

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 President

By Kawanna Bright



So long and farewell! That's not completely accurate since I will be remaining with LIRT as the past-president and chair of the Organization & Planning Committee, but as I write my last official article as President of the Library Instruction Round Table, I do feel as if I'm bidding you all a fond farewell.

We've seen a number of changes continue to impact libraries over the past year, and LIRT has attempted to weather the storm by responding to the changing needs of our members. Much planning is still in the works for new programs, projects, and idea development for ways that we can better support you while remaining relevant as a Round Table. One change will be evident during the Annual Conference this year in New Orleans as we forego our traditional early Sunday morning membership fair and revive our presence in the Membership Pavilion on the Exhibit Floor. We hope you'll join us there as we try to meet you where you may already be spending your time – a strategy that likely sounds familiar to those of us in reference and instruction roles!

We will, of course, continue some of our traditional LIRT activities, including our Sunday morning program. This year's program will focus on a topic that impacts many of us, the transition of students from high school to college. "The Big (and not so) Easy: Missing voices on the student transition to college" will open up the discussion not only to librarians but to some of those voices that have not often been heard, including the student. We hope you'll join us on Sunday morning at 10:30 a.m. for what is shaping up to be an exciting and informative program! And of course there will be a chance to wind down and dine with us as we will host BITES with LIRT lunches on both Saturday and Sunday. Stay tuned to the LIRT website, Facebook, ALA Connect, and the listservs for additional details and locations for these events.

And finally, a hearty congratulations to our incoming LIRT Leadership! I know I am leaving you in more than capable hands as Linda J. Goff, current Vice-President/President-Elect, prepares to take the reins. Linda truly has some

From the President, continued on page 2



exciting ideas and thoughts about LIRT and I am very happy to continue to work with her as we move into the future. She'll be very ably supported by our incoming officers: Mardi Mahaffy, Vice President/President-Elect, Victor Dominguez Baeza, Vice-Treasurer/Treasurer-elect, and Kathy Rosa, Secretary, and all of our returning officers and committee chairs.

As always, we look forward to your continued interest in LIRT and hope that you will consider participating in one of our activities or volunteering to be on a committee in the future. Your input is truly invaluable to us and will help us to becoming a stronger organization for you. I'm truly looking forward to seeing many of you in NOLA – it is guaranteed to be a rousing time!

Kawanna

Kawanna Bright
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Bites with LIRT - Save the date!

Saturday, June 25, 12:30 pm to 1:30 pm, location tbd
Sunday, June 26, 12:30 pm to 1:30 pm, location tbd

Look for announcements on **LIRT-I** and **ALAConnect** in June to reserve a spot. Bites is a great way to meet other instruction librarians, learn more about LIRT and find out how to get more involved.

Questions about LIRT?

Please join current LIRT President, Kawanna Bright, at the Membership Pavilion, Sunday, June 26, 9 a.m. - 10 a.m. and meet other LIRT members at the Membership Pavilion throughout the conference.

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URL: <<http://fleetwood.baylor.edu/lirt/lirtnews/>>

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

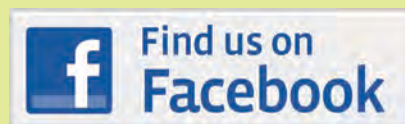
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From The Editor

ALA Annual – Summertime – and Music!

*G*reetings,

If you're heading to New Orleans and would like to hear some songs about the city beforehand, Wikipedia has compiled an incomplete list of 212 songs in which some of the title words appear with these frequencies: "New Orleans" (77 times), "Louisiana" (24), variations on the word "go" (20) "down" (9), "back" (9) and "love" (9). To me those words evoke a dynamic sense of history and place that make this hub an appropriate setting for LIRT's conference program-- "The Big (and not so) Easy: Missing voices on the student transition to college." You won't want to miss it!

Talk about lists, this issue of LIRT News includes two annotated bibliographies, compiled by LIRT members, about recent, quality literature on library instruction. A high five is in order for the Top 20 committee and the Teaching and Learning with Technology committee—thanks for the excellent summaries and congratulations to the authors whose works were highlighted.

Speaking of history, one of the ideas the LIRT steering committee came up with at the Midwinter meeting was to make the upcoming September LIRT Newsletter a themed issue on "National History Day," a K-12 initiative. For those libraries that participate in this national forum (see <http://www.nhd.org/About.htm>), whose 2011 theme is "Debate & Diplomacy: Successes, Failures, Consequences," please send us your articles (up to 1000 words) on how you help students do research on history.

We thank LIRT president, Kawanna Bright, for her leadership this past year and hope you will join her and other LIRT members at the Membership Pavilion on Sunday, June 26, 9 a.m. - 10 a.m. to network and relax. Did I also hear that there will be lagniappes? (but only for those who can define that word and spell and pronounce it correctly)

So come share the good vibes, and hope you have fun "Goin' Back to Louisiana" (song by Delbert McClinton).



Rebecca



LIRT SCHEDULE - ALA ANNUAL

Saturday June 25

Executive Committee I: 8:00-9:00 a.m. Morial Convention Center -- 350-51

Steering Committee I: 9:00-10:30 a.m. Morial Convention Center -- 350-51

All Committees I: 10:30 a.m.-12:00 p.m. Morial Convention Center -- 350-51

Sunday June 26 -- Program

The Big (and not so) Easy: Missing voices on the student transition to college : 10:30 a.m.-12:00 p.m.
-- Doubletree Hotel-International Ballroom

Monday, June 27

All Committees II: 8:00-9:00 a.m. Marriott at Convention -- Center River Bend 1

Steering Committee II: 9:00-10:30 a.m. Marriott at Convention -- Center River Bend 1

Executive Committee II: 10:30 a.m.-12:00 p.m. Marriott at Convention -- Center River Bend 1





LIRT CONFERENCE PROGRAM



THE BIG (AND NOT SO) EASY:

Missing voices on the student transition to college

Sunday June 26, 2011

10:30 a.m. - 12:00 p.m.

Doubletree Hotel-International BR

Faculty and librarians often express frustration at the information literacy skills of incoming freshmen. This panel session will explore this issue through the perspective of those most often excluded from the conversation: students, educators, and public librarians. Panelists will be asked to share their experiences and to comment on the practices they have implemented in order to help these students and themselves.



Join us in this important discussion!

Modeling Library Instruction on the Saxon Math Program

By Waudenna Agee
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For many years, librarians have attempted to teach students the most efficient manner in which to use library services. Unfortunately, most students do not retain the information, forgetting the methods taught and struggling to accomplish the simplest task. Teaching methods vary; many schools offer only one introductory class to using the library while other schools have several classes, building upon the previous skills taught. Some schools require a class in information literacy, lasting from a few weeks to an entire semester, but when the student actually attempts to use the library for research, it becomes apparent that retention of instruction has been insufficient.

This raises questions, such as what can be done differently to encourage long-term retention of library skills and how can librarians incorporate the skills needed by the student after graduation. Many teaching methods have been developed in an attempt to accomplish this goal – self-tests, pre-and post-tests, ‘clickers’ to encourage interest and attention, ‘YouTube’ style videos to demonstrate aspects of library usage, tutorials, hand-outs, etc.

However, there is one method that, to my knowledge, has not been attempted, and it is patterned on a program by John Saxon, of Saxon’s Math, who developed a system for teaching math that could easily translate to teaching library skills. In this program, once a skill is introduced through Saxon math, it is used daily for a week to 10 days, encouraging long term memory. Once that period has passed, the skill is used at least weekly to further reinforce it. After several weeks, the technique is used once a month, and from then on will be used at least once a semester until the student completes the entire series of books. Students who learn math by following this method have demonstrated long-term retention and are achieving high scores on standardized tests.

While it would be impractical to attempt a daily class in library usage, a weekly class based on this same technique should be fairly easy to develop using quick, incremental steps. For example, in the first lesson, the librarian could demonstrate several methods for locating books using the catalog (title,

author, subject, keyword, ISBN, etc.). Following this, the student would locate a book using the methods taught in the first lesson while other skills are being presented. The second lesson might be to find a book review dealing with the book the student locates. The third lesson could be finding articles that support the book. For the fourth lesson, the student could find the book, reviews, and articles and create a bibliography. Classes would also deal with other resources, including online items, government documents, etc. By semester’s end, the student should have considerable experience and ability in 15 – 18 areas library faculty has deemed to be the most important and with students simply working through weekly assignments that take no more than 30 minutes each.

