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LIBRARY INSTRUCTION ROUND TABLE NEWS

From The President

By Linda J. Goff

New Orleanians provided a warm welcome as over 20,000 librarians, staff, supporters and exhibitors convened for the 130th Annual ALA Conference in June. There were lots of welcoming smiles from the locals when I said I was a librarian. They are still grateful to ALA for being the first major convention held after Katrina, when they really needed our support. Conference is a time to recharge intellectual batteries with new ideas and to expand professional contacts, so I hope you all feel re-invigorated and re-connected. It is my hope that we can stay that way all year!

I offer my thanks to all the officers, chairs and committee members whose work made this conference so successful for LIRT. I want to make a special shout out to the Transitions to College Committee, who produced an excellent program in conjunction with the Conference Committee. It was fun listening to those "Missing Voices" especially when our student panelist was missing for the first 10 minutes! Be sure to read the various committee reports so you can see how successful this conference was for LIRT.

Membership Committee did a great job with our space in the Membership Pavilion and with Bites with LIRT. Maybe it was because New Orleans is renowned for its cuisine, but we had 53 sign-ups for Bites!

There was never a formal report to those who participated in our LIRT Retreat last year in Washington D.C., but rest assured the LIRT Executive Committee has used that information for several new initiatives. Here are some examples of the activities that have come directly out of the retreat ideas:

Emerging Leaders - We have assigned each committee to brainstorm ideas for project proposals for Emerging Leaders. I'm working on one myself in connection with our 35th Anniversary celebration for next year.

Awards and Scholarships – LIRT has created an ad hoc committee to establish criteria for future awards and has also funded our very own ALA Spectrum Scholar, Jameka Lewis.

Chair and Officer Training – A new task force is being formed to create formal training for new officers and committee chairs.

Reestablish LIRT presence in Exhibit area – We had a lovely LIRT space staffed by volunteers this year in the Membership Pavilion.

Make better use of online communication – We've asked all chairs to hold at least one virtual meeting between conferences to improve communication with and engagement of members.

Inside

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.

The objectives adopted in the ALA 2015 Strategic Plan contain goals that LIRT members can work towards achieving: http://www.ala.org/aboutala.missionhistory/plan/index.cfm

Advocacy – Be a library promoter everywhere you go; advocate for Information Literacy.
Building the Profession – Our new officer/chair training program meets this goal.
Transforming Libraries – Share your innovative practices, experiment! Help train your colleagues who can't attend conferences.
Member Engagement – Even if you can't attend all the conferences, you can become a virtual committee member and contribute to the work of LIRT.
Organizational Excellence – Participate! Help us make sure ALA and LIRT meet your professional needs.

My personal goals for LIRT this year include establishing better connections with those groups in ALA which are involved with Information Literacy instruction. Last year I reached out to the AASL/ACRL Interdivisional Committee on Information Literacy. As a result, LIRT will be a joint sponsor for their 2012 program, "Essential for the Future: Preparing Students to be Successful 21st Century Citizens with Integrated Information/Media Literacy Programs in Schools and Colleges." I also am very concerned about the devastating cuts in school libraries. I've testified twice at the California State Board of Education about the value of school library programs in preparing students for college. I urge you to support and advocate for libraries and librarians whenever and wherever you can.

I know we have just started a new term, but it is never too early to start thinking about future leaders of LIRT. If you are interested in running for office or would like to nominate someone else for office please use this form http://fleetwood.baylor.edu/lirt/nomination.php .
By the time you read this you will probably be all geared up for the fall rush of activities that coincide with the new school year. Just remember that LIRT is here to support you as well as to receive your support.

By Linda J. Goff,
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President Linda Goff addresses the panel with a question at the LIRT Annual Program in New Orleans, June 2011.

From the Past President

By Kawanna Bright

Welcome to a new presidency! I am happily turning over the reins of LIRT to the new president, Linda J. Goff. Linda brings with her experience, passion, intelligence, and fantastic energy, so I know that we will see a lot of positive things going on with LIRT over the next year. I find myself still recovering from an interesting (and humid!) conference in New Orleans. There were definitely some interesting night activities and those of us brave enough to venture down to Bourbon Street may have seen more than we bargained for!

But on the LIRT front, things went fantastically well! New president Linda Goff, Conference Program Committee member Sharon Chadwick, and I staffed a table during the Spectrum Professional Options Fair on Thursday night. We had a great time informing these new students and new professionals about the benefits of LIRT and encouraging them to jump right in. What a great way to start off a conference!

The LIRT program was also a tremendous success, as a packed house enjoyed the view from the 10th floor of the Doubletree while listening to the guest speakers offer stories, experiences, laughs, and great insight about the transition to college. I was especially impressed by the student guest speaker and how well he handled himself on the big stage. Look for a more detailed recap from others in this newsletter. On the more relaxed front, BITES with LIRT was wildly successfully this year and attended well on both Saturday and Sunday. Kudos to Membership Co-chairs Jennifer Corbin and Shana Higgins for locating great spots, and many thanks to the LIRT members who participated and shared their wisdom with interested attendees!

As I wrap up this letter, I do want to give everyone a glimpse of a few things to come over the next year. The LIRT Executive board created two ad-hoc committees leading up to conference to help address important issues to LIRT. One committee will work to create better training and preparation for LIRT leadership so that we can continue our efforts in making LIRT stronger. The other committee will focus on creating an awards committee for LIRT so that we can find new ways to give back to our members while also expanding our reach in the field. Be on the lookout for more information about both of these endeavors in the future! But the biggest thing that we are all looking forward to is our 35th Anniversary Celebration that will take place in Anaheim during Annual 2012! We are busy planning a great event and hope that everyone will be able to join us for this fantastic occasion!

As I officially bow out of the spotlight and welcome Linda in, I want to say thank you to everyone who has supported me over this past year and who continue to support me as I flounder and find my way. I've really enjoyed the opportunity to serve as the president of this wonderful organization and hope that I was able to give back as much as I have been given.
Hope to see many of you in Dallas in January!

Kawanna

Kawanna Bright
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Vice President	Mardi Mahaffy
Immediate Past President	Kawanna Bright
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   2012 (Anaheim) – Co-Chairpersons: Hui-fen Chang and Arianne Hartsell-Gundy
   2013 (Chicago) – Co-Chairpersons: Arianne Hartsell-Gundy and Hui-fen Chang

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Newsletter – Rebecca Martin

Organization and Planning – Kawanna Bright

Teaching, Learning, and Technology – Lola Gilbert

Top 20 – Mark L. Shores

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35th Anniversary – Chairperson: Linda J. Goff

Ad hoc Awards – Co-Chairpersons: Leslie Morgan and Teri Shiel

Chair and Officer Training Task Force – Chairperson: Mardi Mahaffy

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http://www.facebook.com/home.php#!/group.php?gid=63223076802

by Rebecca Martin
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From The Editor

Changing with the season...

Greetings, LIRT Members,

Hope the heat and the rain of summer have not fiddled with your mind. Why here in the Midwest, the corn has just thrived with such weather, and folks are going around singing lines from that musical, "the corn is as high as an elephant's eye…." After seeing a prairie pachyderm staring down an ear of corn, I decided I'm ready for fall, cooler temperatures and reference duty to restore my grip on reality.

With this issue, we welcome incoming LIRT president, Linda Goff and incoming Vice President, Mardi Mahaffy and news about the new ad-hoc LIRT committees, one to create better training and preparation for LIRT leadership as well as an awards committee to find new ways to give back to LIRT members. We thank past president, Kawanna Bright, who will actually continue on in our committee organization and planning.

The LIRT Newsletter is debuting a new feature this month, which is a themed issue. We are sure you will enjoy the articles by three librarians from Pennsylvania, New Jersey and Wisconsin, who have played important roles in advancing National History Day. Two have served as judges for this exciting competition and the third has hosted the competition at her library, which has geared up to serve the most demanding needs of these K-12 participants. Find out how you and your library can participate in this unique learning experience.

