

# LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 33 No. 3 March 2011



## From The Vice President

By Linda J. Goff

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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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reetings from sunny California!

There is so much going on with LIRT these days that it can be hard to keep up with the changes, including who is in charge. So I thought I'd take a moment to tell you a little about myself. I've been an instruction librarian, or variation thereof, for almost 40 years. Because I've been a long-time LIRT fixture, and on the Steering Committee for most of the last 20+ years, many people thought I had already been President. No one had been able to talk me into running before Linda Colding

convinced me to run for Vice President of LIRT last year. Why now? - I have benefited so much from belonging to LIRT that I felt I owed this last bit of service before my retirement sometime within the next few years.



So, just what does the Vice-President do in LIRT? Well, one thing I did in December and January was to read the LIRT Manual to determine my official duties. I highly recommend it! I knew I would be responsible for reviewing the committee

volunteer forms and making matches with committees in need of additional members, but I hadn't a clue what else I'd signed up for, despite my 22 years as an active LIRT member. Among the things expected of the VP was attendance at two meetings on Friday at midwinter: the Round Table Coordinating Assembly (RTCA) and the Budget Analysis and Review Committee's (BARC) Financial Planning Seminar. By attending both RTCA and BARC meetings, I found out that ALA is managing the financial crisis fairly well.

I've begun the primary duty of the VP, to populate our committees with volunteers. If you are cycling off a committee after 4 years,





by Rebecca Martin  
rmartin2@niu.edu

## From The Editor



Welcome to spring break LIRT Librarians!  
The blizzard of 2011 has taught us to think and act  
BIG—what with three-foot high snow drifts to shovel  
in arctic temperatures, so we're all buff and ready to synchronize with the  
excitement planned for June at ALA New Orleans, where you won't want to  
miss LIRT's annual program:

The Big (and not so) Easy: Missing voices on the student transition to college

We are happy to present a cameo of our 2011 vice president, Linda Goff,  
an accomplished librarian with 20 years of experience on the LIRT steering  
committee, who will undoubtedly be part of the upcoming 35th anniversary  
celebration of LIRT (details to be announced).

As usual, our March issue is filled with important news and tasty tidbits about  
library instruction and information literacy. Get the inside track on some of  
the brainstorming ideas that go on in our committees—such as face-to-face  
virtual conferencing, adult learning resources, and nifty giveaways at this June's  
membership pavilion. Articles on hot topics include ACRL and "futures research",  
the author-finder feature of Web of Knowledge, Wikipedia for teaching info lit,  
and HathiTrust.

Have you ever wondered what our fellow librarians do to attain concentration?  
Find out in this issue's member profile column. Speaking of membership perks,  
we are happy to publish short articles by you that keep us up to date on topics  
and events in library instruction. We welcome new members, and it is super  
easy to join committees and make new contacts.

Look forward to meeting more of you in June—



Rebecca

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

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please fill out a new volunteer form to let me know what direction your interests are leaning toward, and I'll try to make a new match. For those of you who are virtual committee members, I encourage you to participate in the online meetings that our President Kawanna Bright is promoting. If you are new to LIRT, you can find the committee volunteer form at <http://fleetwood.baylor.edu/lirt/volform.php>. There is bound to be something that appeals to you. As they say with any volunteer or professional organization: the more you put in, the more you get out.

Our Midwinter gathering in San Diego was a nice break for those in cooler climes and a wonderful opportunity to get together to work on LIRT projects for the upcoming year. I look forward to seeing many of you in New Orleans, where we can all really warm-up to our tasks.

*Linda*

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## Announcement of ALA Annual Program 2011

Catherine Johnson and Huifen Chang, Co-Chairs

LIRT invites you to join us for our conference program at the ALA Annual Conference in New Orleans, LA. Details of the program are below. Keep an eye on the next LIRT Newsletter for more details.

We hope to see you there!

### THE BIG (AND NOT SO) EASY: Missing voices on the student transition to college

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.



# Member A-LIRT

Teri Shiel, Reference and Instruction Librarian, Ely Library, Westfield State University

*What brought you to LIRT, Teri?*

• I've been a member of ALA and ACRL since I was a student in my library program, but only discovered LIRT when I found myself doing instruction. I also wanted to get involved in committees on a national level, and LIRT is one of the most welcoming places for new librarians who want to get involved.



*What was your path to librarianship?*

• It wasn't planned out, but it was definitely an epiphany. I worked as a student assistant in several departments of my undergrad library at Binghamton University. After graduation, I had landed a job in the circulation department of a public library in Charlottesville, Virginia when it hit me that I was completely drawn to librarianship as a profession. I soon moved back to New York and did the dual masters program at the University at Albany.

*Tell us about your current position. What do you like most about it?*

• Reference and Instruction Librarian and Liaison for the History, English, Psychology, Communications and Social Work departments at Westfield State University's Ely Library. I really enjoy the opportunities a smaller institution creates for working more closely with faculty and students; it's absolutely wonderful.

*In what ways does it challenge you?*

• I'm currently one of two instruction librarians who teach an average of five classes a week along with reference desk, collection development and committee duties, so it's a challenge to juggle everything on my plate. I have learned to be more creative and flexible and to focus on tasks one day at a time.

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

• I would like to change the mindset that sees libraries and library staff as disposable entities. As a profession, we have been working very hard to change this and have seen some progress, but there is still a lot of work to be done in this regard.

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

• I have two. My first is Dr. Martin Bidney, one of my English Literature professors from Binghamton University. Dr. Bidney was able to show a lecture hall filled with two hundred students that if you are passionate about your subject, teaching is a joy. I remember when we were studying literary theories applied to Morrison's *Beloved* and he brought in a fiddle and sang a hymn. It was fabulous. The second is Dr. Lokman Meho, my advisor during my library program at the University at Albany. Dr. Meho combined a love for the subject with a deep commitment to his students that I'll never forget.

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

• Some trashy romance paperbacks and my iPod. Oh, and my toothbrush.

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

Old school heavy metal music helps me concentrate. Nothing clears the mind like some Iron Maiden, Judas Priest or Dio.



## Check These Out!



Column co-authored by:  
Sharon Ladenson, Gender Studies and Communications Librarian,  
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Teaching students to critically evaluate information is a challenging process. Is using a checklist sufficient for evaluating non-academic Web resources? What are examples of tools to assess students' abilities to evaluate information? Can we use Wikipedia as a tool to reinforce information literacy concepts (including evaluation of sources)? Do male and female students evaluate Wikipedia articles differently? How can we teach students about the social and economic forces that shape scholarly communication? Check these out, and enjoy!



Chandler, Cullen J. and Alison S. Gregory. "Sleeping with the Enemy: Wikipedia in the College Classroom." *The History Teacher*, 43.2 (2010): 247-257.

Chandler (a history professor) and Gregory (a librarian) describe their collaborative efforts to use Wikipedia to teach and reinforce information literacy concepts. The authors worked together to develop an Islamic history class project that involved researching and writing articles to post on Wikipedia. Students honed their technology skills by learning about the mechanics of Wikipedia, as well as the online course management system used for instruction (Moodle). The project was organized into various steps: after learning about relevant library resources, the students researched their topics and wrote brief (four-to-five-page) draft papers for review by their professor. After receiving approval from their instructor, the students posted their work to Wikipedia. Next, the students monitored their work in order to review and comment on changes that other Wikipedia users contributed to their articles. The students developed a keen understanding of the dynamic nature of information presented on Wikipedia. Through their assessment of existing Wikipedia articles, students further honed their skills in critically evaluating information. They learned that Wikipedia can sometimes be appropriate for quick reference, but not necessarily for in-depth research.

Currie, Lea, et al. "Undergraduate Search Strategies and Evaluation Criteria: Searching for Credible Sources." *New Library World*, 111.3/4 (2010): 113-124.