The process of developing this type of program would be three fold:

1) create the program

Several librarians working together could develop the program. Once the librarians determine what areas are vital for student success, creating the program should not take much time. Recognizing that most librarians have a multitude of duties to attend to, it may be necessary to begin this as a “bare bones” program to be continually upgraded and improved.

2) make the program accessible to the student

Most schools have an online program for working with students, such as BlackBoard, Angel, etc. Since all students have access to online programs, this would be the medium for presenting materials. Another possibility is to make the program available to students throughout their entire time at the school, which would make a review possible and serve to answer questions the student may have.

3) convince the school to make program completion a requirement



This may be the most difficult part of this program since many schools are hesitant to increase requirements when the students are already so busy. However, an argument in favor of this program would be that by learning to use the library efficiently, students actually have more time to accomplish their assignments.

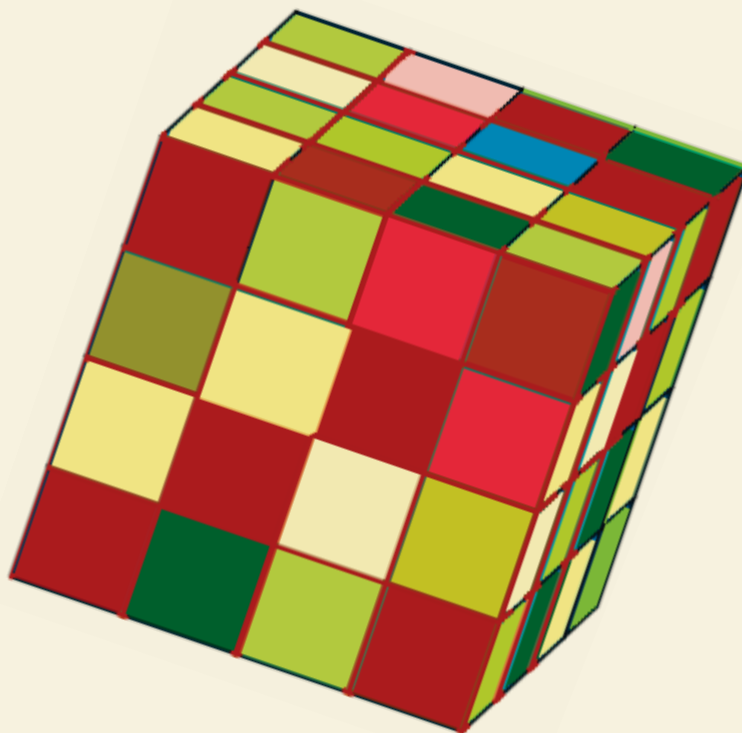
The potential of this type of program is virtually endless. A one-semester course could teach the basics of locating materials in the library and using interlibrary loan; multiple semesters might deal with evaluating information, more advanced research, using materials in the Special Collections, etc. This method is not meant to replace in-library instruction but rather to complement the instruction. Many students retain less when a great deal of information is presented at a single setting. This would provide students the opportunity to not only review the information but also practice the skills needed to succeed in an academic career. In the long term, this could easily become a comprehensive library use tutorial available to all students with Internet access and with special benefit to distance learners. As educational methods change, so must the library. Meeting student needs is a priority, and we must find new and different methods to do so.

References

Education Research Institute of America. "A Longitudinal Analysis of State Mathematics Scores for Florida Schools Using Saxon Math." May 2009. Saxon Results for Effectiveness Studies. 2 May 2011 <http://saxonpublishers.hmhco.com/HA/correlations/pdf/s/Saxon_Math_FL_Effectiveness_Report_2002.pdf>

Educational Research Institute of America. "Saxon Results for Effectiveness Studies." March 2009. A Longitudinal Analysis of State Mathematics Scores for Oklahoma Schools Using Saxon Math. 2 May 2011 <http://www.hmheducation.com/ok/saxon-math/pdf/Report363OKSaxonMath_41009.pdf>.

http://saxonpublishers.hmhco.com/en/sxnm_about.htm





Request for Nominations: LIRT Officers 2011–2012

The LIRT Organization and Planning Committee seeks nominations for three offices:

Vice-President/President-Elect:

This is a three-year commitment, and the Vice-President/President-Elect serves on the Executive Board as Vice-President/President-elect, President, and Past President. As Past President, you also chair the Organization and Planning Committee.

Vice Treasurer/Treasurer-Elect:

This is a two-year commitment, and the Vice Treasurer/Treasurer-Elect serves on the Executive Board as Vice Treasurer and Treasurer.

Secretary:

This is a two-year commitment. During the second year of the Secretary's term, the Secretary becomes the Archivist. The Secretary is also a member of the Executive Board. Please look at the LIRT Manual for more information about each position. Nomination forms are available online at <http://fleetwood.baylor.edu/LIRT/nomination.php>. You may self-nominate. Please forward the name of the prospective candidate and office for which he or she is being nominated to Kawanna Bright (Kawanna.Bright@utsa.edu).



Libraries and Course Management Systems: An Annotated Bibliography

By members of the LIRT Teaching and Learning with Technology Committee: Dawn Amsberry (co-chair), Kathy Rosa (co-chair), Lia Friedman, Pamela Morgan, Carmen Doering, Corliss Lee, Dianna Sachs, Elise Tomlinson, Eric Resnis, Joe Hardenbrook, Lance Chance, Lola Gilbert, Rosalind Tedford

Embedded librarianship is currently a hot topic in the library field, and many academic libraries are finding innovative ways to embed their librarians in the campus course management system (also called learning management system). The following articles garnered from the recent librarian literature describe how academic librarians are using CMSs to reach distance learning students, collaborate with faculty, participate in online discussion boards, and meet students at the point of need in their research process. We hope that this sampling of articles will provide new ideas for reaching and teaching students and faculty.

Asmore, B., & McNeal, L. A. (2008). Creating a library resources tool for WebCT. *Internet Reference Services Quarterly*, 13(2/3), 197-207.

Authors of this article assert that the growth of online courses has put libraries and librarians in a new and exciting position to reach more students with fewer resources. However, while course management systems (CMS) offer a variety of features and a new instruction landscape, how does a librarian fit into this new environment? When Samford University's WebCT Administrator met with one of the university's reference librarians, they developed the concept of a Library Resources Tool. The tool includes the eight most commonly used library resources and the ability to export and import content across courses. Using simple HTML code, which can be modified, the library now has a portable learning module that can be customized for any course and requires very little technical knowledge to use. Publicizing the product and teaching faculty how to use the product were two of the challenges faced by the library. However, the easily customizable code provides the opportunity to include different types of files for many subjects, thus making the possibilities for using it almost endless.

Becker, B. W. (2010). Embedded librarianship: A point-of-need service. *Behavioral & Social Sciences Librarian*, 29(3), 237-240. This article highlights the experiences of librarians at four different institutions (Stetson University, Athens State University, Daniel Webster College, and the University of

Wisconsin-Eau Claire), who were successfully embedded in courses using the campus course management system (CMS). Librarians in these programs had access to the course syllabi and assignments and were also able to post handouts and tutorials in the CMS. The librarians then monitored and participated in discussion threads related to library research. The results were promising; at Daniel Webster College, students who had access to an embedded librarian increased their usage of peer-reviewed materials and other sources available through the library's databases. Thus, the author encourages librarians to adopt embedded librarianship as a means to "efficiently and effectively connect with their patrons at the point of need," but also recommends setting boundaries so that the workload does not become unmanageable. The author proposes using Facebook as a possible alternative to embedding librarians in the CMS, noting that some libraries have embedded their catalogs in Facebook.

Black, E. L., & Blankenship, B. (2010). Linking Students to Library Resources through the Learning Management System. *Journal of Library Administration*, 50(5), 458-467.

The authors describe the successful use of Carmen Library Link, an online tool developed at Ohio State University that allows librarians to create and embed library research guides into the campus Learning Management System (LMS) at both the department and college level and at the course level. A librarian at one of the regional campuses developed ten departmental pages and one individual course page and reached far more courses in this way than through traditional in-person instruction. The initiative also increased engagement with faculty because instructors were invited to suggest appropriate resources to add to the embedded guides. The tool was found to be particularly useful to distance education students, who may not have had the opportunity to interact with a librarian in person. In survey comments, students indicated that Carmen Library Link was a valuable resource and helped save them time during the research process, noting in particular the convenience of access without having to leave the LMS.