Another change to note is that this is our first issue containing the new ISSN number for online publications. LIRT News is here to serve you, so please let us know what more we can offer. A note of thanks is in order to this year's Newsletter members, who have been a second pair of eyes for this very informative issue.
Sincerely,

Rebecca

LIRT 2011 Annual Conference Program Report

n Sunday, June 26, 2011, the LIRT Annual Conference Program panel discussion, "The Big (and Not So) Easy: Missing Voices on the Student Transition to College," was held in the International Ballroom at the Doubletree Hotel. Atop the hotel with a spectacular view of New Orleans, about 120 listened to a panel of four discuss the problems that students entering college face as they transition from a high school or community college to a university library.

The panel incorporated "missing" voices in the transition conversation and focused on strategies for helping students make this transition successfully. These voices included:

Philip Bellan, a junior at LSU majoring in microbiology
Erin Haddad Null, a graduate student who teaches first year composition courses at University of Connecticut
Faye Haley, English Teacher at Haynes Academy for Advanced Studies in Jefferson Parish, Louisiana
Mary Stein, Assistant Director of Administration for the East Baton Rouge Parish Library System in Baton Rouge, Louisiana

Several prepared questions were addressed to the panelists. *"What would be the ideal continuum of skills taught to create lifelong learners in the 21st century?"* started the conversation.

Writing skills are primary to the high school teacher -- including summarizing, synthesizing, using and citing sources, and understanding how to avoid plagiarism. The college composition instructor observes that students seem capable of finding sources, but need help in developing skills to evaluate, select, and use sources. Outside of the classroom in the public library, students need guided learning to develop time management skills and need to have their anxiety allayed as they face more difficult assignments. The student emphasized the importance of recognizing bias in an article and learning to do a good search in a database.

Second, panelists were asked about *the most important things they teach students pertaining to the research skills for beginning college projects and what is the role of the practical versus the theoretical.*

For college composition, the theoretical is important, and requires time for students to grasp the bigger picture. For example, provide conceptual instruction in database searching and follow with hands on for the practical applications. The high school student needs the practical and theoretical interwoven: specific skills such as citing sources appropriately, selecting appropriate material, and distinguishing between primary and secondary sources. The public librarian views research as a means to an end not the end in itself. Research skills will continue to be applicable, as students become consumers of cars and childcare. Though the trend is to look to their peers for authority, students must learn how to address their audience, their teacher in this case. The student speaker felt extremely confident in college until the first paper. Grammar was an issue and APA was scary because all he knew was MLA format. He felt "about half way ready."

What practical suggestions might be made to improve/facilitate communication in order to improve information literacy and what changes might be made as a result of this conversation?

For first-year composition students, communicate what the final product is and **what it should look like**. Examine the levels of research and practical steps a particular author may have taken to assemble a paper/ article. College instructors could share their assignments with area high school teachers.

From the perspective of the high school teacher, there is the need to have exchanges like this program. She asks former students for feedback on what they found they needed to know. Using rubrics and examples of successful student papers, this teacher also provides her students a schedule for time management and recognizes the importance of a working relationship with the school librarian.

The public librarian keeps open lines of communication with teachers and school and public librarians so that she provides informed assistance to students, and also reassures their parents. She wants to foster a love of reading and views assignments requiring "print only" sources as unrealistic given the expansion of digital formats of print sources.

The student stressed the value of communication between instructors and librarians. Students appreciate librarians knowing and understanding the assignment. They find it intimidating to have to ask about the assignment.

Summarized below are panelist responses to questions from the audience.

"Noodlebib" pros and cons:
Students need to be aware of multiple citation styles especially when using libraries that may not have access to this or other tools.

Involving librarians in lesson design:
The university composition instructor collaborates with librarians in developing and refining her assignments. The public librarian lamented that there are still librarians who are "not allowed" in the classroom and sees her role as "matchmaker" -- fostering relationships among all the players.

Demonstrating the value of librarians and libraries given the elimination of school librarian positions and "Googlization"
Customize services, e.g., self-check-out, book talks, reading time on mobile devices.

Sharing student papers with librarians?
Yes! However, new teachers may not have a body of papers to offer. *The Concord Review*, noted by an audience member, is a source for sample student papers.

Student panelists' reflections:
Needed help not just with where to find information, but how to select and integrate it, as well as technical skills to search databases. Needed encouragement! And presentation practice rooms were appreciated.

Academic integrity issues:
The student had learned about plagiarism and the importance of academic integrity but thought the plagiarism tool was not very good.

The session ended with enthusiastic applause for the panel, who offered strategies and advice from perspectives that had been missing from the conversation on students transitioning to college. For a bibliography of related resources see
http://fleetwood.baylor.edu/lirt/Program_Missing_Voices.pdf

National History Day Works

by Yvonne Roux,
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The first time I judged for a History Day contest, I immediately saw it as an incredibly effective educational tool. Not only do students in grades 6 through 12 learn history but they also research topics in great depth and with tremendous enthusiasm. As a librarian who works with pre-service teachers, I see History Day as a great model for teaching research and information literacy skills to middle school and high school students.

There are two things that set National History Day (NHD) apart from most student research projects. One is that successful NHD students search beyond the library, and beyond the Internet, in their pursuit of information and answers. They interview experts or eye-witnesses, they visit actual locations where events took place, and they examine primary sources of all types. From these sources of information they draw their own conclusions. They do not just regurgitate facts. The other is that their research is presented in the same way that historians present their findings: papers, exhibits, documentaries, websites and performances. Their projects are not just read and evaluated by their teacher, but a team of three judges, who provide feedback, views them, which enables students to improve their projects so they can compete at the next level or in the next year's contest.
As part of their project, students also write a process paper and an annotated bibliography. The 500-word process paper identifies why they chose their topic, how they conducted their research, why they chose the type of project and how the topic connects with the NHD theme. Each year NHD chooses a theme that helps students synthesize the information about their topic within a broader historical context. The word limit forces students to be both precise and concise in their writing. The annotated bibliography separates primary and secondary sources with the annotations describing the source as well as identifying how that source helped them with their understanding of the topic.

When presenting their project, students are interviewed by a team of judges who ask questions about their research, about the project, about their findings and, if it is a group project, about their collaboration. This interview helps verify that the student(s) actually did his/her own research, understands the topic and its connection to the theme, and can defend his/her perspective.

Seeing the excitement, in-depth knowledge and poise that students demonstrate at History Day contests can convince anyone that this program is extremely effective in supporting student learning in areas beyond history. However, until recently, only anecdotal evidence was available not empirical data. Then in January of 2011, a study called *National History Day Works: Findings from the National Program Evaluation January 2011*, was released. This study compared History Day and non-History Day students in four school districts in the United States: Aldine Unified School District in Houston, Texas--a large, diverse urban district; Paterson School District, a large, diverse urban school district in New Jersey; Chesterfield County Schools in South Carolina, a small, but poor rural district; and a large urban/suburban school district in Colorado. The study deliberately sought and succeeded in having a higher representation of Black and Hispanic students in the study sample than what exists in U.S. public school enrollment.

The study was designed to explore the following questions:
What skills do students gain from NHD participation, and, compared to their peers, how successfully can they apply them?
Does NHD have a positive effect on students' performance on high-stakes tests —not just in social studies but also in other academic subjects?
How do NHD students' interests in history, and their perspective on past and current events, compare to that of their peers?
Does NHD have a positive impact on all students, and does impact build over time? (*National History Day Works: Findings, p. 4*)

A variety of assessments were developed that included performance assessments, data about student academic achievement, demographics and behavior, student surveys, teacher surveys, and interviews with NHD teachers and students. Among the most significant findings of the study were:

- NHD students learn how to do college-level research. They engage in a level of historical research usually reserved for college students.
- "NHD students are critical thinkers who can digest, analyze, and synthesize information" (p. 13). Using multiple sources forces students to evaluate the information they find and reconcile differing perspectives.
- "NHD students are better writers" (p. 13). They write with a voice and a purpose. They can provide evidence to support their point of view.
- "NHD participation positively affects students' academic performance in social studies" (p. 14).
- "Skills that students gain through NHD transfer to other academic subjects" (p. 14)*.* NHD students performed better on state standardized tests in reading, science, math and social studies than non-NHD students.