The authors surveyed students at the University of Kansas to determine what criteria undergraduates use to evaluate and select relevant citations for their research. The participants were given a typical research scenario (writing a

Check These Out!, continued on page 6







two-page paper on autism and vaccines) and their information-seeking behaviors were observed, recorded and analyzed. The authors found that only 32% of the sources cited were scholarly, and that participants did not use many of the standard criteria necessary for evaluating resources. Given that a majority of the students had attended a library instruction session prior to participating in this study, the authors conclude that course-integrated library instruction may not currently meet the needs of undergraduate students in developing their research and critical thinking skills. The authors recommend that librarians work more closely with teaching faculty to integrate information literacy and research skills into the curriculum.

Dahl, Candice. "Undergraduate Research in the Public Domain: The Evaluation of Non-Academic Sources Online." *Reference Services Review*, 37.2 (2009): 155-163.

Dahl argues that using traditional criteria (including accuracy, coverage, and objectivity) to evaluate non-academic Web resources (such as personal and organizational Web pages, blog entries, discussion forums, social networking pages, and videos) trivializes the potential value of online primary sources for research purposes. Dahl suggests that librarians and undergraduates use an alternative model (based on Meola's approach) focusing on areas such as comparison, corroboration, motivation and purpose. Rather than reducing the evaluation process to a simple checklist, the new model provides a holistic framework for evaluating non-academic sources in the research context. Dahl provides compelling examples of how the new evaluation model could be used for research. For instance, when doing a sociological analysis of the changing meaning of "mother," a researcher could compare how the word is currently used in a variety of free Web resources, such as discussion boards or adoption-themed sites.

Daniels, Erin. "Using a Targeted Rubric to Deepen Direct Assessment of College Students' Abilities to Evaluate the Credibility of Sources." *College & Undergraduate Libraries*, 17.1 (2010): 31-43.

Daniels discusses a targeted rubric designed at Sonoma State University to assess first-year students' ability to evaluate sources in the context of specific information needs. The rubric provides a framework for identifying "credibility cues" (information that builds a case for or against the credibility of a source). Such cues may include (among others) the title, author, or purpose of a publication. The rubric also provides a mechanism for interpreting credibility cues, and for using the cues to assess and evaluate resources. The rubric has seven categories to rate whether and how students evaluate sources, ranging from "Does not address credibility at all" to "Identifies credibility cues, interprets those cues, including how the cues affect their understanding of the information source within the context of the topic being researched." Daniels used the rubric to score annotated bibliographies composed by students enrolled in a first-year critical thinking and writing course. The scores revealed that nearly half of the annotations did not address credibility at all. Consequently, Daniels recommends that students complete multiple assignments focused specifically on the identification of credibility cues. The author also recommends that students be required to locate fewer sources (in order to provide more time for evaluating the credibility of each one). Librarians and teaching faculty can use Daniels' targeted rubric to assess whether students evaluate sources, and to determine when students encounter obstacles in the process.

Jennings, Eric. "Using Wikipedia to Teach Information Literacy." *College & Undergraduate Libraries*, 15.4 (2008): 432-437.

Jennings notes that as Google often ranks Wikipedia articles highly (within the top ten results), use of the online encyclopedia is ubiquitous. Consequently, he argues that librarians should use Wikipedia strategically to teach information literacy skills. The author presents several methods for using Wikipedia in the library instruction classroom, illustrating how such methods reinforce specific information literacy competencies. For example, Wikipedia can be used to teach the process of keyword brainstorming, as the encyclopedia integrates keywords as hyperlinks throughout the articles. This helps to reinforce the information



literacy competency of accessing information effectively and efficiently. Another method involves requiring students to edit a Wikipedia article. This method can reinforce the point that not all contributors are experts (and information presented in Wikipedia should be evaluated critically). Librarians can also compare and contrast Wikipedia with library subscription resources and tools. For example, comparing Wikipedia with a print or subscription online encyclopedia can help students understand the purpose of finding and using background information in their research.

Lim, Sook and Nahyuri Kwon. "Gender Differences in Information Behavior Concerning Wikipedia, an Unorthodox Information Source?" *Library & Information Science Research*, 32.3 (2010): 212-220.

Lim and Kwon investigate gender differences in the use and evaluation of Wikipedia. Their research areas include (among others) exploring gender differences and perceived risk in using Wikipedia; investigating whether female and male students use Wikipedia for different purposes; and exploring whether female and male students have different perceptions of the reliability of Wikipedia's content. The authors distributed a Web survey (during the spring of 2008) to undergraduate students in journalism and mass communication at a public university in the United States. A total of 134 (out of 409) students responded to the survey. The researchers found that male students used Wikipedia more frequently, and men were also more likely to consider Wikipedia to be a reliable and quality information source. Male students had more confidence in their own abilities to evaluate the content of Wikipedia articles than did female students. As male students used Wikipedia more frequently, they also discovered more resources through using the encyclopedia than female students did. The authors cite information indicating that Wikipedia can be a useful discovery tool, and, consequently, they recommend encouraging female students to use it strategically. The authors also recommend that libraries develop guidelines for evaluating and using Wikipedia.

Lincoln, Margaret. "Information Evaluation and Online Coursework." *Knowledge Quest*, 38.3 (2010): 28-31.

Lincoln describes her high school level blended information literacy course, which combines online information literacy instruction with work experience in the media center. The

course covers introductory library research topics, and has an entire unit dedicated to the evaluation of information. During the Web evaluation unit, Lincoln has the students develop an acronym for evaluating Web sites. Students use what they have learned in class, along with their own creativity, to develop some interesting acronyms: TACO (Timeliness, Authority, Coverage, Objectivity), READ (Reliability, Evidence, Authority, Date) and ART (Accurate, Responsible, Type). The students use the criteria to evaluate two Web sites, posting their results on a Blackboard discussion forum. Lincoln also uses Blackboard to incorporate additional social networking tools into the course. For example, students use Mindomo (an online mind mapping application) to design a summary chart. Lincoln's institution also currently offers a second online information literacy class that focuses on topics such as Web evaluation and cultural literacy.

Warren, Scott and Kim Duckett. "'Why Does Google Scholar Sometimes Ask for Money?': Engaging Science Students in Scholarly Communication and the Economics of Information." *Journal of Library Administration*, 50.4 (2010): 349-372.

Navigating the current scholarly information environment is a complex process. Should we teach students about the social and economic forces that shape the creation, dissemination, and availability of scholarly information? Warren and Duckett use library instruction to teach about scholarly communication, the economics of information, and how such forces shape access to information resources. The authors share various techniques and resources; for example, Warren and Duckett list several "engagement questions" for facilitating discussion (such as, "Why would a scientist want to publish her research in a journal rather than on her blog?"). Demystifying the scholarly communication process and the current economic reality provides an appropriate context for understanding the differences between free Web search tools and library subscription tools, and how such tools are used. The authors (in collaboration with department faculty) have used various assessment tools to evaluate this teaching approach (such as quizzes, online discussion forums, and post-workshop feedback) which reveal that the approach has been effective.



# The Benefits of Meeting Virtually

By Kawanna Bright, LIRT President



While attending the LIRT Midwinter Discussion Forum on the use of online collaboration tools, I had an odd thought – many of our own committees are not taking advantage of these exciting e-tools despite our having many virtual members who can only participate online! We'll always have work that can only be done by conference attendees, but most committees can do at least some of their work virtually.



Although a couple of LIRT committees have discovered an online method that works for them and are successfully using it, others are struggling. The Top 20 and Teaching, Learning, and Technology Committees have both tried Google products (Google Groups and Gmail Group Chat) with varying degrees of success. The Transitions Committee has relied on conference calls, and the Conference Planning Committee has relied on chat products (ALA Connect Chat and Meebo Chat). Time and initiative are factors that might be influencing why more of LIRT's committees are not meeting virtually. Getting everyone together for a meeting time that works, especially when members are scattered around the country, can be very difficult. For others, time doesn't seem to be the issue, but initiative is. Getting all members to invest in the work of the committee can be an issue. Cost, as the discussion forum showed us, should not be one of the barriers.

I understand the pressures that we are all under. We all have many responsibilities, including our jobs and our families – not to mention a score of other things that might be going on in our lives right now. But I want to remind everyone that you signed up for a LIRT Committee for a reason. Whether it is for tenure consideration, or you just felt impelled to get involved, working on a LIRT Committee is a true investment of your time to LIRT and to ALA.