Chesnut, M. T., Henderson, S. M., Schlipp, J., & Zai, R. (2009). Value-added library resources & services through Blackboard. *Kentucky Libraries*, 73(1), 6-12.

Northern Kentucky University's Steele Library successfully managed to improve existing library programs and add additional services without investing additional funds. The creation of library-specific areas within the existing campus



course management system (CMS) established a “student-focused portal” to the library’s website. After consulting with the campus Blackboard specialist about existing options available for the library to establish a formal connection with students through Blackboard, the library decided to create three areas: a MyLibrary tab, an eReserves module in Blackboard, and a connection to embedded librarians. The MyLibrary tab contains links to six external modules: Interact with your Library, Library Information, Research Resources, Search the Web, Citing Sources/Copyright, and Additional Library Services. The unexpected success of the tab resulted in the university dedicating a librarian to maintain, improve, and publicize library resources and services. What’s more, transitioning to the Blackboard eReserve function decreased upload time by a reported 75% and resulted in a central copyright location. Embedding a direct connection to instructional librarians brought both benefits and challenges. One benefit was that it enabled instructional librarians to increase the amount of time they spent with students. However, the challenge was dealing with the amount of time needed to monitor and answer questions, which was traditionally handled by colleagues in reference/research services. In spite of the challenges, the changes were considered to be successful and improvements continue to be made based on the learning experience and user feedback.

Ganster, L. A., & Walsh, T. R. (2008). Enhancing library instruction to undergraduates: Incorporating online tutorials into the curriculum. *College & Undergraduate Libraries*, 15(3), 314-333.

This article provides an example of modifying an online tutorial traditionally covering basic research concepts to meet the needs of a particular course and specific course assignments. The tutorial was implemented using the Blackboard learning management system. The authors developed a template that librarians at the University of Buffalo could use to customize the basic tutorial. In creating their tutorial, the authors followed standard practices for online tutorials. Their intent was that these course-specific tutorials be an option for librarians and instructors who did not have the resources or time to provide traditional library instruction to students. In particular, they hoped the tutorials would be a viable option for the growing number of distance and online education programs that use Blackboard.

With regard to the existing literature, the article discusses the criteria for developing online tutorials, the importance of assignment-related instruction, and the controversy over whether online tutorials can replace in-class instruction. After implementing the tutorial for a World Civilizations course, the authors collected feedback from six librarians and from thirteen students in a focus group about user satisfaction and

the effectiveness of the tutorial. The authors describe several changes they intend to make as a result of this feedback, including increasing interactivity and “user friendliness.” This article provides readers with a model for developing a series of course-specific online tutorials. Although the authors state that the goal was to “design an outline for librarians that lessens their preparation time and easily adapts to specific course assignments,” the implementation of a similar template and the time and resources necessary to create the tutorials would vary greatly at different libraries. The authors provide screenshots and appendices showing their online layout and their resource guide.

Herring, S. D., Burkhardt, R. R., & Wolfe, J. L. (2009). Reaching remote students: Athens State University’s electronically embedded librarian program. *College & Research Libraries News*, 70(11), 630-633.

After Athens State University (ASU) found out the number of students who do not use library services because they do not visit the campus and/or are not familiar with the services provided, they implemented an embedded librarian program using their Blackboard course management system (CMS). This program, which was developed by ASU, is only available upon request by course faculty members. Once the course is accepted, a librarian is designated to be a course teaching assistant (TA) and is able to post announcements, send e-mail to students, create forums, and post instructional documents and videos to the CMS as well as provide assistance by phone, e-mail, and in person. Since the program’s inception in the fall of 2007, the number of participants has increased substantially. The eleven courses that were managed by three librarians has seen an almost 600% increase to four librarians handling 64 courses. The library will continue to offer the program and build on the lessons they continue to learn. Some of these lessons include setting limits for students and ensuring that faculty are supportive of the program.

Jackson, P. A. (2007). Integrating information literacy into Blackboard: Building campus partnerships for successful student learning. *The Journal of Academic Librarianship*, 33(4), 454-461.

Jackson surveyed 171 librarians in the California State University system about their understanding of learning management systems (LMS) as a teaching and learning tool for information literacy. The survey results revealed that most respondents considered themselves to have average proficiency in using a LMS, while only a small portion rated their proficiency level as high or very high. Most of the librarians responding to the survey indicated that they rarely



or never collaborated in LMS courses on their campuses. Perceived barriers to incorporating information literacy more fully into LMS courses included lack of faculty buy-in, time, staffing, funding, and the technology learning curve. Jackson offers several suggestions for furthering information literacy integration, including designating a library LMS liaison, creating campus partnerships with university LMS administrators, packaging information literacy content for the LMS, adding the library to LMS course shells, and encouraging librarian training.

Karplus, S. S. (2006). Integrating academic library resources and learning management systems: The library Blackboard site. *Education Libraries*, 29(1), 5-11.

The article addresses various ways in which libraries can use learning management systems, in this case Blackboard, as a platform to share and promote the use of library resources and information literacy instruction. The authors completed a literature review to examine the relative efficacy of these methods, and discuss the advantages and disadvantages of each.

The authors argue that students spend more and more time interfacing with the digital world, and that libraries have an opportunity to reach students by taking advantage of these systems. In particular, they suggest that a common interface point for most students is the online learning management system, since at many institutions, students log in to their learning management system on a near-daily basis. This article outlines methods for integrating information literacy modules, including online tutorials, into learning management systems. Other potential intersections of academic libraries and LMSs include the creation of course- or assignment-specific materials, podcasts, RSS feeds, and blogs. The authors argue that creating such a library presence on an institution's LMS will allow the library to better interact with both students and faculty through the use of assessments, individual or group feedback, material sharing, discussion postings, individual comments, and so on. However, they warn that such a site will require regular and frequent evaluation to keep it up to date and to meet user expectations. They recommend that librarians monitor student work to provide regular feedback, and that librarians also consider copyright issues for any materials posted.

Knecht, M., & Reid, K. (2009). Modularizing information literacy training via the Blackboard eCommunity. *Journal of Library Administration*, 49(1), 1-9. doi:10.1080/01930820802310502. The faculty at Henderson Community College in Kentucky developed Information Literacy modules using the eCommunity section of Blackboard. Motivated by an

awareness of different learning styles and the needs of at-risk students, the librarians created modules about using interlibrary loan, the online catalog and general library services. The modules have print files supplemented with audio and video clips. The librarians worked with faculty to include the modules as part of the graded course content. Assessment features of eCommunity include surveys and tests that are graded immediately, and the results are available for quick student feedback. The data can be exported to MS Excel for analysis by the librarians and are useful in fulfilling the demand of accrediting agencies to track learning outcomes. The results show that nearly 80% of students improved from the pre-test to the post-test. Both faculty and students report a positive response to the eCommunity modules. The system is described as being versatile, flexible and convenient. Instructor buy-in was important since the program involved one classroom visit by the librarian to introduce the modules and give instruction in the use of Blackboard. Faculty participation grew from 3 instructors in the fall of 2005 to 36 in the fall of 2007.

Lawrence, D. H. (2006). Blackboard on a shoestring: Tying courses to sources. *Journal of Library Administration*, 45(1/2), 245-265.

Blackboard comes in a variety of prices and options. Lawrence, having only the economy version, sought to develop access to library resources through a global link in Blackboard. One goal of the project was to help faculty develop research assignments and provide access to quality readings. Another goal was to make the library resources part of the course content, thereby motivating student use. The link for library resources can be attached to the main left menu options by the Blackboard Administrator. The link remains viewable in the frame on the left, along with the other menu options, even while one is viewing content in the middle of the screen. The link can be set to open in a new window or to open within the frame of the Blackboard course. The author recommends starting with a small project, such as the global link in Blackboard, and then expanding as people become aware of the ability to access library resources through the CMS.

Lillard, L. L. & Dinwiddie, M. (2005). If You Build It, They Will Come, but Then What -- A Look at Issues Related to Using Online Course Software to Provide Specialized Reference Services. *Internet Reference Services Quarterly*, 9(3), 135-145. doi:10.1300/J136v09n03_10A .