Additional findings indicate that NHD students develop a deep understanding of history as well as of current events. They develop strong oral communication skills both from interviewing experts on a topic as well as defending their research before the judges. Students who choose to work in a group develop strong collaboration skills since everyone in the group is interviewed by the judges and each member must demonstrate that he/she is equally familiar with the topic. The long-term effort required to complete a History Day project demands that students have effective time management skills and have the persistence to sustain them through the many months needed to research their topic and prepare their project.

In many of the above-mentioned findings, librarians will see close parallels between the skills acquired by NHD students and both information literacy skills and 21st century skills. NHD is an effective vehicle for teaching these skills and for helping prepare students for college. As the NHD motto suggests: "History Day…it's not just a day, it's an experience!"

Works Cited
National History Day (2011) *National History Day Works*. Retrieved July 22, 2011 from http://www.nhd.org/NHDworks.htm.

National History Day Works: Findings from the National Program Evaluation January 2011 http://www.nhd.org/images/uploads/NHDReport_Final3.pdf

Something Personal:
The Joy of Helping Philadelphia's Students with National History Day Projects

by Barbara Pilvin
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The high-school student reading an article in a historic-newspapers database on one of my library's public-access computers was jumping up and down in his seat and couldn't wait to tell me why. He had just hit pay dirt in his research on the Tuskegee Airmen, the subject of his National History Day project: a relative of his had been a member of that trailblazing group of African Americans determined to prove their worth as World War II combat flyers, and the story was about them. By wonderful chance, I had a colleague who was a retired Air Force member and knew quite a lot about the Tuskegee Airmen. I asked the young man if he'd be interested in speaking with my coworker. Would he?! He couldn't wait...and neither could my colleague.

That level of enthusiasm and energy has characterized National History Day projects and the competitions for which they are intended, much longer than the five or six years I've helped students, whose research on a wide range of topics has brought them and their teachers into my library, the Free Library of Philadelphia. Since the early 1980's, NHD has helped middle- and high-school students develop an understanding of history while teaching them research, writing, teamwork and oral-presentation skills in this discipline and, by extension, many other fields of study and work.

In a nutshell, each school year's NHD unfolds as follows: Beginning in the fall term, students develop a topic based on that year's theme, which for NHD 2012 (the school year 2011-12) will be "Revolution, Reaction, Reform in History." Recent years' themes have included "The Individual in History" and, in 2011, "Debate and Diplomacy in History." In my experience as both a librarian and a judge at senior-division (high-school level) Philadelphia NHD contests, the best projects have been those in which the students have been inspired by a personal interest in or close connection to the topic they've chosen, not unlike that of the teenager I helped a few years ago. Students work as individuals or in small groups on an exhibit, research paper, documentary, short play, or website, and are required to use primary sources. In early March, the Philadelphia Regional NHD competition, coordinated by the educational office of this branch of the National Archives and Records Administration (which is in Philadelphia and serves Delaware, Maryland, Pennsylvania, Virginia and West Virginia), takes place over a two-day period with judging by active-duty and retired teachers, librarians, and other educators, all carefully assigned to projects in which we have in no way been involved. Judging

culminates in awards ceremonies at which the noise level becomes similar to that of a football game as students from a victorious school cheer their prize-winning classmates. The top two or three individual and group projects in each of the five categories go on to the State contest in May, and in June, the National competition draws thousands of contestants and their families and teachers to the main campus of the University of Maryland, in College Park (where I got my MLS!). Monetary prizes at the National contest range from $250 (bronze medal) to $1,000 (gold) or more in comparison to the $1,000 prize, first-place individual and group documentary winners in the senior division, who win a $5,000 award from The History Channel. (For information about the awards and lists of recent winners, go to http://www.nhd.org/AwardsWinners.htm; the URL of the NHD website itself is http://www.nhd.org.)

I may not get quite as excited about NHD as the students do, but as a lifelong history lover, I can say that I am at least as aware of this program's benefits as its "alumni" are. For most of my time at the Free Library, I've worked in history and related fields, including genealogy. I've had many opportunities to help young people understand the importance of history, and working with them on their research for NHD has been one of the best opportunities. Too many people find history "boring," "irrelevant," or simply intimidating. From elementary school on, they're given little reason to think of this subject as anything but lists of things to memorize: names, dates, battles, and phrases from documents...nothing that has anything to do with them or with anyone they've ever known. I was luckier. As a child, I heard my parents' stories about growing up during the Great Depression and traveled with them, or on school field trips, to many historic sites. I heard about the hardships in Russia that inspired my grandparents to immigrate here—including the accidental death in a pogrom of my grandmother's infant sister, smothered by a couple of the older children after they were ordered by their terrified parents to hide with the baby under the big down bed and prevent her from screaming and alerting the Cossacks to their presence. However a lot of young people have little or no exposure to the ways in which history affects their lives or the ways in which their words and actions affect history...so they can hardly be expected to know that without a thorough, intimate understanding of the ways in which we humans have lived, we won't understand how we should, and shouldn't, continue to live.

NHD makes the study of history something personal for middle- and high-school students. In the process, it teaches them skills they will need for the rest of their lives. It also gives their teachers, their parents, and their librarians a chance to learn while helping them. It's a wonderful program and I'm looking forward to helping students and judging their work again.

Bringing History Home:
National History Day Outreach at the University of Wisconsin – Eau Claire

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The University of Wisconsin – Eau Claire has been an advocate for National History Day since its inception. Each year the Center for History Teaching and Learning and the Department of History at UW-Eau Claire host the Northwestern Wisconsin Regional Competition for National History Day, and a variety of local and rural schools have adopted National History Day into their curriculums. The Special Collections and Archives department in McIntyre Library at UW-Eau Claire, which not only collects and maintains University historical records, is also one of the fourteen Area Research Centers in the state. This Area Research Center Network is comprised of the Wisconsin Historical Society, the University of Wisconsin System, and the Superior Public Library. Each Area Research Center serves a specific geographic region; for instance, McIntyre Library has collections for a six-county region. Those records created in and focused on our region are housed permanently in our Archives; however, the Wisconsin Historical Society maintains a courier service, which allows members of the network to borrow collections housed elsewhere for use by their local patrons. Thus there are a multitude of possibilities to help National History Day students find amazing primary sources for their projects---easier said than done.

I was hired as the Education Librarian at McIntyre Library in late 2006; my previous library background and experience was exclusively in public libraries, where I was a Youth Services librarian for several years. A few months before my start at McIntyre, a new archivist was also hired, and being newbies and tenure-track at that, we decided to pool our expertise and focus our attention on National History Day outreach. The archivist admitted that she did not like working with children and teachers, and I admitted that I never paid attention in history class. It was a match made in heaven. Before our collaboration, Special Collections and Archives would receive 2-3 requests each year from local middle schools wanting to book an afternoon in our research center. Typically these visits took place well into the students' NHD preparation, and therefore the visits were frustrating for everyone involved. The archivist was unable to provide students with the materials they desired (as just about every student had chosen a huge topic of national or international significance, like blood diamonds and the Holocaust) and her time was wasted since students rarely left with materials any different than they could have gotten from the schools' media center. This is where I came in; I loved working with children and teachers, and through my previous job experience had already developed relationships with teachers and school district staff.