So why this long message about virtual meetings? Mostly to encourage all Committee chairs to try to set concrete times for your committees to meet – virtually. Consider utilizing some of the collaboration tools mentioned during the Discussion Forum. If you missed the forum, read the great article in the ALA Cognotes Highlights issue that covers it on page 4:

[http://www.nxtbook.com/nxtbooks/hall-erickson/alacognotes\\_sandiego\\_highlights201101/](http://www.nxtbook.com/nxtbooks/hall-erickson/alacognotes_sandiego_highlights201101/).

Can't meet synchronously? Then try an asynchronous meeting. Remember that ALA Connect is one option that is available to you, and all LIRT Committees already have their own space there. I encourage all LIRT Committee Chairs to make sure that all of your committee members are registered to use ALA Connect. I also encourage all LIRT members to become more familiar with using ALA Connect:

- To register: <http://connect.ala.org/user/register>.
- For guidelines on using ALA Connect: <http://connect.ala.org/user-guidelines>

I realize that much of this is new to LIRT (and to ALA!) as we continue to work around the budgetary issues that we are all suffering through. LIRT leadership will continue to make efforts to make this easier for you as well. And for those who are reading this and aren't involved in a LIRT Committee yet – please consider volunteering. Maybe you can help us find ways to better collaborate online, not only as individual committees, but as an organization as a whole.







## 1. Liaison Committee

Cynthia Dottin, Chair

The committee welcomed new members and introduced them to LIRT, its mission and vision, and the Liaison Committee's goals, objectives and duties. The Committee then discussed the Midwinter offerings of Non-LIRT Programs, Events and Meetings. Each attending member chose two items from the lists to report on for the Newsletter, and reviewed the format for these reports. The Committee hopes to have eight reports for the Newsletter. The Committee then discussed its ongoing initiative to launch a formal Liaison relationship with other instruction-related ALA units/entities. The LIRT Liaison Program handbook, potential ALA units, and the Letter of Introduction for this initiative were reviewed and discussed. Members offered to pursue a relationship with PLA, with RUSA or RBMS, and with the Freedom to Read Foundation. The Committee is enthusiastic, and looks forward to an active, productive year.

## 2. Organization & Planning Committee

Lisa Williams, Chair

The committee finalized the list of LIRT candidates for the ALA elections. It will be working with LIRT's executive board to evaluate outcomes from the LIRT retreat recommendations.

## 3. Top-Twenty Committee

Connie Stovall and Mark Shores, Co-Chairs

The Top Twenty met virtually throughout the winter months. At present, the committee members, many of whom are new to Top Twenty, have scoured journal indexes looking for 2010's best instruction and information literacy articles. Using a new rubric developed by last year's co-chairs, the committee of ten compiled a list of close to one hundred-fifty journal articles for the first round. Now in the second round of rating the articles, the committee relies on Google docs and Google groups to work together virtually. Our next phase of work will include

having all members rank the remaining articles for inclusion in the TOP 20 list.

We are looking forward to the 2011 Annual meeting in New Orleans; we hope to discuss ways to make the process more efficient and make communication clearer.

## 4. Membership Committee

Shana Higgins and Jennifer Corbin (Co-Chairs)

Members discussed the proposal submitted to the Executive Committee regarding having membership activities in the Membership Pavilion rather than having a Membership Fair. We brainstormed about what planning would be required, handouts, schedules, information needed for volunteers, the Opening Exhibits event and gift basket, and giveaway items for the Pavilion. Jennifer Corbin volunteered to organize these activities. We talked about the possibility of creating a Facebook ad to attract new members. We discussed the possibility of creating a new brochure that would be ready by the 35th Anniversary of LIRT at Annual in 2012. Our goals are to create a more visually pleasing brochure and to highlight how members benefit from the Round Table. A survey of current membership is needed to gather that information. This approach is similar to a newer ALA Membership brochure, "Top Ten Reasons to Join the American Library Association." We created questions for an exit survey that would be linked from the "Sorry to see you go" emails that are distributed to those who drop LIRT membership, and the data will be collected in Google Docs. The feedback from the survey would be shared with the LIRT Steering Committee, and the survey will go to Executive Committee for review when complete. Current committee goals and new projects include:

- scheduling and holding a virtual meeting
- planning for Membership Pavilion activities (provided the proposal to have events in the Pavilion is approved)
- scheduling volunteers
- creating an FAQ for volunteers to staff the pavilion
- creating handouts for the pavilion and possible giveaways (including working with the Newsletter Committee to put



*LIRT Committee Reports, continued on page 10*





the newsletter PDF and membership information on a LIRT-branded flash drive)

- having a gift basket giveaway at Opening Exhibits
- planning Bites with LIRT for Annual
- exploring the cost of a Facebook ad
- submitting a proposal to the Executive Board regarding a survey of current members to elicit information that will be used to redesign the LIRT brochure and have it ready for 35th Anniversary at Annual in 2012

### 5. Transition from High School to College Committee

Stephanie Rosenblatt and Carolyn Meier, Co-Chairs

Our committee met with the Conference Program Committee 2011. Together we decided on a tentative program title which was presented to the LIRT Steering Committee for approval. It was determined that our committee members would help the Conference Program Committee by finding panelists and coming up with questions for the planned panel discussion. Our committee members will also help the Conference Program Committee by providing a list of resources that members of the Conference Program Committee will compile for a bibliography that will be sent out to publicize our event. Since so few of our members were able to attend in person, we decided to discuss other projects during our next conference call, tentatively scheduled for February.

Our current goals and new projects are working with the Conference Program Committee for the 2011 Annual Conference and possibly collaborating with the Adult Learning Committee on the Midwinter discussion section (2012) - if they decide to talk about programs that help veterans transition to college, and publicizing our group's Facebook page.

### 6. Web Advisory Committee

Fay Kallista, Co-Chair

The Library Instruction Round Table (LIRT) Web Advisory Committee held a discussion forum, entitled "Share, Talk, and Write with Free Online Collaboration Tools." The discussion included a demonstration of several free online products designed to enhance communication, management and organization in the workplace. The discussion touched on the various pros and cons of the different programs and applications. Billie Peterson-Lugo discussed the benefits of BaseCamp, an Internet-based collaborative tool that provides communications services like message boards; a real time chat program called Campfire; and document management ideas such as file sharing and project details like to-do lists and apps for Android, Blackberry, etc. Carrie Forbes discussed

and demonstrated free online conferencing and meeting programs, which virtually allow for multiple users in different locations to meet face-to-face, such as DimDim and Yugma. Robin Kear talked about the benefits of free social document creation sites like Google Docs, which is a web-based program with file storage and a single point of entry.

Current goals and new projects include completing the web migration project before ALA Annual in New Orleans. Since ALA is dropping Collage in 2011 and going with a Drupal platform for the website, the committee decided to migrate the LIRT website directly into the new Drupal platform sometime starting in the spring rather than migrating to Collage, which was the original plan. It appears that it will be less work and less complicated to migrate to Drupal than to Collage. A meeting will be scheduled in February to begin the process and finalize a timeline for the project.

### 7. Newsletter Committee

Rebecca Martin, Chair

The committee discussed the transition to the online format, the application for an electronic ISSN, the conservation of newsletter deadlines, the use of ALA Connect for publicizing newsletter activities but not posting the actual newsletter there, and new features that might be of interest to LIRT members. We talked about how we could support membership services by publishing more articles by members and by asking that part of the money allocated to mail service be reallocated to purchasing flash drives or other objects for advertising the perks of membership in LIRT. A flash drive with a LIRT logo handed out at the Membership Pavilion could have both the newsletter and links to abstracts of the "Top Twenty" articles copied to it. We discussed having a presence at some point on other social technologies, such as Facebook, Twitter, or a blog. Possibly the newsletter will develop some theme issues, such as History Day.