Librarians at Central Missouri State implemented an embedded librarian program through their course management system (CMS) only to find that an overwhelming majority of students



did not use the service. In an effort to determine how the environment they had set up could be more useful, they surveyed distance education students about those students' expectations of librarians. Responses indicated that distance education students have a variety of expectations about librarians ranging from those of finding and accessing information to those of providing technical support. Though student feedback indicated that they were appreciative of the librarian's presence, they were not sure how to engage with them. Suggestions offered by Central Missouri State to librarians include having librarians introduce themselves to students early in the course, encouraging librarians to engage in course discussions, and suggesting that librarians provide instructional tools that are related to the course. Future plans for the library include assisting a faculty member with transitioning her on-site course to an online course that will include an embedded librarian.

Lincoln, M. (2009). Information literacy: An online course for student library assistants. *School Library Media Activities Monthly*, 25(10), 29-30.

Lincoln designed, implemented and evaluated an information literacy course for high school students using Blackboard. One goal of the course was to help students meet the state of Michigan's requirements for a twenty-hour online learning experience. Student library assistants participated in the information literacy course designed by the librarian. At the end of the course, an assessment was performed using TRAILS (Tool for Real-time Assessment of Information Literacy Skills), an online tool created by Kent State University academic librarians (<http://www.trails-9.org/>). The results showed a 4% increase in the information literacy scores of participating students. Students cited the ability to choose from a variety of real-world assignments as an important part of the course. The librarian then worked with other teachers to incorporate the online information literacy activities from the Blackboard course into their instruction.

Markgraf, J. S. (2005). Librarian participation in the online classroom. *Internet Reference Services Quarterly*, 9(1), 5-19. doi:10.1300/J136v09n01_02.

This article describes how a distance education (DE) librarian became involved in online courses, or as the author terms it, became a "lurking librarian." The author discusses her collaboration efforts with distance education faculty about DE services. As DE began to employ more online technology tools, the lurking librarian became more involved with online courses. Based on her experience, the author offers a list and discussion of advantages and disadvantages to "lurking."

The article concludes with the suggestion that the librarian should work with the faculty member to set up limitations and guidelines and suggests useful questions. For example, will the librarian only read the library discussion thread or others? How often will the librarian monitor the class? Will the librarian only respond to questions that come up, or will the librarian actively offer tips?

Pina, A. A. (2007). Course management systems: Overview and implications for libraries. *Library Hi Tech News*, 24(5), 7-9. doi:10.1108/07419050710780335.

In a brief overview of the literature, Pina notes the absence of integration between the library and the CMS, and attributes the lack to both technological and cultural barriers. He encourages librarians to embrace the notion that students can and will access the library virtually when and where it makes the most sense. He advocates for training librarians in the use of the CMS and argues that institutional leaders can play a crucial role in developing strong relationships between the library, IT staff and the CMS administrators.

Rempel, H. G., & McMillen, P. S. (2008). Using courseware discussion boards to engage graduate students in online library workshops. *Internet Reference Services Quarterly*, 13(4), 363-380.

This article describes Oregon State University's attempt to use the Blackboard learning management system as a platform for providing "Literature Review Workshops" for graduate students in distance education programs. The article provides a good literature review of the specific needs and expectations of distance learners and adult learners and of the opportunities and limitations of teaching a workshop in an online environment.

The authors sought to recreate the interactive environment of an in-person workshop by: creating online presentations with both video and audio demonstrations; using the discussion board feature to allow students to comment, share ideas, and ask questions of librarians and each other; and limiting the time in which the workshop was available to two weeks. They suggest that, in order to be a successful tool, the discussion boards should be monitored regularly and often by librarians who facilitate discussion among the students and who answer the specific research questions asked by students. This article offers a model and useful advice for those interested in providing in-person instruction in an online format using a learning management system.



Stewart, V. D. (2007). Embedded in the Blackboard jungle: The embedded librarian program at Pulaski Technical College. *Arkansas Libraries*, 64(3), 29-32.

This article describes the embedded library program at Pulaski Technical College (PTC). This program was launched to meet two perceived needs: student demand for quality, convenient online education services and the need for more information literacy. PTC responded by having a librarian presence in the college's CMS. This program began as a collaboration between PTC's library and English faculty to ensure that online students received the same library instruction as on-campus students. In order to provide similar instruction experiences for online students, librarians prepared tip sheets covering subscription databases and other online resources. Instructors included librarians in the classroom by having discussion threads, where the librarian could respond to questions. The initial pilot was deemed a success, so PTC went forward with the program. In the next step, librarians supplemented the tip sheets with online tutorials. This was followed by the creation of "the Ottenheimer Library-Online" website, which features the most frequently used portions of the library website. With this site, students do not have to leave the CMS environment to use library resources.

The librarians at PTC found that the response to the program was positive, with instructors being willing to create discussion threads for the librarians, which in turn, facilitated student interaction with librarians. PTC finds their embedded

librarian program a success and plans to continue it as their population of online students grows.

York, A. C., & Vance, J. M. (2009). Taking library instruction into the online classroom: Best practices for embedded librarians. *Journal of Library Administration*, 49(1-2), 197-209.

Citing the increase in the number of college students taking online courses and the fact that most online courses are delivered using a course management system (CMS), York and Vance attempt to identify best practices for embedded librarians, who are defined as any librarian who actively participates in an online classroom. To determine best practices, the authors employed two methods--a literature review and an online survey of academic librarians. Based on the review and the survey, York and Vance pinpoint the following best practices: 1) know the campus CMS and who administers it, 2) insert a library link into CMS course shells, 3) provide more than just a link, 4) involve as many librarians as possible to spread the workload, 5) select courses in which there is a research assignment when making decisions about where to embed the librarian, 6) actively participate as much as possible, 7) market the service.

The article concludes that best practices share a common trait of collaboration among faculty, librarians, CMS administrators, and instructional designers. The authors highly recommend that librarians explore the option of being present in a CMS as online education increases.



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LIRT's TOP 20 ARTICLES FOR 2010



*Selected and reviewed by the LIRT Top 20 Committee:
Susanna Cowan, Joe Hardenbrook, Wendell Johnson,
Tom Kaun, Ben Oberdick, Jo Angela Oehrli, Mary
O'Kelly, Mark Shores (Co-Chair), Connie Stovall (Co-
Chair), and Eamon Tewell.*

Using a rubric to consider timeliness, content, originality, depth, and breadth, the committee evaluated over one hundred articles related to information literacy and library instruction. The articles range from the practical to the theoretical, and while most of the studies center on academic libraries, special attention was made to include articles helpful to K-12 libraries.

Abdullah, Szarina. "Measuring the Outcomes of Information Literacy: Perception vs. Evidence-Based Data." *International Information and Library Review* 42.2 (2010): 98-104.

Much like doctors and lawyers rely on specific instruments and evidence to draw conclusions, Abdullah contends that librarians must rely on evidence-based facts rather than perception-based opinions to draw conclusions regarding information literacy programs. The author provides concrete examples of evidence based data from the medical and legal fields and how that kind of data is used in libraries, from assessments of the quality of collections to the effectiveness of library services. Libraries can convert desired outcomes into specific behaviors and test those activities to find both areas of high quality results and gaps in the library's instruction program. Citing numerous studies and examples of evidence-based research, Abdullah provides various methods for information literacy programs to translate preferred outcomes into tangible, measurable, individual behaviors.

Anderson, Karen and Frances A. May. "Does the Method of Instruction Matter? An Experimental Examination of Information Literacy Instruction in the Online, Blended, and Face-to-Face Classrooms." *The Journal of Academic Librarianship* 36.6 (2010): 495- 500.

The authors measured the impact that instructional format (face-to-face, online, or blended instruction) has on the way in which information literacy (IL) is taught to students. Most IL instruction is confined to a single session library orientation and ignores the process of fostering critical thinking. The authors administered a pre-test and post-test to students in an introductory communications class (n=103) to measure the students' ability to retain and recall information. On the basis of their assessment, Anderson and May discovered that the students already possess basic information seeking skills and that face-to-face and computer-assisted instruction are equally effective in engaging these skills. They conclude that librarians need to move beyond basic bibliographic instruction and offer a for-credit course that includes broad conceptualizations of IL.

Avery, Susan, and David Ward. "Reference is My Classroom: Setting Instructional Goals for Academic Library Reference Services." *Internet Reference Services Quarterly* 15.1 (2010): 35-51.