I set up meetings with school district staff in which we learned that NHD had only been adopted in a few of our local schools, that finding the financial resources and time to bring classes to us was very difficult, and that our local schools might be more willing to try NHD if it were easier for them to get their hands on materials. Treading carefully, as we did not want to tell them how to develop their curriculum, and wanted to seem approachable, we expressed our desire to get involved earlier in the NHD process. If we could help at the topic selection stage we would be better equipped to work with students and get them relevant and meaningful primary sources. This seemed reasonable to everyone. Since we had limited time to make the rounds to each and every school participating in, or considering, NHD, the archivist and I decided to take our show on the road, presenting at local teacher conventions and other state conferences. In our presentations we discussed a variety of techniques to engage students in NHD including:

- Make a personal connection: Can the students relate to the topic? Could a topic already be meaningful to them?
- Big can be bad: Big topics are overwhelming for students and there can be too many sources available. It can be difficult for the student to find their own opinion on the topic. Plus, everyone's projects are the same!
- Small is beautiful: Ask students what makes a historical subject or event important. "Small" topics give students a manageable number of sources, the ability to work with archival collections, and can often contain personal connections to them or larger historical topics. Students are also able to become the expert on the topic.
- Don't forget about books: In spite of cuts in library print budgets and an increasing reliance on journal databases, we encouraged teachers to push their students towards books. Books are more explicit in historical argumentation; they are long, but may be skimmed, and they are rich with bibliographical entries for related primary and secondary sources. Sure, journal articles are short and more likely to be online, but they can also be confusing to students and are not the dominant genre in history.
- Help students find their voice: Anyone can report on a historical event, but can they say *why it is important? Do their projects answer the "so what" question? Anyone can tell a story, but has it all been said before?*

These presentations allowed us to connect with teachers and librarians from around the state, and when their classes did come to our library, they were better prepared and the experiences for everyone were more rewarding.

While we received extremely positive feedback from these professional connections, we still hadn't addressed the issue of providing resources directly to the students. We continued to invite schools to visit us, and we worked with the teachers earlier in the NHD process. We saw a slight increase in class visits to our library. At McIntyre Library, area K-12 teachers are provided free library cards. It occurred to us that with a little extra manpower (student workers) we could create a circulating collection of facsimile manuscripts. Our archives had a variety of collections that were small enough to be scanned and printed in color, put in binders, and then cataloged into a newly created "National History Day Collection" to be housed in our Instructional Media Center. We identified over 50 collections and focused on those with local or state significance that were directly tied to popular "big" topics, such as immigration or the Vietnam War. One collection in particular serves as the perfect example to illustrate our points: The Dennis Klimpke collection contains letters, photos, and military honor certificates

from a Vietnam solider who never made it home. This collection is emotionally rich, with letters to his girlfriend, who was still in high school, and letters to his parents about his experiences and desires to come home. The Klimpke collection is small enough for students to digest and they often are able to make a personal connection, but it still ties to a much larger historical event. The year following the creation of the circulating manuscript collection, we learned that a local student went on to the national NHD competition with a project that incorporated pieces from the Klimpke collection.

Currently these collections only contain the scanned documents, but our vision is to eventually add research guides to assist young historians in interpreting the collections and choosing complementary primary and secondary sources. We also plan to expand our web presence with regularly updated web pages linking students and teachers to NHD resources, especially those that are local and statewide. A Facebook group was also created for students, teachers and librarians to get research help from the two of us and to connect with each other. We see endless possibilities and are proud of the work we've done so far. The collaborations and connections we've made with local educators benefit everyone.

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)

1. Teaching, Learning, & Technology Committee

Chairs: Dawn Amsberry, Kathy Rosa

Lola Gilbert will begin her term as Teaching, Learning, & Technology Committee chair in July, 2011. One project completed was The Course Management Systems Literature Review, which was published in LIRT News. A new project for 2011-2012 is that the Committee will be conducting a survey of librarians to determine how mobile apps and devices are being used in library instruction. The LIRT Executive Board recommends that all committees hold a virtual meeting in the fall and committee chairs will participate in a virtual conference in November. The Committee will continue to hold virtual meetings. Lia suggested that the committee members explore various virtual meeting tools. ALA may provide OPAL and ILINK.

2. Adult Learners Committee

Chair: Toni Hoberecht

Amy Gustavson will chair the Adult Learners Committee for 2011-2012. Reports of the Definitions Group include the draft definition of adult learners: "Adults, individuals with life commitments (such as children and jobs), involved in learning in formal and informal settings beyond the secondary educational environment. This population may include traditional and nontraditional students, English as a Second Language class participants, enrollees in continuing education/work-related courses or certificate programs, and adults learning how to use computers." The Committee voted to adopt this definition. For the report of the Narrative History Group, Trina Nolen has gathered some material for the narrative history. Toni Hoberecht and Patience Simmonds indicated that they would be willing to continue this project for 2011-2012. The report of the Literature Review Group Committee members indicated a willingness to see the final product as a publication, so that others could benefit from this work. Toni Hoberecht reported that at the Steering Committee meeting, the membership chair said that resources like a literature review would be useful for distributing to potential members. The Committee will continue working on this project for 2011-2012. One item of unfinished business is the Adult Learner's Resource Center Website, http://fleetwood.baylor.edu/lirt/adultlearning.htm. There are several dead links on the Adult Learners' Resource Center site. There was discussion as to whether we would ask to have these links removed or leave things be until the new LIRT website was up. Committee members thought that because this was a recruitment tool, we should go ahead and remove dead links. Toni Hoberecht will send a list of dead links to the electronic resources manager. Regarding new business, there was a review of previous year's projects. Possible projects for next year include:

1. the adult learners' literature review The Committee will open up the subgroup to 2011-2012 members. The goal is to have a publishable document.

2. a narrative history of the Committee

3. a Website update

4. an Emerging Leader's project, such as a blog detailing successful teaching strategies for adult learners. The Emerging Leaders team would set up the blog, formulate policies, and invite library experts in adult learning to blog. The Adult Learners Committee would maintain the blog thereafter.

3. Liaison Committee

Chair: Cynthia E. Dottin

The Committee welcomed Kim Eccles and Michael Saar, who joined us for the first time. We also welcomed, and recognized, Matthew Reynolds as the in-coming Chair. There was a brief introduction to Liaison's goals, objectives and duties. The Committee then discussed the Annual offerings of Non-LIRT Programs, Events and Meetings. Each attending member confirmed, from the lists, the items on which s/he planned to report for the September Newsletter, and reviewed the format for these reports. The Committee hopes to have at least, 12 reports. The Committee then discussed its ongoing initiative to launch a formal Liaison relationship with other instruction-related ALA units/entities and, the LIRT Liaison Letter of Introduction for this initiative was also discussed. Victor Baeza reported that his initial approach to PLA did not prove very fruitful, but he plans to revisit this effort. Matthew Reynolds is still looking at RBMS. Linda Warga will pursue the Freedom to Read Foundation with which she is associated, and Kim Eccles plans to investigate options with BRASS. These members will keep Matt abreast of their progress through such vehicles as the newly announced Virtual Meetings. The search for a Co-Chair for Matt is still on the table. Some members have other commitments currently, and others have agreed to take it under consideration. The Committee is enthusiastic and looks forward to an active, productive year. The outgoing Chair,

Cynthia Dottin, thanked the Committee for its enthusiasm, and hard work, and is assured that the Committee will be in excellent hands under Matt's leadership. The Committee looks forward to an exciting 2011-2012 year and is excited about participating in the new virtual meetings, which should prove to be an excellent vehicle to keep the communication channels open on several levels.