The Newsletter Committee will look into utilizing our tab in ALA Connect to post updates, to put polls to survey the newsletter audience about the features they would like to see, and to post biographies and pictures of our Newsletter Committee members. We will stick to the same four publication dates even though there is a quicker turnaround time now that the newsletter is online. These dates are Feb. 15, Apr. 15, July 15, and Oct. 15. We took steps to support the Membership Committee by offering that any or all of the 2011 Newsletter allocation that would have gone to mail service be redirected to membership in order for them to buy flash drives or other practical gifts to hand out at their Membership Pavilion. We will also let our readership know that publishing a short article in the newsletter about instruction/information literacy is a perk of membership.

### **8. Teaching, Learning, & Technology Committee**

Dawn Amsberry and Kathy Rosa, Co-Chairs

The CMS and Libraries Literature Review is nearly ready for publication and will be submitted to LIRT News for the June issue. Kathy will assemble the Reference List for the Lit Review. The committee will be thinking of a new project to begin after the Lit Review is completed. One idea previously discussed was to survey librarians about their use of CMS, and the committee will hold a virtual meeting in February to discuss this.

### **9. Conference Program Committee**

Hui-Fen Chang and Catherine Johnson, Co-Chairs

Five members of the Conference Program Committee attended the Midwinter meeting and met with the Transitions-to-College Committee to discuss the topic, session format and possible speakers for the 2011 Annual Program. The 2011 Annual program will address the student transition to college. It will be a panel session of speakers representing 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 preparation, collaboration and implementation of helping high school students transition to college. The group suggested compiling a bibliography related to the topic to be posted on the conference program Webpage and program promotional flyers. The committee also brainstormed a program topic for the 2012 Annual Conference. The preliminary topic for the 2012 program will be promoting critical thinking in library instruction, which has been a primary objective in American higher education. Librarians have actively sought to foster critical thinking in their instruction and information literacy programs. This session will discuss the definitions of critical thinking, review librarians' efforts to help students develop critical thinking skills, and share effective and innovative teaching strategies and instructional design methods for developing such skills.

### **10. Adult Learners Committee**

Toni Hoberecht, Chair

The committee met with four members and there were two guests present. The committee's goals for the past year included defining adult learning in terms of library instruction, a current literature review of recent research in adult learning, a narrative history of the adult learners committee, and the use of ALA Connect as a clearinghouse for committee work. There was a report on the work of the definitions group, which has met online twice, and has drafted a definition of adult learning in relationship to library instruction. A brief discussion of the definition followed. The definition will be posted to ALA Connect for the entire committee to consider. The narrative history group has not met, although one member has posted some preliminary information on the Adult Learners Committee history. There was a report on the online meeting of the literature review group. The group divided the literature review into categories, and members will post brief annotated bibliographies for each category on our ALA Connect site. The committee discussed the usefulness of Google Docs as a place where documents could be easily edited, as well as the need to update the Adult Learners Resource Center, since some of the links are either broken or outdated. The committee anticipates completion of our goals by the ALA Annual Meeting. Committee goals include defining adult learning and adult learners as they relate to library instruction, writing a literature review of adult learning principles and library instruction, compiling a narrative history of this committee, and using ALA Connect as the central clearinghouse for committee information. Possibly there will be a discussion group at ALA MidWinter in Dallas (maybe with the Transitions committee) on library instruction for returning veterans.





## LIRT Events at ALA Midwinter 2011 in San Diego



The Library Instruction Round Table (LIRT) Web Advisory Committee held a discussion forum, entitled “Share, Talk, and Write with Free Online Collaboration Tools.”



Waiting for the BITES with LIRT attendees.



# Candidates for LIRT Positions 2011

## Vice President/President-elect

### Mardi Mahaffy

*Current Position:* Reference and Research Librarian – Humanities, New Mexico State University Las Cruces, NM.

*Previous Positions:* Government Documents and Special Collections Librarian, East Central University, 2000-2003.

*Degrees and Certificates:* Indiana University, MLS, 1999; University of Northern Iowa, BM Harp Performance, 1991.

*ALA Activities:* LIRT: Archivist, 2010-2011; LIRT: Secretary, 2009-2010; LIRT: Chair, Research Committee, 2008-2009; LIRT: Member, Research Committee, 2005-2008; NMRT: Mentor, 2009-2010; NMRT: Resume Reviewer, 2003 - present.

#### *Publications:*

Mahaffy, Mardi, "In Support of Reading: Reading Outreach Programs at Academic Libraries," *Public Services Quarterly*, Volume 5, Number 3, 2009; Mahaffy, Mardi, "Exploring Common Ground: Writing Center/Library Collaboration," *New Library World* Volume 109, Number 3 / 4, 2008; Mahaffy, Mardi, "Encouraging Critical Thinking in Student Library Research: An Application of National Standards," *College Teaching*, Fall, 2006.

#### *Major Accomplishments:*

In the course of my career, I have worked to expand the library's educational role by reaching out to and collaborating with a variety of groups. Since arriving at NMSU, I have taught numerous instructional sessions, establishing new relationships with faculty members in multiple departments. I have also taught a three-credit information literacy course, both traditionally and in an online setting. These teaching experiences helped me to collaborate on a workshop entitled "Designing and Managing Student Research Assignments," which was offered to teaching faculty through the NMSU Teaching Academy. The Academy awarded the program the Outstanding Workshop Award for 2006-2007. I repeated the workshop in 2009. Recently I have striven to reach a wider audience by offering instruction through new avenues, such as podcasting and online video tutorials. I have served in leadership positions in my library and in my profession. In 2009, I participated in the competitive Advancing Leaders Institute offered at NMSU.

#### *Statement of Professional Concerns:*

As library constituencies continue to interact with information in new and evolving ways, it is increasingly important to find innovative strategies for teaching information literacy skills. Concerns about budgets underscore the need to provide services that make the best use of limited resources while convincing stakeholders of the importance of library instruction. I have found LIRT to play a significant role in shaping my thinking toward information literacy and in keeping me informed of the latest technologies and methodologies related to teaching. Due to LIRT's tradition of fiscal responsibility and the aspirations explored last year in the strategic planning retreat, we are well situated to take some timely and significant actions that further shape library instruction and information literacy initiatives. This is an exciting time to be a part of LIRT! I look forward to the opportunity to continue my service to LIRT in the capacity of Vice-President.

*Member of ALA since:* 1998

## Vice-Treasurer/Treasurer-elect

### Victor Dominguez Baeza

*Current Position:* Director of Library Graduate and Research Services

*Date of Appointment to Current Position:* 2006

*Institution:* Oklahoma State University

*Previous Positions:* Business Librarian, Texas Christian University, 2002 – 2006; Instruction Librarian, Texas Christian University, 1999 - 2002; Electronic Services Librarian, Texas Christian University, 1998 – 1999.

*Degrees and Certificates:* Eastern New Mexico University, B.S. with honors in Communication, 1995; University of North Texas College of Information, Library Science and Technologies, M.L.S., 1997; Texas Christian University, M.B.A., 2004.

*ALA and/or ALA-APA Activities:* ALA Library Instruction Round Table (LIRT) Member: 2000 – present; LIRT Conference Planning Committee, 2006 – 2010, Co-Chair for 2008 – 2009; LIRT Liaison Committee, 2010 – present; Association of College and Research Libraries (ACRL) Member: 1999 – present; ACRL Instruction Section Discussion Group Steering Committee: 2007 – present; ACRL Academic Library Services to International Students Interest Group (ALISIG) Member: 2008 – present, Co-Chair 2010-2011; ALA Library and Information Technology Association (LITA) Member: 2011 - present; ALA



## Candidates for LIRT Positions 2011, *continued from p. 13*

Library Administration and Management Association (LAMA)  
Member: 2004 – 2008.

### *Statement of Professional Concerns:*

I have been involved with LIRT for over a decade now. I have served as a committee member and chair for the Conference Programming Committee, which required budget oversight and fiscal responsibility. During these times of shrinking budgets I believe there is more to being a Treasurer than just “balancing the books.” It’s now about investigating different ways for LIRT to get the most out its finances in order to allow LIRT to be as effective and relevant as possible for its members. If elected, I will work to maintain LIRT’s sound fiscal status, to ensure the continued health of the Round Table’s funds, and to investigate ways to get “more bang for the buck.”