In this study, Avery and Ward examined chat reference transcripts in an effort to identify, test and analyze instructional goals that may be present in a reference setting. The authors endeavored to bring together two sometimes compartmentalized services (Instruction and Reference) by identifying teachable moments during chat reference. The instructional goals they used were defined by the ACRL Information Literacy Competency Standards, especially Standards One, Two and Three. Through their analysis of these transcripts, the authors were able to ascertain moments when librarians taught students specific skills as opposed to times when the opportunity was lost. The authors identified the teaching techniques that they observed as well as areas where further reference training could be provided to optimize these teachable moments. Finally, Avery

top 20, continued on page 15



and Ward provide two rubrics, entitled "User Skills Assessment" and "Reference Interview Instructional Behaviors," which librarians can use to make chat reference transactions a viable way to impart information literacy concepts.

Burkholder, Joel M. "Redefining Sources as Social Acts: Genre Theory in Information Literacy Instruction." *Library Philosophy and Practice* 2010: 1-11.

Burkholder says that teaching students to only use the standard sources in their research papers, namely scholarly journal and magazine articles, books, book chapters and so on, ignores the complex information environment that students operate in. The checklist model of website evaluation, where students look for formal indicators of high quality information: authority, accuracy, currency and so on, is also inconsistent. For instance, since it is not always possible to determine the author of a government website, should students avoid using it? We tell students to look for citations or references, but then we make Wikipedia - which uses references - out to be a suspect source of information. Instead, Burkholder offers several summaries of genre theory, which posits that researchers should consider sources as "social acts" made by discourse communities (e.g. scientists, journalists, bloggers) for the purpose of accomplishing specific tasks. Picking the right sources, then, becomes an issue of understanding the purposes those sources serve instead of being limited by "arbitrary content types or forms." Students learning to communicate effectively need to be sure to use the right kinds of sources for the task at hand, whether the source is a peer-reviewed scholarly article or a Facebook status update, because that decision on which sources to use has an effect on their intended readers. This is not to say that all sources are equal; students who have to write a literature review on a scientific topic will still have to rely on peer-reviewed scientific papers. Burkholder ends the article by laying out the challenges of applying genre theory to the ACRL Information Literacy Standards and the challenges of librarians' typical short amount of time working with students (i.e. the "one-shot" instruction session).

Cordell, Rosanne. M., and Linda F. Fisher. "Reference Questions as an Authentic Assessment of Information Literacy." *Reference Services Review* 38.3 (2010): 474-81.

Does an information literacy program lead to more sophisticated reference questions from users? This was the question undertaken by librarians at Indiana University-South Bend. The authors theorized that students with more sophisticated research skills gleaned through a required information literacy course would, in turn, ask more sophisticated reference questions. The study measured the level of reference questions received prior to the campus-wide IL course requirement and then examined the level of questions following course implementation. For each reference transaction, the librarian completed a questionnaire about the student's question, and the student indicated if he/she completed the IL course. Results show that students' reference questions did increase in sophistication since the implementation of the course requirement. The authors stress that the data demonstrates the importance of information literacy to the university curriculum.

Detmering, Robert. "Exploring the Political Dimensions of Information Literacy through Popular Film." *Portal: Libraries and the Academy* 10.3 (2010): 265-282.

For those looking for ways to demonstrate to students the importance of information literacy beyond the assigned research paper, Detmering provides a rare, strong alternative pedagogy by employing popular film in library instruction sessions. After discussing the importance of situating information literacy in social and political contexts that are culturally relevant to students, Detmering argues that use of popular film is effective because they are both comfortable and engaged with movies. To strengthen his case, Detmering presents readers with similar arguments from information literacy researchers, as well as film studies and literacy researchers; further, he supplies methods of employing film in semester long classes as well as one-shot sessions. For more practical specificity, Detmering explains how he uses the films *Thank You for Smoking*, *Burn after Reading*, and *W* in the classroom, with much emphasis on problems of reliable information, alternative viewpoints, ethics, and bias.



Dinkelman, Andrea L., Jeanine E. Aune, and Gail R. Nonnecke. "Using an Interdisciplinary Approach to Teach Undergraduates Communication and Information Literacy Skills." *Journal of Natural Resources & Life Sciences Education* 39 (2010): 137-144.

This article describes an excellent faculty-librarian partnership to incorporate information literacy concepts into a foundational English communication course taught within the context of a student's major. This particular section of English 250 at Iowa State University is geared towards horticulture majors and is co-taught by a librarian and a faculty member from both the Horticulture and the English departments. The ACRL Information Literacy Standards as well as the learning outcomes of the Horticulture department were used as a guideline for the development of classroom activities and assignments. Students chose from a list of possible topics and produced an annotated bibliography, a research paper and a research poster during this course. The librarian and the horticulture faculty developed the assignments while the English instructor and the librarian graded the annotated bibliographies together. The horticulture faculty gave presentations on rhetoric and argumentation in horticulture, similar to what is presented in a standard communication class, only putting them into context for the horticulture students. The horticulture faculty also provided a lot of feedback on research papers and the research posters. Student assessments revealed that they were appreciative of librarian participation in the course, and student focus groups showed that they were grateful for the chance to interact with faculty from their major and get their input on their research projects. Faculty in focus groups appreciated how ENG 250 forged a link between information literacy, communication and horticulture. Other academic disciplines at Iowa State University have adapted the ENG 250 model for collaborating with English faculty and librarians.

Green, Rosemary. "Information Illiteracy: Examining our Assumptions." *Journal of Academic Librarianship* 36.4 (2010): 313-319.

Green writes a thought-provoking article about the role of library-based assumptions in the implementation of information literacy programs in higher education. Specifically, Green's study focuses on doctoral students going through the process of literature review for

their dissertations in order to uncover both research practices and information literacy paradigms. Green used interviews to answer questions about how doctoral students learn how to do a literature review and what they learn as they do the review itself. Key to her argument is the notion that, in upholding an information literacy model, librarians also promulgate the notion of information illiteracy, which carries with it ideas that students lack informational skills. In fact, Green argues, doctoral students demonstrated they were fairly proficient in using techniques such as following citations. These skills were generally developed independently of librarians and using both learned and discovered principles of searching that don't neatly fit librarians' beliefs about what users should learn and how they should best learn it. Green asks us to challenge our own assumptions about information literacy and refocus our attention on how users learn and practice information seeking in order to revise our working assumptions.

Howard, Jody. K. The Relationship between School Culture and the School Library Program: Four Case Studies. *School Library Media Research* 13 (2010). Web.

This study is a cross-case analysis of the culture of four different schools with award-winning library programs. The author investigated whether there were common cultural themes within each site or district which informed the way library programs developed. Can such common themes be identified and defined? Schools studied included grade levels K-12 and school types, including public and independent, suburban and urban, magnet and comprehensive. The author found via interviews with classroom teachers and observations of students, staff, and administrators that some common patterns emerged. Although over three dozen themes were documented in the course of the study, the author found that three themes were shared by all the sites. Each one exhibited a collaborative culture, a principal who used a collaborative leadership style, and high expectations for the students and staff. The report gives specific examples of each theme in action at each site, and it explains how they made the libraries a vital part of each school program. The author concludes that more studies of this nature need to be undertaken to confirm the findings at a greater range of schools and to help discover whether the three common themes are, in fact, the foundation of great library programs or whether other patterns might also lead to such programs. We all



want to know the answer to what conditions make for a great library program in our schools. The methods used in this study are well worth duplicating at schools that do not have such exemplary library programs to see which, if any, of the themes are missing at those sites.

Katz, Irvin R., Catherine Haras, and Carol Blaszczynski. "Does Business Writing Require Information Literacy?" *Business Communication Quarterly* 73.2 (2010): 135-149.

Katz, Haras, and Blaszczynski argue that information literacy is critical to the success of business students both in school and after graduation when they enter the workplace. Although "information literacy" is mostly absent as a term in business literature, equivalent concepts of skills in information seeking and assimilation appear regularly. The authors used the ETS (Educational Testing Service)-designed iSkills assessment to evaluate to what degree information literacy skills correlate with the writing skills of business students. The authors further examined if there is a relationship between knowledge of English and this correlation. Their findings suggest that there is a direct relationship between information literacy skills and success in doing business writing (memos, emails, etc.), and that this relationship is in evidence regardless of the language the student knows best. The study is significant for drawing connections between information literacy (as measured by iSkills) and competency in writing within a specific discipline/profession. Establishing such connections is crucial for supporting information literacy as a measure of both student and professional success.