4. *Conference Program Committee, Current and Next Year*

Co-Chairs: Catherine Johnson and Hui-fen Chang

In the report from Steering, the LIRT Executive committee has created an ad hoc Awards Committee and will be looking for volunteers to serve on the committee. All LIRT committees will be mandated to hold a minimum of 2 committee virtual meetings via ALA OPAL Virtual Room. Information about ALA OPAL Virtual Room will be sent out afterwards. The LIRT 2011 Annual program in New Orleans went very well. Approx. 120 people attended the program. With four invited panelists the program focused on voices not often heard in the library community. The panelists were asked a variety of questions on how librarians can help better prepare students to transition from high school to college. The program took a lot of work to organize and the Conference Program Committee would like to formally thank the Transitions to College Committee for their invaluable effort in putting the program together. A budget of $4,000 was allocated for the 2011 annual program. There was planning and brainstorming on the 2012 Program. The theme

for the 2012 program is promoting and developing students' critical thinking skills. A specific suggestion from members included a call for proposals to elicit speakers from academic, public and school librarians who work with students from all levels. The proposal should include learning objectives and suggested topics including general education requirements, librarian-faculty collaboration, and theories and creative teaching methodology. Regarding committee participation and logistics, the Committee will consider regular (monthly or bi-monthly) virtual meetings to plan future programs to increase member involvement.

5. *LIRT Membership Committee*

Chair: Shana Higgins & Jennifer Corbin

The Membership Committee planned and participated in the Exhibits Opening Reception in the Membership Pavilion and staffed the Pavilion at various times during the conference (with help from LIRT officers and members from other committees). We provided several handouts (LIRT meetings and events at Annual, list of committees with descriptions, Top 20 Instruction Articles) and giveaways (pralines and post-it notes) and took entries for a drawing for Barnes & Noble cards. We held Bites with LIRT on Saturday and Sunday. Members discussed the Membership Pavilion area and plans for an informal assessment to follow Annual. The assessment will consist of an email to those who staffed the Pavilion with questions about additional information needed to answer

questions, what additional handouts or giveaways they would like to see, and so on. We will also count the number of handouts and post-it notes we have left and how many entries for the drawing we received. We realized that we could decorate the wall area and will plan for that next year. It's also important to remember that many visitors to the Membership Pavilion are not familiar with the acronym LIRT. We plan to spell out Library Instruction Round Table on the wall area and on all handouts. Membership will upgrade the Facebook group to the new group type. We'll create a subcommittee to identify and contact members for Member-A-LIRT profiles for LIRT News. The committee will also consider submitting a proposal for Emerging Leaders. New goals include organizing Bites with LIRT at Midwinter and Annual with the flexibility of paying for a separate room, if necessary. We will be sure to communicate with restaurants that we need separate tables so those who arrive early can be on their way when they're ready.

6. LIRT Newsletter Committee

Chair: Rebecca Martin

We welcomed new members, Breanne Kirsch and Tracy Wallace. In the September 1, 2011 issue, we will be using the new ISSN number for electronic publications. The committee discussed a themed issue on "National History Day," a K-12 initiative, which is designated for the September 2011 newsletter. Some libraries participate in this national forum (see http://www.nhd.org/About.htm), whose 2011 theme is "Debate & Diplomacy: Successes, Failures, Consequences." I have asked LIRT members to send us articles (up to 1000 words) on how librarians help students and teachers do research on history or create tools, such as LibGuides or a bibliography, on this theme. The venues for a call for articles might be LIRT-L, Govdoc-L, IS, or LibRef. There will be an ad in the Sept. 1 issue from publisher, Marilyn Whitmore, for a book about information literacy. The process for a person who wants to advertise is to send a check for $250.00 to Darlena Davis, the Project Coordinator at ALA. The committee discussed projects for emerging leaders, since the Newsletter committee has two such librarians--Breanne Kirsch and Teri Shiel. One project might be along the theme of advocating for school librarians, such as creating a blog for K-12 using an RSS feed to draw in content to LIRT. The committee also heard about a plan to have virtual meetings for all round table committees and the use of webconferencing tools to conduct the meetings.

Thank You For Your Service To LIRT!

Lisa Williams, Kawanna Bright and I want to thank those people who have rotated off LIRT Committees for their service. Take a bow! – Linda J. Goff

Adult Learners - Trina Nolen (2007–2011), Michelle Anfenson-Comeau (2007-2011) Kristen J. Canady (2007-2011) Fay Kallista (2010-2011) John Siegel (2009-2011)

Conference Program Planning - M. Beth Meszaros (2009-2011), Hongyu (Lisa) Li (2009-2011)

Newsletter - Elana D. Karshmer (2007-2011)

Teaching Learning and Technology Committee - Dawn Amsberry (2007-2011), Kathy Rosa (2007-2011), Dianna Sachs (2007-2011)

Top 20 - Connie Stovall (2007-2011), Susanna Cowan (2005-2011)

Transitions to College - Carolyn Meier (2007-2011), Stephanie Rosenblatt (2007-2011), Jeanne O Swedo (2008-2011)

Web Advisory -Amanda Izenstark (2007-2011), Vivien E. Zazzau (2007-2011)

LIRT Liaison Reports from Midwinter 2010

Internet Resources and Services Interest Group Meeting and Ultimate Debate
LITA

The Internet Resources and Services Interest Group (IRSIG) held a short discussion about the final preparations for the LITA Ultimate Debate program to be held on the Monday of ALA Annual 2011. The LITA program typically includes a panel that is lively and energetically presents opposing viewpoints on a current topic of interest to libraries. The title of the program, moderated by Roy Tennant, was "Library Web Scale Discovery Services: Paradigm Shift or More of the Same?" The panelists were Marshall Breeding, Director for Innovative Technologies and Research for the Vanderbilt University Libraries in Nashville, TN; Anne Prestamo, Associate Dean for Libraries for Collection and Technology Services at Oklahoma State University; and Andrea Schurr, Associate Professor at the University of Tennessee at Chattanooga. Unfortunately, as far as having a debate, the panel was fairly much in agreement that discovery services, unlike federated searches that searched other databases and returned results, are better, are improving, and are the future. Andrea Schurr was given the award for the best line of the debate, saying, "Librarians are very patient with crappy technology, but our users are not." The session was streamed live and can now be seen online at http://www.ustream.tv/recorded/15662070. --Victor Dominguez Baeza

ACRL Academic Library Services to International Students Interest Group
ACRL(ALSISIG)

This session featured a discussion by Ann Brown of George Washington University, entitled "International Students: Cultural Complexities of Research and Libraries." Brown advocated being aware of international students' needs just as we try to address freshmen needs and especially those of international transfer students, who often miss orientation events typically held for incoming first-year students. She emphasized how cultural background can influence the educational process and how it can affect students' choices and views on research topics, and their approach to academic integrity. Brown also pointed out that culture may also cause some students to be uncomfortable with librarians of a particular gender. To reach international students, she suggests using offices on campuses that provide support for international students as they work to create a sense of community. Brown also suggested offering workshops and tours specifically geared toward international graduate students, who may be unfamiliar with the usual layout of U.S. libraries. Offering workshops during breaks is also good because many international students stay on campus. Other tips given included communicating in multiple ways (i.e., orally, graphically) and using printed handouts. She believes that librarians should avoid assumptions about students' understanding of library services such as self-service copy machines, open stacks, and interlibrary loan. --Victor Dominguez Baeza

AASL 2011 Best Websites for Teaching and Learning
AASL

This standing-room-only program, entitled, "AASL 2011 Best Websites for Teaching and Learning," was hosted by the American Association of School Libraries (AASL), and featured their Top 25 picks. In AASL's own words "the 'Top 25' Websites foster the qualities of innovation, creativity, active participation, and collaboration. They are free Web-based sites that are user friendly and encourage a community of learners to explore and discover." These top websites are broken down and presented in six categories: Media Sharing; Digital Storytelling; Manage and Organize; Social Networking and Communication; Content Collaboration; and Curriculum Sharing. While geared mainly to school libraries and librarians, many of these websites have capital for users across the spectrum including those in academic libraries. For example, see the sites that reside under the headings of "Manage and Organize", "Social Networking and Communication", and "Content Collaboration."   A bookmark listing the 2011 winning websites was given to each attendee. Copies for download and printing can be accessed at: http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/bestlist/blbookmark11.pdf
--Cynthia E. Dottin

Making Information Literacy Meaningful through Creativity
ACRL-IS

This panel featured Randy B. Hensley, Head of Information Services, CUNY's Baruch College, Beth S. Woodard, Staff Development and Training Coordinator, University of Illinois at Urbana-Champaign, and Dane Ward, Associate Dean for Information Assets , Illinois State University. Each panelist applied a different aspect of creativity to information literacy instruction.