Member of ALA since: 1996

## Secretary

**Kathy Suzanne Rosa**

*Current Position:* Assistant Professor; 2007; Chicago State University, Chicago; IL

*Previous Positions:* Supervisor of Adult Services, Collection Development and Technology, Marion Carnegie Library, 2002-2007; Technical Services Coordinator, Pasadena Public Library (Texas) 1999-2001

*Degrees and Certificates:* University of Houston, EdD,

2009; University of Kentucky, MSLS, 1982; Southern Illinois University, MS, 1978

### *ALA and/or ALA-APA Activities:*

ALA Public Awareness Committee, member, 2010-2012  
LITA National Forum Planning Committee, 2010-2012  
LIRT Advisory Committee, member, 2009-2011  
LIRT, TLT Committee, co-chair, 2009-2011  
LIRT, TLT Committee, member, 2008

*Major Accomplishments:* Initiated the establishment of the 58th ALA Student Chapter at Chicago State University, 2009; Presented a Grassroots presentation at ALA Annual, 2010: “Action Research and Instructional Design in Library & Information Science Education”

### *Publications:*

Library Instruction Round Table, Teaching and Learning with Technology Committee (2009) *Review of Web Guide Software for Libraries* (various sections)  
Retrieved from [http://connect.ala.org/files/25757/lirt\\_tlt\\_ala\\_paper\\_final\\_doc\\_4a53ae8954.doc](http://connect.ala.org/files/25757/lirt_tlt_ala_paper_final_doc_4a53ae8954.doc)

### *Statement of Professional Concerns:*

I see the Library Instruction Roundtable as an excellent venue to help promote information literacy awareness and skills to people in all types of libraries. People who can sift through the vast amounts of information available today, analyze that information, and use that information will be productive in our democratic society.

*Member of ALA since:* 2002

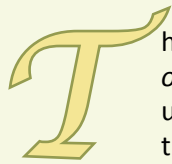


## LIRT Supports Spectrum Scholarship Program

LIRT is excited to announce that we will sponsor a 2011 Spectrum Scholar in support of the Spectrum Presidential Initiative. The \$6,500 contribution will support one MLIS student fully. That student will be named a LIRT Spectrum Scholar. More information on the impact of the Spectrum Initiative and how you can add your support can be found online: <http://spectrum.ala.org/>. Additional information related to LIRT’s contribution and the name of our scholar will be shared in future publications and press releases.

# Science Citation Index: Author Finder

By Meredith Ayers, Science Librarian,  
Northern Illinois University  
mayers@niu.edu



Thomson Reuters' *ISI Web of Knowledge: Web of Science* has several tools that help the user track a research topic, follow publication trends for that topic and find an author's

work. For example, it offers the ability to follow a research topic through past publications by providing access to the references in the paper of interest. It also allows the user to follow subsequent research by providing access to articles that have cited the article of interest since its publication. The focus of this article, however, is the Author Finder feature, and the same process described here applies to the *Arts & Humanities Citation Index* and the *Social Sciences Citation Index*.

A link to Author Finder can be found on the *Web of Science* search page under the second search box next to "Need help finding papers by an author?" Author Finder can locate the work of a specific author quickly as long as the user knows the last name, first initial, middle initial (optional), subject, category, and institution of the author. The Author Finder function consists of a four-step process with the option of exiting to the result page any time in the process. Step one is to enter the author's last name (first name and middle initial need not be known) into the search boxes provided. Clicking the "next" button takes the user to step two, where all possible variations for the author's name are listed. An asterisk (\*) at the end of a variation is a wildcard, indicating that all possible variations on the name will be included after that point. If the middle initial of the author is not known, it is best to click the option marked "Increase Results" so that the generic SMITH J\* will include all possible variations that exist in the database index. However, if the middle initial is known and the author's name is found, select the name and then have the option of clicking on the "finish now" button to review the results, thereby skipping steps three and four. Clicking "Next" takes the user to step three, entitled "Select Subject Category." The categories are extremely broad, and sometimes the user may wish to choose more than

one to make sure all possible subject areas for the author are covered. The options listed are: Arts & Humanities, Life Sciences & Biomedicine, Multidisciplinary Science & Technology, Physical Sciences, and Social Sciences. The final category is probably the most useful because it allows the user to limit the search to an institution, thereby narrowing the search down quickly.

However, if the author worked and published at more than one institution, not all of the author's works will appear in the list for the current institution. It is possible to select more than one institution, but one would need to know all the authors previous places of employment. The default sort for this screen is "Record Count." If the user does not wish to scroll down through all the options for the desired institution, clicking on Institution under "Sort by:" at the top of the list will put them in alphabetical order, making individual institutions easier to find. One selects the desired institution and then clicks on the "finish now" button to view the results.

In summary, this is a very useful tool to recommend to undergraduate and graduate students who are looking for their professor's papers, since many professors only list the most recent publications on their Website. This would also be a good way for faculty to find the papers of a co-author and to see who has been citing those publications. This tool can also be used by faculty to find out who has been citing papers they have published in the literature.



**Best Practices for Library Service for International Students** / *ACRL Academic Library Services to International Students Interest Group*

Dawn Amsberry, Penn State University Libraries, led the discussion in determining best, or common practices for providing services and resources to international students. The discussion led to a list of best practices that fall into the four categories below:

**1. Services**

Provide literature specifically designed for international students.

- Highlight differences between foreign and U.S. academic libraries.
- Provide a glossary of common library-related terms that may be unfamiliar.
- Eliminate jargon, slang, and idioms (especially regional) from any materials.
- Provide closed-captioning for video and tutorials/guides so students can read as well as hear.
- Encourage students to use library computers during slow times to contact friends and family at home (i.e., via Skype).
- Explain to students that most library services are free! This is not the case in many countries.

**2. Instruction and Reference**

- Show students how to change the database interfaces (i.e., ProQuest, Ebsco) into their native language.
- Address different learning styles, by providing information in multiple ways: orally, written, and visually.
- Encourage students to use IM to ask questions if they are uncomfortable approaching a librarian.

**3. Outreach**

- Use ESL classes, as well as many other avenues for outreach, such as international student clubs or organizations.
- Be a guest speaker at an international student club meeting.
- Develop partnerships with other units on campus (i.e., writing center, international student services).
- Employ international students for public service desks.
- Reach out to international community members and organizations.

**4. Programming**

- Offer international programming during library downtimes, such as Spring Break or between semesters.
- Focus more on making a personal connection with students at new international student orientations. Do not overwhelm them with a lot of detailed information.
- Include the stacks on library tours for international students. Many students may not be familiar with open stacks and call numbers.
- Offer a “service fair” for international students in the library, and invite other campus units (i.e., career services, academic support).
- Offer programming for international students only. Some international students are embarrassed to ask questions in front of American students.

--Victor Dominguez Baeza, LIRT Liaison Committee

**Internet Resources and Services Interest Group / LITA**

The Internet Resources and Services Interest Group began with a short business meeting followed by a discussion regarding the LITA Ultimate Debate program for ALA Annual 2011. This LITA program typically includes a lively and energetic panel that presents opposing viewpoints on a current topic of interest to libraries. The topic and panel for the program has not been set, but Roy Tennant will be the moderator once again. One possible topic would address the balance libraries try to maintain between patron privacy and freedom of information. The journal Library Technology Reports covered this topic in the article entitled, “Privacy and Freedom of Information in 21 st Century Libraries,” which appeared in its Nov/Dec 2010 issue. The success of the 2010 program at ALA Annual, entitled “The Ultimate Debate: Open Source Software, Free Beer or Free Puppy?” was discussed, as well as the fact that this LITA program is one of the larger events at the ALA Annual conference. Other business discussion revolved around the possibility of putting together a regular list, or evaluation, of Web resources as a vehicle for creating interest in the group. Two online subscription resources that are currently used in similar fashion were broached: Choice Reviews Online (<http://www.cro2.org>), which covers both print and web resources, and The CyberSkeptic’s Guide to Internet Research (<http://www.cyberskeptic.com>), which reviews free, or low cost, sites and applications.