Krause, Magia G. "It Makes History Alive for them: the Role of Archivists and Special Collections Librarians in Instructing Undergraduates." *The Journal of Academic Librarianship* 36.5 (2010): 401-411.

This article looks at the role of archivists/special collections librarians in providing instruction to undergraduate students in the use of primary sources. The author conducted interviews with twelve leading professionals in the field, each of whom had between 4 and 25 years of experience working with undergraduate students. Interviewees were asked how they taught undergraduate students about primary sources, what

they thought undergraduates needed to know about primary sources, and how they (archivist/special collections librarians) saw themselves as educators. She found that archivists/special collection librarians saw themselves as contributing to the education of undergraduates through their knowledge of primary sources and collections, their navigation skills, and the information literacy instruction they provided. As to what students need to know about primary sources, the author found that it was important to these professionals to make undergraduates aware of what archives are, how to access them, and how to use them in research. The interviewees also noted the importance of trying to get students excited about using primary sources and the archives. When it comes to instruction, the author found that the archivists/special collections librarians were using a lot of active learning, hands-on and visual learning, and collaborative and group learning with undergraduate students. Many of the interviewees talked about the benefits of letting students "touch and feel" the primary sources they are working with and the importance of moving past a "show and tell" approach. The author finished the article by listing possible topics for further study.

Lim, Adriene. "The Readability of Information Literacy Content on Academic Library Web Sites." *Journal of Academic Librarianship* 36.4 (2010): 296-303.

Creating tutorials, handouts, FAQ pages, and research guides is something that librarians do every day. But are these materials "readable" to special populations, particularly first-generation college students? This article examines information literacy content posted on 21 urban university library websites. The authors used several readability "formulas" to assess the content on the library websites, assigned grade reading levels to the content, and sought expert opinions from professionals who work with first-generation college students. Results from content assessment, as well as comments from the professionals, show that many libraries use overly complicated language with their materials, use too much jargon without definitions, and do not provide a positive or engaging experience for students. Because first-generation college students are often more likely to drop out than others, it is important that libraries tailor materials to this population.



Little, Jennifer J. "Cognitive Load Theory and Library Research Guides." *Internet Reference Services Quarterly* 15.1 (2010): 53-63.

This article looks at how to create research guides, as well as assess guides already created, to avoid giving users cognitive overload. This is important because an individual's cognitive load capacity for learning is limited, and a person may easily become overwhelmed and disoriented when a lot of information needs to be processed simultaneously. To design effective, pedagogically-sound research guides that are easier for students to use, the author focuses on managing intrinsic cognitive load (amount of cognitive processing required to learn the basics of something), minimizing extraneous load (when cognitive processing is overtaxed and information is disorganized), and promoting germane load (when learners effectively organize and integrate the new material). The author provides a wealth of advice and suggestions for how best to approach the creation and assessment of research guides in terms of the three main types of cognitive load, along with many helpful and practical examples; for example, intrinsic load can be limited by chunking, segmenting the research process into smaller parts, and providing links for direct access to the material. Following these suggestions and advice will help guide creators/editors to produce research guides that do not contribute to cognitive overload in users.

Mestre, Lori S. "Matching Up Learning Styles with Learning Objects: What's Effective?" *Journal of Library Administration* 50.7 (2010): 808-29.

Mestre provides an insightful examination of how various learning styles may be applied to online instruction. The author's methods, including two surveys of librarians as well as student usability studies and interviews, aim to get at the root of the best ways to accommodate diverse learning styles in an online environment. In particular, the author asks librarian survey respondents which tools they use to create learning objects, and, in a separate survey, the design and learning style considerations they employ for tutorials. Mestre's article also provides recommendations for making tutorials more effective and engaging, and as such will be of particular interest to librarians in the process of creating or modifying online instructional tools.

Muir, Gordon, and Holly Heller-Ross. "Is Embedded Librarianship Right for Your Institution?" *Public Services Quarterly* 6.2 (2010): 92-109.

The authors thoroughly explored whether or not embedded librarianship was a good fit for their institution (SUNY Plattsburgh) by applying several analytical questions to two embedded librarian case studies. When the authors applied the findings from several related research studies on the efficacy and strategic best practices of embedded librarianship to SUNY Plattsburgh's 2004 pilot program with a biology course and a 2005 pilot program with an online nursing course, they confirmed that embedded librarianship was a good fit for this institution, and that further exploration of an embedded librarian program was justified. This positive fit was defined by examining the challenges, academic goals, institutional culture, librarian skills, and library focus. The series of questions that were given to demonstrate the process of determining institutional fit could also be applied to other institutions interested in clarifying their own embedded librarian program goals.

Price, Bronwyn. "Teaching Effective Literature Use Skills for Research Reports in Geography." *Journal of Geography in Higher Education*. 34.2 (2010): 247-264.

Bronwyn Price from the University of Queensland, Australia, designed a study to answer three questions about student literature use in a geography course: Have the students gained understanding of the importance of effectively using literature when conducting and writing up research projects? Have the students demonstrated the ability to effectively use literature to explain the results of their research project? Did the students find the new learning activities interesting, useful and successful, and did they understand the purpose? Students were evaluated before and after an intervention workshop, in which the instructor used problem-based learning to complete a specific research assignment. Effective literature use was explained, and small group discussions in which students had to identify good and bad examples of literature use were followed by a discussion of those examples involving the whole class. Students then completed their research projects. Results showed improvements in effective use of the literature by students explaining their own research results, and showed that the students used higher-quality literature.



Explicit teaching of specific methods for reading, selecting, and using assignment-specific literature was shown to improve these students' understanding of why careful literature use is important and how to apply it to their research.

Rosenblatt, Stephanie. "They can find it, but they don't know what to do with it: Describing the Use of Scholarly Literature by Undergraduate Students." *Journal of Information Literacy* 4.2 (2010): 50-61.

Rosenblatt provides an illuminating, two-part study regarding the quality of resources used in upper-division undergraduate research papers—and how effectively those students used the resources. The first part of the study reveals, through citation analysis, that 85% of the 20 students studied met requirements of finding quality resources, even though a quarter of the class did not receive library instruction. However, students' ability to synthesize and incorporate those quality resources represented the larger challenge. Using a rubric to indicate the level in which students incorporated resources, Rosenblatt found that only 10 of the 20 students could effectively make connections between the cited resources and to their own ideas to support claims within their papers.

Shiao Feng, Su, and Jane Kuo. "Design and Development of Web-Based Information Literacy Tutorials." *Journal of Academic Librarianship* 36.4 (2010): 320-8.

Su and Kuo conduct a detailed study of online information literacy tutorials contained in the Peer-Reviewed Instructional Materials Online (PRIMO) database. The authors' content analysis approach examines what the tutorials consider to be most important in terms of topics or skills taught as well as the methods used to achieve learning. Specifically, Su and Kuo look at Tutorial Objectives and Teaching Strategies, including tutorial content such as Academic Tools, Information Literacy Concepts, and Library Resources and Services. The article will be of particular interest to librarians involved in online instruction.

Schroeder, R., and E.S. Cahoy. "Valuing Information Literacy: Affective Learning and the ACRL Standards." *Portal: Libraries and the Academy*. 10.2 (2010): 127-146.

Current ACRL information literacy standards heavily stress cognitive leaning skills, according to authors Schroeder and Cahoy, who assert that while ACRL information literacy standards serve as a tried and true model for instruction librarians, changes need to be made to incorporate more emphasis on the role of affect in learning. For Schroeder and Cahoy, affect and cognition work in a symbiotic relationship in the overall learning process, even though affect has been largely ignored partly because of the difficulty in measuring and assessing affect. Affect, to be more specific, includes inquisitiveness, concern, alertness, trust, flexibility, willingness, diligence, and persistence, along with confidence and motivation. The authors point out that The American Association of School Librarians (AASL) has already incorporated affect into their new standards, and that ACRL can draw upon the new AASL standards to enhance their own. A draft of such new standards is provided, along with ideas for assessment.

Westbrock, Theresa, and Sarah Fabian. "Proficiencies for Instruction Librarians: Is There Still a Disconnect Between Professional Education and Professional Responsibilities?" *College & Research Libraries* 71.6 (2010): 569-90.