Hensley discussed using creativity to transform instructional methods. He challenged librarians to start with what creates a sense of WONDER (imagination) as opposed to what we want to accomplish (objectives). Since learning is change and change can be frightening, using imaginative pedagogy reduces fear and makes learning more accessible. PLAY, an additional method, involves the physical senses (i.e. what does an instructional session "smell" like?), and lets our senses act as access points to new ideas.

Woodard focused on student ENGAGEMENT and MOTIVATION. We must find out what motivates our students and use that knowledge to foster creativity. Students are often driven by competition, process, product, effect (approval seeker), or oversight (group leader). Once engaged, students' creative ability can interweave the familiar with the new and encourage SYNTHESIS.

Since incorporating creativity can be challenging, Ward advised librarians to avoid static instructional methods and encouraged experimenting with instructional methods. To hone this aspect, librarians must resist being overly critical as that hinders INVENTIVENESS.

Hensley concluded by emphasizing the importance of displaying EMPATHY—urging instruction librarians to not simply teach to where students are but struggle to be who they are. Consequently, he begins each session with a Google search to demonstrate that he understands who the students are and that he has valuable things to share.

*For presentation, handouts, and poster sessions associated with this program see: http://connect.ala.org/node/137104

--Deborah Lilton

Freedom of Expression and Privacy in the Internet Age
ACRL

The featured speaker for this session was Rebecca McKinnon, former CNN bureau chief in Beijing and Tokyo. She is also co-founder of Global Voices Online, an international community of bloggers who seek to give voice to groups not typically included in international mainstream media. Her talk focused on the flow of information in the electronic age and the pitfalls that can come with instant global dissemination of information. She discussed the degradation of personal privacy due to the use of portable devices such as smart phones. Indeed, China has been known to use these devices to track political dissidents, and many other governments have used filtering software to control the flow of information both into, and out of, countries as recently witnessed during the Arab Spring uprisings. McKinnon also spoke of ways in which dissidents have found alternative ways to circumvent government filters. Chinese dissidents, for example, used a hash tag associated with a web site (not blocked China's nationwide firewall) to disseminate tweets critical of government. She closed by pointing out that a significant amount of our political lives are passing through a layer of internet controls and that government control of the free flow of information can impact the political lives of individuals worldwide. McKinnon's recent TED lecture on the subject of informational freedom can be found at: http://www.ted.com/talks/rebecca_mackinnon_let_s_take_back_the_internet.html

-Matthew Reynolds

It's All About Them: Developing Information Services With User Experience Design
RUSA/MARS

The panel began with a discussion on user experience (UX), which means putting users' needs/tasks ahead of administrative/technological constraints. UX also goes beyond interaction with computer technology and should affect the whole library experience.

Individual presentations began with John Blyberg from Darien Library (Darien, CT). Blyberg discussed the design of a new library at Darien and its impact on their IT department. A desire to transform the library into the intellectual center of the community led to the conversion of the isolated IT department into a UX department focusing on communication with the user both online and in face-to-face interaction.

The University of Minnesota's Cody Hanson discussed his library's efforts to refine patron facing interfaces on their website. The library sought to address the fact that users with different needs were being served with a single set of interfaces. The problem was solved by dividing users into groups and asking them to login to the library site. This action allowed for the ability to create interfaces that were tailored to users' individual needs.

The last discussant, Jenny Benevento from Sears Holding Corporation, offered a retail-oriented organization's perspective. She argued that in retail catalogs especially, "correctness" is not as important as "findability." --Michael Saar

Reference Research Forum
RUSA/RSS
The Reference Forum featured the research findings of three librarians. Ana Dubnojavoic (University of South Carolina) examined a possible correlation between declining reference transactions and decreases in electronic resource expenditures. Her study compared E-Resource expenditures, gate count, and reference transactions among 3,960 academic libraries. The greatest increases noted were from libraries that spent the most on E-Resources and saw the most people come in. Dubnojavoic concluded that increases in E-Resources actually lead to increased reference transactions.

Amanda Clay Powers (Mississippi State University) spoke to the use of virtual reference transcripts to indicate acceptance of the EBSCO Discovery Service among library patrons. The Grounded Theory Model was used to analyze data from reference transcripts by dividing the data into various categories and using this information to draw conclusions. It is her opinion that Discovery can supplant the use of Academic Search Premier (topic search questions decrease), but does not take the place of the online catalog.

Amy VanScoy (PhD candidate, UNC-Chapel Hill) presented her findings on practitioner beliefs of reference librarians in academic research libraries. Practitioner belief studies are common in other similar professions and are used to explain how practitioners think about what they do. Among the "master themes" drawn were: the patron's power, intellectual challenge, joy from helping and a fear of failure. – Michael Saar

ACRL English Librarian Discussion Group
ACRL
This meeting was the first joint reference and collection discussion group. The two-hour event was divided in half in order to cover topics pertinent to both areas of interest. Almost thirty librarians attended the meeting. The collection discussion covered three areas of interest: small press publications, the role of the librarian regarding purchasing requested non-literary items (e.g. films and music), and E-books and their readers. The reference discussion focused mainly on outreach efforts to other areas of the college including writing centers and student affairs departments. Other reference-related topics, which were each briefly covered, were Reference Universe, Scopus coverage of humanities, and auditing graduate classes. The full version of the minutes is available on the LES wiki, http://literaturesinenglish.pbworks. com/f/annual11_Reference%20Discussion%20Group%20Minutes.pdf --Julia Glynn Warga

ACRL Anthropology Librarian Discussion Group
ACRL

Jennifer Nason Davis (University of Michigan) convened the biennual discussion of anthropology librarians. While this meeting had no single discussion theme, which is typical for this group, the conversation was lively and covered a variety of topics of interest. One topic of conversation centered on suggested core anthropology research databases which include AnthroPlus, Anthrosource, PAIS, Public Health resources, Avery Index, SocAbstract , Web of Science, and Annual Reviews. Other conversation topics included video database subscriptions; Ebook packages as offered by publishers, and lack of faculty interest in electronic materials; open access publishing issues and concerns, and where to find current lists of core resources. The group also discussed suggestions for smart phone apps such as Evernote and Read It Now, listservs, blogs like Savage Mind and AAA, and social media networks, including Academia.edu, Open Anthropology, and Mendeley. There was a reminder that the update of the ANSS website was completed in February 2011, but still needs new content. It is also important to note that announcements are made to the ANSS listserv when updates are made to the site. The culminating discussion addressed purchasing budgets, and their wide variations. A call for a Midwinter discussion convener was made at the end of the meeting. –Julia Glynn Warga

Freedom to Read Foundation (FTRF) Board of Trustees
FTRF

The FTRF is a First Amendment legal defense organization, affiliated with ALA, which meets biennially one day before the ALA national conferences. In attendance were the FTRF executive board, trustees, liaisons from ALA divisions & roundtables, and members. FTRF legal counsel provided updated information regarding ongoing litigation. Court case issues included many "harmful to minors" laws (e.g., violent video games, sexually-explicit images), Internet filters, and the relationship of FCC fines to the First Amendment. The ALA Office for Intellectual Freedom provided an update on new and pending federal and state legislation. The theme of many laws relate to privacy (e.g., consumer and geolocation data) as well as electronic communication and the renewal of the Patriot Act. A potential future issue of concern for FTRF is cloud computing. The Board of Trustees will meet again on January 20th, 2012 in Dallas, TX at ALA Midwinter. All members of ALA are invited to attend. FTRF will also host an author (TBA) event at the Dallas Public Library on the Sunday evening of Midwinter (1/22/12). –Julia Glynn Warga
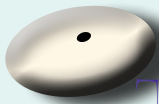
By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

TECH TALK COPYRIGHT

DEAR TECH TALK ~

I am a typical librarian with the usual responsibilities – instruction, working with instructors and students, collection building, etc. My problem is that more and more I'm bumping into copyright issues – at least I think they are copyright issues. I feel completely inadequate when these issues arise, and I don't know where to turn. I don't want to go to law school, but I'd surely like to be a bit more knowledgeable about copyright and be able to educate people with whom I work and those to whom I provide assistance.