--Victor Dominguez Baeza, LIRT Liaison Committee







## **Affective Learning Outcomes for Library Instruction /** *ACRL-IS Current Topics Discussion*

Is cognition king, or is it our job, as librarians and Information Literacy instructors, to make our students comfortable so that cognition takes place more easily and seamlessly? This question, posed by Robert Schroeder of Portland State University, led the ACRL-IS Discussion to an interactive, highly-engaging, and thought-provoking discussion on "Affective Learning Outcomes for Library Instruction." The overarching question revolved around whether or not librarians and IL instructors should, and could, include these outcomes in instruction and, if so, how could they go about the business of doing so. The discussion was moderated by Jaena Hollingsworth, Assistant Librarian, Indiana University-Purdue University Indianapolis, with speakers Robert Schroeder of Portland State University and Ellysa Stern Cahoy of Penn State University Libraries. The large audience in attendance was broken into multiple groups and given several handouts which included:

- A 5-column Affective Outcomes Worksheet
- The Constance Mellon Theory of Library Anxiety
- Carol Kuhlthau's Information Search Process (ISP) Model
- A First Discussion, Second Discussion, and Last Discussion Point sheets

The major thrust of the discussion centered on the question of how affective learning outcomes can find a place in information literacy standards, and more importantly, how we as librarians and information literacy instructors can teach to the affective emotional needs of our students as well as build confidence in students as they navigate finding information.

Groups were given discussion point sheets and asked to look at their particular model (Mellon or Kuhlthau) and think about students they have seen in their library instruction sessions or at the reference desk. Then through the lens of the model in hand, they were to think about the various affective needs their students have shown. Each individual in the group was asked to write down some examples he or she had seen. Reports from the Mellon and Kuhlthau groups revealed that Mellon was correct in the suggestions that students felt alone, that "other students are competent in the library but not me", and "I must not ask any questions or otherwise let on that I'm incompetent in library skills." An analysis of students from undergraduate to graduate revealed that students felt anxiety and apprehension about their competence and comfort level when using the library. Ways in which this anxiety was

expressed include: procrastination, crankiness, and being lost without admitting it. Groups also discussed the type of instruction (one short or credit course) and how they might address or teach to the affective needs of their students either inside or outside the library.

The last discussion point required the group to respond to two parts. Part 1: Select one of the affective needs they would teach to and turn it into a student learning outcome. Part 2: Take a look at the outcome you have written and decide how you would assess this outcome. Affective outcomes deal with attitudes, values and emotions, and are difficult to assess. To aid in this process, some useful handouts for from the practitioner were shared. These included "Teaching to Affect," "Designing Affective Outcomes," and "Assessing Affective Learning Outcomes: Strategies and Recommended Readings." A bibliography was also distributed."

—Cynthia Dottin, LIRT Liaison Committee

## **Layers of Reality: Extending Library Services and** **Resources through QR Codes and Augmented Reality /** *RUSA-MARS Hot Topics Discussion Group*

For the uninitiated, QR codes are a way to store information and are similar to the UPC codes found on most retail store products. QR codes, however, can hold much more information than the traditional UPC code. Whereas, a UPC contains only 20-40 characters worth of information, QR codes can have thousands of characters encoded within them.

This potential capacity makes them ideal for passing along information quickly. They are accessed through the use of smart phone applications that decode the QR image, which are increasingly being found in advertising, magazines, and even billboards. This Hot Topics Discussion Forum featured four presenters: Benjamin Rawlins (Kentucky State University), Danielle Kane (UC Irvine), Caroline Stinkinson (University of Colorado at Boulder), and Nora Dimmock (University of Rochester). Each presenter focused on the use of QR codes at their home library and made mention of the incredibly low cost of running a pilot due in part to the fact that codes can be generated using software that is freely available on the Web. Included in this software is Microsoft's Tag Manager, which can be used to generate basic usage statistics that may assist in gauging the effectiveness of a QR code project.





Library use of QR codes includes:

- Using QR codes within the OPAC to allow easy scanning of records into mobile devices which, in turn, allow easy access to item information while searching the stacks
- Posting codes in the stacks that contain contact information for subject specialists/liaisons.
- Linking to library maps and usage policies
- Linking to user manuals for library equipment such as scanners, copiers, or dual boot computers
- Providing instantly accessible phone numbers or chat links to reference desks
- Using for outreach activities such as campus orientations and tech fairs to pass on information to students quickly

Most of the presenters reported a respectable level of success with their efforts, and all will continue to investigate the possibilities that QR codes present for the quick transfer of information in an increasingly mobile environment. An important query at the session pertained to what libraries could do to make sure that patrons who do not have access to smart devices receive the same level of access to information and services as those that do. Although there is no easy answer to this question, the panel agreed that it should not impede the libraries' ongoing investigation into the varied opportunities and possibilities for the use of the codes.

An example of a QR code containing a URL:



--Matthew Reynolds, LIRT Liaison Committee

## ACRL Forum: Futures Thinking for Academic Librarians: Higher Education 2025 / ACRL

The forum featured Kara Malenfant, ACRL Scholarly Communications and Government Relations Specialist, and Lisa Janicke Hinchliffe, current ACRL President and Coordinator for Information Literacy Services, University of Illinois at Urbana-Champaign. An overview of the 2010 study, "Futures Thinking for Academic Librarians: Higher Education 2025 (<http://www.acrl.org/ala/mgrps/divs/acrl/issues/value/futures2025.pdf>), co-authored by Kara Malenfant was presented. The study focuses on "futures research," a style of research and planning that looks at a wide variety of possible futures, and how to create a plan that is flexible enough to meet future challenges, whatever they may be. The study's methodology required

engagement in an intense environmental scan with an eye to possible future innovations, changes, or events that would affect libraries and their function in the fifteen-year period. The authors then created a series of potential future scenarios and constructed a survey instrument that asked librarians to:

- Rank the probability of a scenario occurring
- Judge the potential impact of the scenario, should it occur
- Give a timeline for the scenario to unfold (from immediately to 20 years)
- Observe whether the scenario serves as a threat or opportunity for libraries

Survey results indicated that the respondents saw several of the scenarios as likely to occur. Those perceived to have the highest potential for occurring, and having a high impact on libraries were:

- Increased threat of electronic crime and terrorism and a losing battle for safeguarding individual privacy
- A potential increase in the digital divide, in that digital natives who grow up with greater technology access will acquire more electronic savvy than those who grow up with less access to the newest technologies and resources
- People will come to expect, easy, fast, and portable access to information through the use of smart phones and highly portable computing devices
- The end of the traditional textbook model and the rise of the distribution of open access publishing
- The scholar/practitioner divide closing somewhat due to the rise of open access publishing and a truncation of the traditional publishing model, leading to the quicker dissemination of scholarly output
- Increases in the number of corporate/educational partnerships
- The thought of everyone being a "non-traditional student" due to a rise in lifelong learning and the acquisition of education in chunks as opposed to protracted years spent gaining an education

The session concluded with an exhortation for attendees to make their peers aware of the study, to engage in planning that would be flexible enough to meet a wide range of possibilities, to remain keenly aware of their surroundings, and to keep an eye on future changes that will affect the ways in which libraries fit into society.

--Matthew Reynolds, LIRT Liaison Committee





## Anthropology Librarians Discussion Group / ACRL-ANSS

Christina Smith, Anthropology/Sociology Bibliographer at Boston University and Bonnie Ryan, Social Sciences Librarian at Syracuse, were the co-conveners of this discussion. Following group introductions, the conveners introduced special guest speaker, Madeleine J. Hinkes, Professor of Anthropology at San Diego Mesa College (a local community college), who addressed the different areas of study within biological and forensic anthropology. Hinkes listed and briefly defined the many topics and subtopics in the discipline, which include the studies of fossils and primatology. She also described types of potential assignments for students, which could include research on genetics, primates, race, fossils, epidemiology, and nutrition. When asked if she had any suggestions for librarians, Hinkes responded by stressing the importance of teaching students how to evaluate and analyze articles and emphasizing the differences between scholarly and general articles; she concluded her response by suggesting that librarians create a handout on the differences. As she wrapped up her presentation, Hinkes gave the discussion attendees a handout with a list of Internet resources from the *Annual Editions, Physical Anthropology*, 11/12 (McGraw-Hill), edited by Elvio Angeloni, and a list of interesting links edited by Anastasia Tsaliki for the Paleopathology Association. At the conclusion of the presentation, the discussion conveners invited suggestions for the conversation in New Orleans.