In 1993, Diana Schonrock and Craig Mulder investigated ACRL's proficiencies for bibliographic librarians. Westbrock and Fabian revisited the earlier study and sought to answer four questions: (1) Are the current ACRL Proficiencies for Instruction Librarians perceived to be relevant to practitioners? (2) Where are librarians acquiring these proficiencies? (3) Where do librarians think they should acquire these proficiencies? (4) Are librarians acquiring these proficiencies in library school nowadays more often than they did in 1993? The authors found that the proficiencies remain relevant to the practice of librarianship, but that librarians are more apt to acquire these proficiencies outside of library school. Moreover, the individual proficiencies are at least as important as the ACRL Information Literacy Competency Standards. Since librarians, in general, do not acquire teaching skills in library school, library administrators would do well to provide opportunities for continuing, professional education for instructional staff.



TECH TALK: *e-books & readers*

Dear Tech Talk --

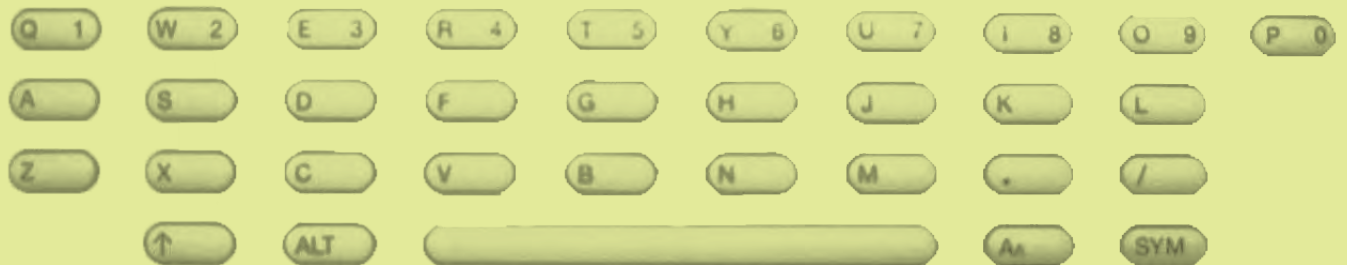
The popularity of e-books and e-readers appears to be on the upswing. We have some e-books available in our library. With this growth in popularity, what should we be doing with this burgeoning technology?

— Earnestly Examining E-books and E-readers

Dear EEE—

An interesting question, especially since e-books are not a new phenomenon. According to the *Oxford English Dictionary*, an e-book is a “hand-held electronic device on which the text of a book can be read; also a book whose text is available in an electronic format for reading on such a device or on a computer screen.” The *OED* references the use of the word in *American Libraries* as early as May 1988: “Things to come.” The E-book, a small, hand-held, flat recording device able to replay text as a portable cassette player replays sound.” In actuality, e-books (the digital objects) have been around for 40 years, starting with Project Gutenberg, developed by Michael Hart in 1971 (<http://www.gutenberg.org/wiki/Gutenberg>About>).

It is also interesting to note that the main *OED* definition is that of a “device”. In fact, a search for the word “e-reader” in the *OED* yields no results. On the other hand, the Wikipedia does provide a definition for e-reader, “a portable electronic device that is designed primarily for the purpose of reading digital books and periodicals.” Wikipedia also provides a detailed list of e-readers, indicating the first one of this generation was the Sony Libré, introduced in 2004 (http://en.wikipedia.org/wiki/E-book_reader). Yet, there was



TECH TALK, continued on page 21



an even earlier generation of e-readers – the Rocket E-book and the SoftBook, launched in 1998 (<http://en.wikipedia.org/wiki/E-book>).

E-readers, too, are not a new phenomenon. One reason for the uptake with e-readers was the development of “E Ink” in the early 2000’s. Developed by the E Ink Corporation (<http://www.eink.com>), E Ink technology uses very little power, provides high contrast, and is a reflective rather than a transmissive display, making it easy on the eyes, while using less power. (Griffey, 7) Although first used in the Sony Libré, it wasn’t until the introduction of the Amazon Kindle in 2007 that the use of e-readers really started to flourish. The significant difference between the Sony e-reader and the Kindle was, and is, the Kindle’s tight integration to the Amazon online bookstore. Kindle owners use their Kindles and their Amazon accounts to find, pay for, and download e-books quickly and effortlessly. Along with the success of the Kindle, the Sony e-reader continued to advance; Barnes and Noble launched the Nook; the list of e-readers continues to grow (http://en.wikipedia.org/wiki/E-book_reader); and now apps exist to access e-book content on devices such as iPhones, iPads, and Droids. Nevertheless, by “a large margin, the most popular e-book reader in the United States is the Amazon Kindle... [which] accounts for 45 percent of the e-readers sold in the United States” (Griffey, 10) .

However, it is still debatable whether dedicated e-readers will win out for the long term. According to Rapp, e-readers dominated the 2010 Consumer Electronics Show; however, at the 2011 Consumer Electronic Show, if “the plethora of iPad rivals. . . is any indication, the future of ebooks will be on multifunctional touch-screens.” (Rapp, 44) Multifunctional touch-screens provide the technology for an e-book to become much more than a digital representation of the print counterpart. On a multifunctional device, the e-book of the future can incorporate multimedia, follow non-linear paths, and invite participation from the reader – all of which creates an entirely new learning environment. The biggest negative associated with the current crop of touch-screen devices is the difficulty using them in bright light. If/when the technology evolves so these devices can be used effectively in both darkness and bright light, they may become the ideal tool for accessing e-books.

Just as e-books and e-readers are not new phenomena, the availability of e-books in libraries is also not new. Many libraries were early adopters of NetLibrary collections in 1999. Since then, librarians have added a wide variety of e-books

to their collections, including: ALCS Humanities E-Books, Cambridge University Press, Credo Reference, Early American Imprints, Early English Books Online, Ebrary, Eighteenth Century Collections Online, Elsevier, Gale Reference Books, Google Books, HathiTrust, MyiLibrary, Oxford University Press, Safari Tech Books, Salem Press, Springer, Stat!Ref, Wiley, and many others. Most of these e-book collections differ widely in file formats, user interfaces, and available functions, but they all have one thing in common – to access the e-books, the user must use a traditional computer or laptop with an Internet connection. For the most part, e-readers cannot access the content of these e-book collections.

As more individuals acquire e-readers and add content to them, they also become more cognizant of library e-book collections. Can they “borrow” e-books from libraries, just as they borrow print books? Unfortunately – for the most part – the answer to this question right now is more “no” than it is “yes”. In order to download an e-book to a personal e-reader, two significant issues must be addressed. One, the library’s e-book collection vendor must allow/enable downloading files, and two, the files must be in a format that the e-reader understands. So, not only do library e-book collections use a variety of file formats, the devices also work with a variety of file formats, and they are not always compatible. See *Getting Started with Ebooks, A Beginners Guide v 2.01* (<http://www.glify.com/publish/2059164/>) and *Getting Started with the SJSU Library Ebook Collections* (<http://tinyurl.com/3eagrr9>) to get an overview of the issues and how one institution, San Jose State University, is trying to address the issues for their e-book collections. As with any technology, the development, implementation, and adoption of a standard would enable interoperability.

As it turns out, there is an emerging standard, and it’s not PDF. PDFs are excellent for displaying pages exactly as rendered and the files are not easily changed, which is good if you need to preserve the visual format. However, precisely because the visual presentation of PDFs is not easily changed, it can be difficult to read PDFs on handheld devices, like e-readers or smart phones. Right now, the emerging file standard for e-books is, EPUB, an open source format developed and maintained by the International Digital Publishing Forum (<http://idpf.org/>), “EPUB allows publishers to produce and send a single digital publication file through distribution and offers consumers interoperability between software/hardware for unencrypted reflowable digital books and other publications.” (<http://idpf.org/epub>) EPUB uses XML to control



the flow of the text on devices, seamlessly adjusting to the size of the display. Many e-readers use EPUB; however, noticeably absent from the list is the Kindle, which uses a proprietary file format (azw), along with html, mobi (with no Digital Rights Management), mp3, pdf, tr3, and txt (http://en.wikipedia.org/wiki/E-book_reader). Even though it is possible to get around this Kindle limitation by sending files to Amazon to be converted to PDFs, this process is not convenient and Amazon imposes a small charge for the service (<http://tinyurl.com/23f8u5q>). The bottom line is that the most popular e-reader—Kindle—does not use EPUB. This is a challenging issue for any librarians who want to enable their clients' access to library e-book collections through their personal Kindles.