– CONFUSED AND NOT COPYRIGHT CONVERSANT

DEAR CNCC ~

Some might think that copyright really isn't related to "technology"; however because of the development and growth of digital content over the past 20 years, there has been a significant uptick in publishers' concerns over losing control of their copyrighted content, which has translated to librarians – from all types of libraries – being faced with a variety of copyright issues. Then, add to the publishers' issues the rise in local digitization activities in many libraries, as librarians try to increase awareness of and provide access to unique collections. Below is a small sample of questions that Laura Gasaway has answered in "Questions & Answers – Copyright Column," a regular column that appears in *Against the Grain:*

- An interlibrary loan librarian has received requests to photocopy a chapter instead of sending the book. Can she do this?

- Is a home school class in a public library the same as a traditional classroom for fair use purposes?

- A community college regularly films the lectures of speakers invited to speak on campus. In order to place a video copy of the talk online, must the institution seek permission?

- When a high school student uses an image from the Internet in a research paper, how can she seek permission if it cannot be determined who produced the image?

- What are the copyright rules for downloadable books?

These columns further demonstrate that library staff members are wrestling with all types of copyright issues. Before addressing some techniques and resources that can help librarians with these issues, let's begin with some basic copyright information so everyone starts at the same baseline.
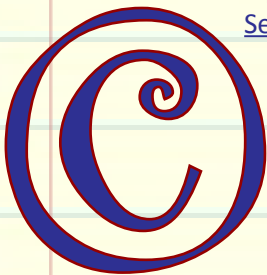
US copyright law evolved from British copyright law and is codified in the US Constitution. Article I, Section 8 states, "The Congress shall have power . . . To promote the progress of science and useful arts, by securing for **limited** [emphasis mine] times to authors and inventors the exclusive right to their respective writings and discoveries." The purpose of copyright is to protect creative works from unauthorized use for a specified time period. The original copyright term was 14 years and could be renewed for another 14 years. Over the years the copyright term has been extended significantly. Currently – for published works – it is the life of the author plus 70 years. For works for hire, the copyright term is 95 years from publication date or 120 years from date of creation,

whichever comes first. (For example, you produce a document for your employer as part of your position responsibilities; your employer generally owns the copyright because it is considered "a work for hire".)

The most recent overhaul of copyright law came with the 1978 enactment of the Copyright Act of 1976. Prior to that act, previous acts were the Copyright Act of 1790 (first one), the Copyright Act of 1831, and the Copyright Act of 1909. What technology emerged that required the 1976 change in copyright law – the photocopy machine! All of a sudden it was possible for almost anyone to make inexpensive copies of just about any content on paper. So if the photocopy machine resulted in a completely revised copyright act, then just imagine the impact on copyright with the advent of technology that produces perfect digital objects that can be perfectly replicated and easily distributed. Consequently, several major pieces of legislation have been enacted since 1976 in an effort to address issues specific to a digital age – most notably the Digital Millennium Copyright Act (DMCA) of 1998 and the Technology, Education and Copyright Harmonization (TEACH) Act of 2002.

Another copyright fact that surprises many people is that, under current US copyright law, the copyright owner is not required to register the copyright. Any work with a modicum of creativity in a fixed format is automatically protected by copyright. The US Congress made this change in copyright law, largely so the United States could join the Berne Convention, which specifies that no formalities be required in order for works to be copyrighted. An important caveat – **ideas, facts, processes, systems, concepts, devices, methods, slogans**, and similar things cannot be copyrighted. Some of these are protected under trademark or patent law; some have no protection. Also, the interpretation of "creativity" is pretty broad. For example, the names and numbers in a phonebook cannot be copyrighted because they are facts; however the phonebook itself is protected by copyright – there's not much creativity involved in organizing the facts alphabetically into columns, but it's enough!

Although most creative content in a fixed format is automatically protected by copyright, formally registering a work does provide some additional benefits in case of litigated infringements:
• The copyright holder is eligible for statutory damages and attorney's fees in successful litigation; and
• Registration within 5 years of publication is considered *prima facie* evidence in a court of law, which is evidence of the highest quality, and the most difficult to rebut.

What does copyright protection provide? Under current US copyright law, copyright protects the following five rights:
• The right to make copies;
• The right to distribute;
• The right to create derivative works;
• The right to publicly display the work;
• The right to publicly perform the work.
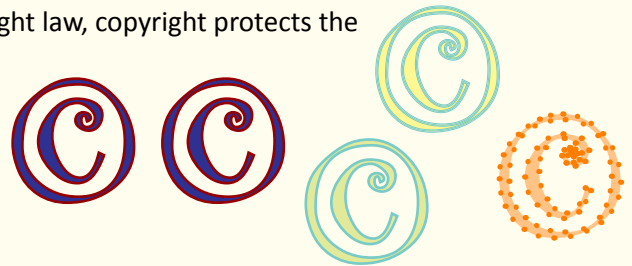
Many lawyers say that they learned that these five rights are like a "bundle of sticks". As it turns out, this is an excellent analogy! The creator of the work owns all five "sticks" – unless she agrees to transfer some or all of the "sticks" to another person or entity. Additionally, that transfer of "sticks" can be exclusive (meaning only the new copyright holder can use the "sticks"), or it can be non-exclusive (meaning the original copyright holder will still be able to use some or all of the "sticks"). Copyright law always takes precedence – unless a contract or license is in place – in which case contracts and licenses **always** trump copyright law. This is one reason why it is essential that appropriate library staff read, understand, and negotiate license agreements for electronic resources.

When trying to determine if permission is needed to use a work, the first point to settle is whether or not the work is in public domain, is licensed, or appears to be protected by copyright. If the work is in public domain, it can be used; if the work is licensed, you need to read the license agreement to determine if the use is allowed; if the work appears to be copyrighted, you can see if any exceptions apply that will permit the use without asking permission; and if the work is

copyrighted and no exemptions apply, you need to ask permission to use the work.

In some instances, public domain is very simple to identify. Regarding materials published in the United States, works published prior to 1923 are in public domain. Likewise, any works published prior to 1978 – **without a copyright notice** – are in public domain. United States government publications created by government employees through the course of their employment are in public domain, which includes most US government publications. However, the same cannot be said for state government documents. Beyond these 3 instances, copyright status becomes very fuzzy. There are some tools that can help:

• The Digital Copyright Slider (http://librarycopyright.net/digitalslider/), developed by the Copyright Advisory Network (http://librarycopyright.net), provides a unique interface for determining copyright status for published works.

• The Copyright Term and the Public Domain in the United States (http://www.copyright.cornell.edu/resources/publicdomain.cfm), updated annually by Cornell University, provides detailed information for both published and unpublished works and also addresses sound recordings and architectural works.

• The Copyright Renewal Database (http://collections.stanford.edu/copyrightrenewals/), maintained by Stanford University, provides an interface to search copyright renewal records received by the US copyright office between 1950 and 1992 for books published in the US between 1923 and 1963 (**only** US Class A (book) renewals).

