surmises from the discussion that, to date, no single assessment tool has been perfected. However, the **ETS's iSkills assessment** (formerly "ICT Literacy Assessment"), an Internet-based assessment of **information literacy**, seems to be scoring high marks in this arena.

— Cynthia Dottin

Library Instruction Live! Reaching Distance Students in Real Time / ACRL

Sheila Bonnard and Mary Anne Hansen from Montana State University, and Nancy Connor from Cuyahoga Community College, spoke about providing synchronous library instruction sessions to distance students through the use of virtual software. They provided tips on how to most effectively use web conferencing software and described the advantages and disadvantages of synchronous online workshops. The presenters all used Adobe Connect to conduct the live library instruction sessions but stated that any web conferencing software would probably work. Audience members also mentioned different software packages that they had used including Elluminate, Horizon Wimba, WebEx, and Dimdim.

The presenters noted that while asynchronous forms of research instruction (library websites, Libguides, tutorials, e-mail etc.) provide students with assistance, synchronous online instruction gives a human connection and a more personalized learning experience. All of the described one-shot online sessions were course-integrated workshops requested by a specific professor and geared towards an assignment. Since most online courses do not have a set meeting time, they recommended offering the online sessions in the evenings when distance students are more likely to be available to attend. As is the case in an in-person workshop, they also recommended that the instructor be present for the online session. The librarians also suggested that two people should conduct an online workshop, since it is helpful to have someone to handle technical issues and monitor the text chat for questions.

Several advantages to teaching synchronous online workshops were noted. Web conferencing software, such as Adobe Connect, allows you to record the live sessions so that students can review them later. Desktop sharing, live polls, and survey software were also mentioned as useful tools. Disadvantages included the expense of the software, technical issues and the fact that students without a broadband connect cannot participate in the sessions. The presenters recommended this method of instruction for distance learners and noted that it provided students with a much better library learning experience than just tutorials or research guides.

--Carrie Forbes





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>



You are reading the rest online at <http://fleetwood.baylor.edu/lirt/lirtnews/>

Complete in the September online issue:

*All the articles in the print issue, **and** the complete text of the articles (shown as Sneak Previews in the print edition):*

- Check These Out!
- Instruction Related Reports at ALA Annual
- Tech Talk
- UT-Austin School of Information Students Partner with Austin Public Library to Deliver Computer Classes for Job Seekers

plus:

- Photos from the Conference Retreat