--Julia Glynn Warga, LIRT Liaison Committee

## Reference Discussion Group / ACRL-LES

This discussion was led by co-chairs, Chad Curtis, New York University, and Jaena Hollingsworth, IUPUI. Three discussion topics were addressed during the session.

- 1) How are libraries dealing with design and space changes which stem from the new learning commons, particularly as it pertains to the new area's affect on space for reference? This is an evolving process, and reactions vary from institution to institution. The inclusion of students, librarians, staff, and administration in the development and design process is felt to be important to the success of the commons and to the enfranchisement of everyone in the library.
- 2) How does using the word "data" as a buzzword affect literary reference services? Responses to this query focused on student and faculty research in literary and book publishing background information, and the librarians' role and approach in assisting with analysis of the raw data.
- 3) How is reference assessed differently now? The conversation focused on how libraries track data on reference questions, if data for specific courses or assignments is collected, and if it would be possible to assess how our reference services affect student performance. Discussion attendees were encouraged to continue these conversations on the listserv (LES-L). The group also discussed a move to combine the Reference Discussion Group with the Collections Discussion Group due to regularly scheduled conflicts. The group agreed it might be worth trying. The minutes from the discussion are posted on the LES Wiki: [http://literaturesinenglish.pbworks.com/w/file/fetch/35753226/Midwinter11\\_Reference-Discussion-Group-Minutes.pdf](http://literaturesinenglish.pbworks.com/w/file/fetch/35753226/Midwinter11_Reference-Discussion-Group-Minutes.pdf)

--Julia Glynn Warga, LIRT Liaison Committee





# TECH TALK: *HathiTrust*

By Billie Peterson, Baylor University  
Billie\_Peterson@baylor.edu

**Dear Tech Talk --** Administrators in my library are considering joining HathiTrust. I'm not entirely sure what HathiTrust is, much less why we would want to be a part of it – considering the availability of Google Books. What should we know about HathiTrust? –Hoping Hathi Helps

**Dear HHH--**



**HATHI TRUST** (<http://www.hathitrust.org>)

is a collaborative digital archive established in 2008 with the mission to “contribute to the common good by collecting, organizing, preserving, communicating and sharing the record of human knowledge.” This broad-based mission includes the specific goals of:

- building a reliable and increasingly comprehensive digital library from materials converted from print and that is co-owned and managed by academic institutions
- improving access to these materials in ways that meet the needs of research institutions
- preserving these human records by creating electronic representations
- coordinating shared storage efforts among libraries, which in turn will reduce long-term capital and operating costs of libraries
- creating and sustaining this “public good” in a way that mitigates the problem of free-riders
- creating a technical framework that balances a centralized creation of functionality with an openness to the creation of tools and services from outside the central organization. ([http://www.hathitrust.org/mission\\_goals](http://www.hathitrust.org/mission_goals))

And why the name “**HathiTrust**”? Because “hathi” (pronounced “**hah** - tee”) is the Hindi word for elephant – “a symbol for strength, permanence, memory, and stability – characteristics at the heart of the preservation of the trust.” (Guevara, 17) HathiTrust founding libraries include members of the Committee on Institutional Cooperation (CIC), the University of California system (including the California Digital Library), and the University of Virginia. Many of these libraries are leaders in digitization initiatives and/or partnered with Google or the Internet Archive for the digitization of print materials in their collections. These libraries came together

to create HathiTrust in order to work collaboratively and more effectively to manage, provide access to, and preserve their digital assets in ways that Google cannot.

John Wilkin, Executive Director of HathiTrust, states in his blog: “We believe in the value [that] the private sector can bring to great challenges like discovery, but we also believe that our commitment to permanence sets us apart from private sector efforts.” (<http://jpwilkin.blogspot.com/2010/12/launch-of-hathitrust-oct-13-2008.html>) No one can dispute that libraries have a long history associated with access to and the preservation of society’s cultural record. In *Library Journal*, Wilkin further states: “Only libraries. . . can ensure the historical record is protected against distortion, suppression, and loss. . . No matter how pivotal the Google product becomes in the lives of our users, Google cannot protect the historical record and ensure its future for the public. Libraries are responsible for that very role.” (Wilkin, 43)

2010 represented a year of significant growth in HathiTrust membership with the addition of 26 new partners – effectively doubling the size of the organization to 52 members. (<http://www.hathitrust.org/documents/hathitrust-updates-review2010.pdf>) A primary driver of that growth was an October 31, 2010 deadline. Those institutions that joined the HathiTrust by that date can participate in the “constitutional convention”, which is slated for October 2011. Since the founding libraries established an initial five-year time period for HathiTrust, governance after 2012 needs to be addressed. Therefore, this constitutional convention is significant in that it will help define the path forward for HathiTrust.

What has HathiTrust accomplished in the past 3 years? Quite a bit, actually. In addition to doubling its membership, HathiTrust has grown from 2.5 million volumes in 2008 to over 8 million volumes by mid-February 2011 – nearly 4.5 million books and 2 million serials. By the end of 2011, they plan to have 11 million volumes in HathiTrust. (York,11) They have developed a sophisticated and fast search interface for both record searches and, more significantly, full text searches. They have developed an interface for the full text that works very well for those who are print disabled. They have set up a process to identify US works published between 1923 and 1963 that are actually in the public domain. As of December 2010, **over 45,000 volumes have been reviewed** using the CRMS [Copyright Review Management System]. Of those volumes, **close to 25,000 volumes (approximately 54%) have been determined to be in the public domain** and

**TECH TALK, continued on page 21**





are now available as full text in HathiTrust.” (<http://www.lib.umich.edu/ims-national-leadership-grant-crms>) They have partnered with the University of Michigan Press to ingest nearly all of their content. (<http://www.dlib.org/dlib/november09/11inbrief.html>) They have developed a print-on-demand model, which places out-of-print materials back into the hands of researchers and also generates funds that are “earmarked for collaborative activity.” (Brunning, 52) More details on HathiTrust accomplishments are provided on the “HathiTrust Major Milestones” table.

Of course, there are other digitization initiatives – even beyond Google Books (<http://books.google.com>). Two well-known resources are Open Library (<http://openlibrary.org>) and World Digital Library (<http://www.wdl.org>). A subsidiary of the Internet Archive, the goal of Open Library “is to list every book -- whether in-print or out-of-print, available at a bookstore or a library, scanned or typed in as text.” (<http://openlibrary.org/help/faq>). While Open Library does have access to public domain books via the Internet Archive, their primary goal is to serve as a catalog, with a secondary goal of getting the user to the text – either through scanned books or from bookstores. On the other hand, the World Digital Library “makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world, with principal objectives that include:

- promoting international and intercultural understanding
- expanding the volume and variety of cultural content on the Internet
- providing resources for educators, scholars, and general audiences
- building capacity in partner institutions to narrow the digital divide within and between countries. (<http://www.wdl.org/en/about/>)

Then there is the Big Dog, Google Books, with Google’s overarching mission “to organize the world’s information and make it universally accessible and useful.” (<http://www.google.com/corporate/>) There is obviously an overlap of full text content among Google Books, Open Library, and HathiTrust, since the HathiTrust founding partners participated in the Google Books Project or the Internet Archive digitization initiatives. However, beyond HathiTrust’s fundamental goal to preserve the human record, there are other differences between HathiTrust and Google:

- The content in HathiTrust is more scholarly because of its focus on content from research libraries.
- HathiTrust provides frequent updates and statistics regarding its content. ([http://www.hathitrust.org/statistics\\_visualizations](http://www.hathitrust.org/statistics_visualizations))

- The HathiTrust metadata is rich and structured.
- The HathiTrust search interface is more sophisticated and comprehensive, making use of facets which can be used to refine search results quickly, including limiting searches to public domain content (“Full View” search).
- Because of the various approaches they are taking with copyright, more HathiTrust content is identified as public domain and fully viewable.
- Users can create collections of materials in HathiTrust that can be separately searched.
- HathiTrust partners are providing locally digitized materials and/or content that may have been part of other digitization initiatives, content that is not included in Google Books or Open Library.
- HathiTrust has developed an interface optimized for the needs of users with print disabilities. (Brunning, 51)
- HathiTrust has developed APIs and other techniques for providing access to HathiTrust records in local library catalogs. (<http://www.hathitrust.org/access>)
- Some library vendors are working to integrate their online resources with HathiTrust. For example, HW Wilson links to HathiTrust public domain content from *Book Review Digest Retrospective*, *Essay & General Literature Index*, and *Short Story Index Retrospective*.
- When searching “inside a book” still protected by copyright, HathiTrust will display a list of all of the occurrences of those words or phrases in that text, although it won’t display any snippets.

However, in spite of duplication, these four digital libraries ultimately complement one another, and there are times when it may be advantageous to check in more than one. For example, the full text of public domain books in HathiTrust is fully viewable, but only member libraries can download the entire book. Others can download a single page at a time. Alternatively, if they find the same public domain book available in Google Books, it can be downloaded in its entirety. Another example is the “search inside this book” function for copyrighted books in Google Books, which provides snippets of text and allows the reader to obtain context, a feature not available in HathiTrust. (<http://rdlr.org/2010/02/05/hathi-trust-digital-library>) Use the rich search functions of HathiTrust to find needed content, then switch to Google Books or another digital library to see if more functionality for specific works is available from those resources.

Clearly HathiTrust and other digital libraries are valuable resources for any type of library: academic, public, school, or special. For years, librarians argued that it would take forever for all print content to be available online. With the advent of large-scale digitization initiatives, such as the Google Books



Project, this prediction has become bogus, and the birth of a “national digital library” may be on the horizon. Roy Tennant goes as far to say that HathiTrust “is the closest thing we have to a National Digital Library, and it’s fairly close from a variety of perspectives:” 7+ million volumes (4+ million book titles); an access and preservation vision; “technical chops” (represented by the implementation of a large-scale search engine); and governance (represented by the proposed “constitutional convention”). (<http://blog.libraryjournal.com/tennantdigitallibraries/2010/11/19/the-hathi-trust-is-our-national-digital-library/>)

If you work in a library that is considering HathiTrust membership, it is an endeavor worth serious deliberation, not because your users can download the full content of an e-book, not because print-disabled users can easily access the full text content, and not because your users can more easily create permanent “collections” with which they can work. Instead, choose to partner with HathiTrust so your library can contribute to and benefit from the formation of a national digital library. In the HathiTrust December update, the executive director of HathiTrust states that “HathiTrust’s value as a pivotal resource in viewing and the aggregation of our collections benefits from growth. Building comprehensive and accessible online collections is a necessary part of our strategy for designing effective print storage and access strategies.” ([http://www.hathitrust.org/updates\\_december2010](http://www.hathitrust.org/updates_december2010))

The future of HathiTrust is as bright as the contributing partners choose to make it. Researchers will have unparalleled access to a growing body of scholarly digital content -- historic and new. New fields of research will evolve with the ability to data mine the rich content in HathiTrust, and once HathiTrust is a TRAC compliant (Trustworthy Repository Audit and Certification) repository, librarians can make strategic decisions to de-accession physical volumes, making more effective use of limited space. (<http://www.crl.edu/archiving-preservation/digital-archives/metrics-assessing-and-certifying>)

Yes, there is a giant elephant in the room: it is HathiTrust and it is good.

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<b>HathiTrust Major Milestones</b>	
January 2008	Begins the measurable timeline for HathiTrust, with an initial 5-year commitment
September 2008	Received IMLS leadership grant to establish a Copyright Review Management System
October 13, 2008	Official launch of HathiTrust
January 2009	OCLC and HathiTrust to work together to enhance discovery of digital content
April 2009	First release of a temporary beta catalog for HathiTrust (using VuFind)
June 2009	New digital catalog search launched
October 2009	University of Michigan Press joins HathiTrust and adds almost all of their content
November 2009	Full-featured, full-text search service implemented
December 2009	Center for Research Libraries (CRL) initiated assessments of Portico and HathiTrust for compliance with the Trustworthy Repository Audit and Certification (TRAC) criteria
April 2010	OCLC adding records from Google Books and HathiTrust to WorldCat
October 31, 2010	Deadline for libraries to become partners so they can participate in the constitutional convention
November 2010	California Digital Library develops HathiTrust Digital Library search widget that can be placed on any web page
December 2010	HathiTrust requested information from partners about print holdings in their libraries
Early 2011	Expected timeframe for CRL report on HathiTrust compliance with TRAC criteria
January 2011	Implemented prototype of WorldCat Local for HathiTrust
February 2011	Begin development on a mobile interface
October 2011	HathiTrust Constitutional Convention (for partner libraries as of October 31, 2010)
January 2012	Begin a new phase of the copyright review process, focusing on international works – if an IMLS grant proposal is successful.





### HathiTrust Resources

Copyright Review Management System	<a href="http://www.lib.umich.edu/imls-national-leadership-grant-crms">http://www.lib.umich.edu/imls-national-leadership-grant-crms</a>
HathiTrust Large Scale Search Blog	<a href="http://www.hathitrust.org/blogs">http://www.hathitrust.org/blogs</a>
HathiTrust Rights Database	<a href="http://www.hathitrust.org/rights_database">http://www.hathitrust.org/rights_database</a>
HathiTrust Monthly Newsletters	<a href="http://www.hathitrust.org/updates">http://www.hathitrust.org/updates</a>
Institutions Loading HathiTrust Records	<a href="http://www.hathitrust.org/access">http://www.hathitrust.org/access</a>
LibGuide – Baylor University	<a href="http://researchguides.baylor.edu/hathitrust">http://researchguides.baylor.edu/hathitrust</a>
LibGuide – Emory University	<a href="http://guides.main.library.emory.edu/content.php?pid=12424&amp;sid=1517985">http://guides.main.library.emory.edu/content.php?pid=12424&amp;sid=1517985</a>
LibGuide – Ohio University	<a href="http://libguides.library.ohiou.edu/content.php?pid=55785&amp;sid=1498871">http://libguides.library.ohiou.edu/content.php?pid=55785&amp;sid=1498871</a>
LibGuide – UC Irvine	<a href="http://libguides.lib.uci.edu/content.php?pid=159423">http://libguides.lib.uci.edu/content.php?pid=159423</a>
LibGuide – Utah State University	<a href="http://libguides.usu.edu/content.php?pid=159016">http://libguides.usu.edu/content.php?pid=159016</a>
Search Widgets	<a href="http://www.hathitrust.org/widgets">http://www.hathitrust.org/widgets</a>
Statistics and Visualizations	<a href="http://www.hathitrust.org/statistics_visualizations">http://www.hathitrust.org/statistics_visualizations</a>
University of Michigan Press Content	<a href="http://babel.hathitrust.org/cgi/mb?a=listis;c=622231186">http://babel.hathitrust.org/cgi/mb?a=listis;c=622231186</a>



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](mailto:rmartin2@niu.edu))





## Library Instruction Round Table News

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

# LIRT Standing Committees

### *Adult Learners*

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

### *Conference Program*

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

### *Liaison*

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

### *Membership*

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

### *Newsletter*

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

### *Organization and Planning*

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

### *Teaching, Learning, & Technology*

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

### *Top 20*

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

### *Transitions to College*

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

### *Web Advisory*

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

***Please see our online committee volunteer form at***  
***<http://fleetwood.baylor.edu/lirt/volform.php>***