• For images that don't have copyright issues use the following resources:

  ➢ Images at Flickr with Creative Commons licenses (http://www.flickr.com → Advanced Search → Creative Commons)
  ➢ Google images that aren't protected by copyright (http://images.google.com → Advanced Search → Usage Rights)

In addition to license agreements that libraries negotiate with publishers and vendors, users may encounter works that are associated with Creative Commons (http://creativecommons.org/), Copyleft (http://www.gnu.org/copyleft/), or similar licenses. When one of these licenses is associated with a work, it defines how the work may be used, without exclusively transferring the rights. For example, a Creative Commons license might specify that the work

• can be used and modified for a non-commercial purpose, with attribution provided; or

• can be used but not modified, for a commercial purpose, with attribution provided; or

• can be used with a variety of specifications, depending on the creator's preferences.

Assuming the work isn't in the public domain and it isn't licensed, the next step is to determine if an appropriate exception applies. The current copyright act (along with some subsequent acts) provides a number of exceptions that allow the use of works without permission from the copyright holder:

• Section 107 – Fair Use (http://www.law.cornell.edu/uscode/17/usc_sec_17_00000107----000-.html)

• Section 108 – Libraries and Archives (http://www.law.cornell.edu/uscode/17/usc_sec_17_00000108----000-.html)

• Section 110 – Performances and Displays, modified with the TEACH Act (http://www.law.cornell.edu/uscode/17/usc_sec_17_00000110----000-.html)

• Section 121 – Accommodations for the disabled (http://www.law.cornell.edu/uscode/17/usc_sec_17_00000121----000-.html)

•Digital Millennium Copyright Act (DMCA) – specifically, anti-circumvention exceptions (http://www.copyright.gov/legislation/dmca.pdf)

The topic of copyright and making use of the appropriate exceptions is virtually endless. So, although there are other exceptions to consider, for right now we'll limit the discussion to the fair use exception, since it is the most prevalent exception, and often the most misunderstood. How often have you heard someone say – or perhaps you, yourself, have said – "Oh, there's no problem; I can use 'Thing X' for 'Project A' because it falls under 'fair use'."? Unfortunately, the assumption that any use of copyrighted material for nonprofit educational purposes is a fair use is – a fallacy. Like everything else associated with copyright – fair use falls within the gray realm of "it depends".   Even the US Copyright Office acknowledges this ambiguity: "The distinction between fair use and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission." (http://www.copyright.gov/fls/fl102.html)

So, with that caveat in mind, there are four factors that must be considered in a fair use analysis and **all four factors must be considered equally**:

   1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;

   2. The nature of the copyrighted work;

   3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;

   4. The effect of the use upon the potential market for, or value of, the copyrighted work. (http://www.copyright.gov/fls/fl102.html)

Fair use is a defense and not clearly defined law. Consequently, throughout the years fair use has been defined in the court system. An excellent example is found in the 1985 case of *Harper Row, Publishers, Inc. v. Nation Enterprises. Nation* had published an excerpt from Gerald Ford's (at that point) **unpublished** memoir. The court found that this was not a fair use because (1) it was an unpublished work which – like highly creative works – receives more copyright protection; (2) the excerpt – although relatively brief, compared to the complete memoir – included Ford's reasoning for pardoning Nixon, which could be considered the "heart of the work"; and (3) *Time* magazine cancelled its commitment to pay a large fee to reprint excerpts of the memoir. Additionally, the Court was concerned about the circumstances under which *Nation* acquired the manuscript and was disinclined to apply fair use for a possibly unscrupulously acquired work. (Crews,14-15)

For an understandable overview of the evolution of fair use through the court system, read pages 13-20 of Kenneth Crews' *Expert Report*, which he prepared for the lawsuit *Cambridge University Press v. Patton, et al.* This case, often referred to as the Georgia State University lawsuit, is the suit of three academic publishers (Cambridge University Press, Oxford University Press, and Sage Publications) against specific GSU administrators. The publishers can't sue for monetary damages, so they are requesting injunctive relief for the alleged infringement of their copyrights because of the way GSU managed electronic reserves. The outcome of this case (expected in fall 2011) could have a significant impact on fair use and bears mindful watching.

In the meantime, educators and librarians should continue to use the fair use exception as deemed appropriate. One tool that has been used through the years to assist with this analysis is the "Classroom Guidelines" (http://www.copyright.com/Services/copyrightoncampus/content/index_class.html), which was an attempt to provide some parameters for making fair use decisions. However, there are some significant issues with these guidelines:

• They were developed in a pre-digital age;

• They are not part of copyright legislation, nor are they legally binding;

• *Mo*st importantly, they were written to describe a "safe harbor," but through the years the "floor" they were meant to define has become a "ceiling" – meaning they are now often interpreted as a maximum limit.

A fair use analysis takes time, is subjective and usually must be performed on each work to be used, but it is still the best approach for making fair use decisions. Fortunately, there are a wide variety of worksheets that help users perform the analyses. The Columbia University Libraries Copyright Advisory Office (managed by Kenneth Crews) provides a good fair use analysis document: http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf; another example, from Baylor University, has merged the features of several forms into a single document: http://www.baylor.edu/content/services/document.php/68621.pdf; or use the online Fair Use tool developed by the Copyright Advisory Network: http://librarycopyright.net/fairuse.

Additionally, the Association of Research Libraries, working with the Center for Social Media and the Program on Information Justice and Intellectual Property, is preparing a code of best practices in fair use for academic and research libraries (http://www.arl.org/pp/ppcopyright/codefairuse/). The Center for Social Media already provides "best practices" for more specialized copyrighted needs including: dance-related materials, documentary filmmakers, media literacy education, online video, open courseware, poetry, and scholarly research in communication (http://www.centerforsocialmedia.org/fair-use/best-practices). Hopefully this new code of best practices will be released by the end of 2011 and will provide some long-needed guidelines on making fair use decisions – guidelines based on the practice of many libraries.

As stated at the beginning, library staff members from all types of libraries are faced with a variety of copyright issues in their day-to-day work – more so now than at any time in the past; primarily because of the advances in digital technology that impacts books, journals, music, video, and more. These issues are challenging even for those with law degrees and intellectual property specializations. Some academic libraries are hiring scholarly communication/copyright officers to help educate people about and manage copyright issues. Unfortunately, most libraries can't afford this option. However, it is a reasonable expectation for most professional librarians to have a basic understanding of what is copyrightable, a basic understanding of the five rights, and the ability to go through a practical, best-practices process to determine whether or not a use may or may not be an infringement.

Additionally, there are at least three journals that provide regular Q&A columns on copyright issues:
•	Laura [Lolly] Gasaway, Associate Dean for Academic Affairs (and law professor), University of North Carolina. "Questions & Answers – Copyright Column." *Against the Grain.*
•	 Carrie Russell, the American Library Association's copyright specialist. "Carrie on Copyright." *School Library Journal.*
•	Carol Simpson, author of Copyright for Schools: A Practical Guide. "©opyright Questions of the Month." *Library Media Connection.*

It is well worth the time to skim these columns regularly – both to see the wide variety of copyright issues other librarians are dealing with and to have an opportunity to "practice", comparing your answer to the expert's answer. Moreover, many of these questions make excellent tools to stimulate discussion or use to educate colleagues on copyright issues.

Finally, librarians need to be aware of current major copyright cases (Google Books lawsuit or the Georgia State University lawsuit, for example) and monitor news sources for the outcomes of these and other future copyright court cases. Depending on the level of interest, join (either at an institutional level or a personal level) the Center for Intellectual Property (http://www.umuc.edu/cip); attend their biennial conference and their copyright webinars. The CIP also offers an online program for Certification in Copyright Management & Leadership (http://cipcommunity.org/s/1039/index.aspx?sid=1039&gid=1&pgid=380). Likewise watch for copyright continuing education opportunities form the American Library Association, which also sponsors the Copyright Advisory Network (http://librarycopyright.net).

Additional Resources

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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