There are a couple of bright spots on the horizon. Two vendors, OverDrive (<http://www.overdrive.com/>) and NetLibrary (<http://company.netlibrary.com/>), have or are developing models that enable library clients to “check out” e-books to compatible e-readers. “In 2002, [OverDrive] launched [a] download service for libraries, which provides eBook, audiobook, and other digital content to millions of library users.” (<http://www.overdrive.com/About/>) In late April 2011, Amazon and OverDrive announced an agreement that would give library users the ability to check out OverDrive titles to their Kindles. However, Kindle is not adding another file format to their repertoire; it appears that OverDrive will make the proprietary Kindle format available for their e-books. Additionally, Amazon's Whispersync technology, which synchronizes notes, highlights and the last page read between users' Kindle and free Kindle apps, will work and will remain in place if users check out an e-book again or purchase the e-book (<http://tinyurl.com/3z5s3j6>). Many public and school libraries use OverDrive, but OverDrive also markets to academic and corporate libraries (<http://www.overdrive.com/Solutions/Libraries/>). OverDrive provides a database of library clients (<http://search.overdrive.com/>) as well as a very good resource page to identify devices compatible with their digital resources (<http://www.overdrive.com/resources/drc/>).

With the purchase of NetLibrary by EBSCO in 2010, significant changes have taken place with both the NetLibrary interface and its functionality. EBSCO eBooks will be searchable through the standard EBSCOhost interface; Digital Rights Management (DRM) has been modified so the number of pages that can be printed and copied has increased significantly; and it will be possible to check out EBSCO eBooks for e-readers – if libraries with EBSCO eBooks license the Adobe Content Server (<http://www.adobe.com/products/contentserver/>) and users install Adobe Digital Editions (<http://www.adobe.com/products/>

digitaleditions/) on their local computer. Right now this service is restricted to those EBSCO eBooks that are PDFs (<http://tinyurl.com/3vemfl8>). Will EBSCO ultimately embrace the EPUB standard? Also, given Amazon's recent announcement to work with OverDrive, will a similar agreement be forthcoming between EBSCO and Amazon?

Most e-books have some level of DRM in place. Not surprisingly, book publishers, like music publishers from years back, are concerned about losing control of their content. Many end users view e-book DRM as being draconian because it is too restrictive. A recent brouhaha with OverDrive developed because of their arrangement with HarperCollins to limit the use of an e-book to 26 checkouts; upon the 27th attempt to check out the e-book, the library would need to buy another copy (<http://tinyurl.com/3ephgbs>). In this manner, both OverDrive and HarperCollins have reaped the fury of many librarians. In an earlier incident, Amazon exposed itself to much discontent when they removed purchased copies of 1984 and Animal Farm from individual users' Kindles. Amazon did this because the files were made available by a company that did not have the rights to do so, and the rights holder notified Amazon (<http://tinyurl.com/lar276>). This action demonstrates how vulnerable e-books are to being easily removed or changed—a very different scenario from the print model, where errors live indefinitely in published editions.

In spite of a wide variety of challenges, many libraries are experimenting with the purchase and circulation of e-readers as an alternative or complement to providing e-book collections. There are various perspectives on whether the terms associated with the e-readers allow this kind of usage. The Kindle Terms of Use states, “solely for your personal, non-commercial use” and “you may not sell, rent, lease, distribute, broadcast, sublicense or otherwise assign any rights to the Digital Content or any portion of it to any third party” (<http://tinyurl.com/cymce5>). How does Amazon define personal use? Does the loan of a Kindle in a library setting mean the library is “distributing” it? According to Library Journal in 2008, “Amazon spokesman Drew Herdener [said] that a loan of a Kindle without content is OK, but sharing a device loaded with content ‘with a wide group of people would not be in line with the terms of use.’” (Oder, 18)

The implementations of these e-reader services vary, but all of these libraries are or did loan e-readers with content on them. Thus far, no e-reader vendor has taken issue with the ways libraries are using e-readers. However, this ambiguity needs to



be addressed. It's very clear that users who borrow e-readers like the service, especially for popular reading. A prime example is the experience at the Texas A&M Library. Before they had even completed their initial foray into e-reader lending, they had to increase the number e-readers from 6 to 12 to 18, and they still had more demand than they had e-readers (Clark, 147). By nature, most librarians want to do the right thing and also want to provide their clients with the best services possible. As it stands right now, librarians are caught in the middle of this ambiguity.

There are definite advantages for libraries that provide e-books and/or e-readers: adding to the book collection without adding to the book shelves; the easy acquisition of e-books, including patron-driven acquisition; the automatic provision of MARC records; the popularity of e-reader services. Of course, there are a number of issues to resolve: publisher delays on the e-book versions of new books; a revisiting of license agreements and DRM; more refined acquisition models; standardized file formats; more uniform functionality of highlighting, bookmarking, and note-taking; complying with accessibility requirements for e-readers; new policies and workflows; and long-term preservation.

Going back to the original question—what should libraries do regarding e-books and e-readers? Although the technology has taken 40 years to blossom, e-books and e-readers are not a passing fad. The growth in usage is being seen across the board in public, school, and academic libraries. Within academia, there is significant movement toward more use of e-books, as is indicated in both the 2010 Horizon Report (<http://www.nmc.org/pdf/2010-Horizon-Report.pdf>) and the 2011 Horizon Report (<http://www.nmc.org/pdf/2011-Horizon-Report.pdf>). The 2010 Horizon Report placed this technology in the “2-3 years time-to-adoption” window, but the 2011 Horizon Report placed it in the “1 year or less time-to-adoption” window. Challenging as the issues may be, librarians, publishers, and device vendors need to work together to find some viable models so librarians can provide e-book and e-book device services to their clients, implementing strategies that fit clients' lifestyles and routines. Consequently, librarians from all types of libraries should follow Kenney's “Seven-step Program to Embrace Ebooks” so they can put their libraries in position to integrate e-books and e-reader devices into their collections and services.

Additional Resources

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Tech Talk: Additional Resources, Continued

Libraries Experimenting with the Circulation of E-readers

Brigham Young University <http://universe.byu.edu/node/692>
North Carolina State <http://www.lib.ncsu.edu/techlending/ebooks.html>
Broward County Library <http://bcegov3.broward.org/newsrelease/AdminDisplayMessages.aspx?intMessageId=2940>
Southern Cross University <http://libguides.scu.edu.au/ereader>
Delgado Community College <http://dcc.libguides.com/content.php?pid=116741>
Texas A&M University <http://library.tamu.edu/services/media-reserves/borrow-a-kindle>
Duke University <http://library.duke.edu/ereaders/> *and* Building an Ereader Collection <http://www.the-digital-reader.com/2010/11/12/building-an-ereader-collection-the-duke-university-library-experience/>
Tulsa Community College <http://guides.lrc.tulsacc.edu/ereader>
Eastern Kentucky University http://www.library.eku.edu/new/content/library_newsletter_spring_2010.pdf
University of Nebraska, Omaha <http://www.unomaha.edu/enotes/2010/0316.php#n>
Request a Title <http://library.unomaha.edu/breakingnews/?author=4>
Fairleigh Dickinson University <http://view.fdu.edu/default.aspx?id=7467>
Vanderbilt University <http://www.library.vanderbilt.edu/science/kindle.html>

Seven-step Program to Embrace E-books

1. Buy an e-reader and experiment;
2. Start an e-book collection;
3. Experiment with e-reader programs that fit your environment;
4. Keep an eye on innovation;
5. Talk to publishers, vendors, and distributors;
6. Become the “go-to” person for e-books/e-readers in your area;
7. Have fun! (Kenney, 11)

Comparing E-readers

eBook Reader 2011 | TopTenREVIEWS <http://ebook-reader-review.toptenreviews.com/>
eReaderGuide.info <http://ereaderguide.info/>
Wikipedia Comparison of E-book Readers http://en.wikipedia.org/wiki/Comparison_of_e-book_readers

Staying Current on E-book and E-reader Issues

2010 Horizon Report Ebooks on Delicious <http://www.delicious.com/tag/hz10+ebooks>
2011 Horizon Report Ebooks on Delicious <http://www.delicious.com/tag/hz11+ebooks>
ALA Tech Source - Ebooks <http://www.alatechsource.org/e-books>
Facebook - EReaders in Libraries <http://www.facebook.com/group.php?gid=14473239090&v=wall>
No Shelf Required <http://www.libraries.wright.edu/noshelfrequired>





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>

