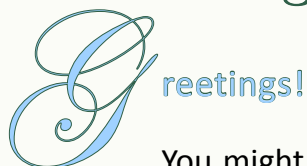




From The Vice President

## Looking Back, Looking Forward...

By Mardi Mahaffy



You might be interested in the role I play not only as Vice President for LIRT but also as Archivist. I have two brown boxes on my office floor at the moment. They contain old LIRT files sent to me by a retired member for potential inclusion in the archives. Gradually I'm making my way through them to check them against the LIRT archival holdings that reside at the University of Illinois. Most of the files date back to the 1980s, and among them is a long run of the *LIRT News*.



I recently pulled out the *LIRT News* issue for March 1981. What was of interest to our membership over thirty years ago?

- Encouraging cooperative efforts between school and academic librarians
- Teaching freshmen to use the Library
- Recruiting LIRT Volunteers

If this sounds familiar, I'm not surprised. This past summer at the ALA Conference, the LIRT program was a joint project between the Program and Transitions to College Committees and focused on ways we can all help students make that important transition from high school to college. In addition, at the ALA Midwinter Meeting in January, LIRT hosted a

VP: Looking Back, Looking Forward, continued on page 2



### IN THE MARCH ISSUE

From the Vice President: Looking Back, Looking Ahead.....	1
Warm-ups – from Midwinter to Anaheim!.....	3
Annual Conference Program: Fantasyland or Adventureland?.....	4
LIRT Bylaws Proposed Change: Duties of Officers.....	4
Candidates for LIRT Offices.....	5
Check These Out: Active Learning.....	7
Photos from ALA Midwinter.....	10
What Happened in Dallas (LIRT Committee Reports).....	12
Branching Out: LIRT Liaison Committee reports.....	14
TechTalk: Digital Literacy.....	17
LIRT Standing Committees.....	24

*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.*

## Looking Back, Looking Forward....

*continued from page 1*

discussion about teaching students to effectively use Google, so freshmen were definitely a concern to all of us! Finally, if you haven't yet heard me make a plea to volunteer for a LIRT Committee, consider this a recruiting moment. The committee volunteer form is located at <http://fleetwood.baylor.edu/lirt/volform.php>.

While it may seem on the surface that little has changed, we are all aware that the library instruction profession continues to evolve at a pretty fast rate. LIRT plays an important role in assisting all librarians engaging in instruction to transform the way we teach library users. At this upcoming ALA Conference in Anaheim, we'll be celebrating our 35<sup>th</sup> Anniversary. I do hope you'll join us in looking back at our accomplishments with pride and looking forward to our future with optimism.

*Mardi Mahaffy*

Vice-President



**LIRT News** is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

ISSN 2161-6426

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

### Editor:

Rebecca A. Martin, Associate Professor  
Northern Illinois University  
--Founders Memorial Library  
DeKalb, IL 60115  
[rmartin2@niu.edu](mailto:rmartin2@niu.edu)

Contributions to be considered for the **June 2012 issue** must be sent to the editor by **March 15, 2012**.

### Send claims to:

Darlana Davis, HRDR, 800-545-2433, X4281  
American Library Association  
50 E. Huron Street  
Chicago, IL 60611

All material in the **LIRT News** is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement.

Production editor: Susan Gangl

©American Library Association



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

## *Warm-ups - from Midwinter to Anaheim!*

*Hello,*

So far this winter I've had to look for more ways to keep my mind and my triceps fit than shoveling snow or trying to sell my old snow blower on eBay. I believe I found a good substitute, though, which was weeding my subject-area shelves of old, heavy volumes, some of which we now have available as e-books. Another way I worked on the mental flab was by attending several stimulating sessions at ALA Midwinter about self-serve e-books and using Mediasurfer to do self checkout of iPads.

With this issue, we are introducing you to our officers, such as Mardi Mahffy, but we are also trying to entice you to read all of our LIRT articles by highlighting the content of the newsletter on the very first page. That said, please delve into the good reads listed here, such as the "Check These Out" bibliography by Sharon Ladenson and the summary reports from Midwinter, which will make you feel as though you were there in Dallas with us savoring the good eats, such as hot tamales and Pineapple Sunrise (which may or may not be spiked). There's so much to look forward to, so please plan on joining us for the annual conference program in Anaheim and LIRT's 35<sup>th</sup> anniversary party!

Have a great semester,



by Rebecca Martin  
rmartin2@niu.edu

*Rebecca*



# 2012 ANNUAL CONFERENCE PROGRAM

## SUNDAY JUNE 24, 2012



### CRITICAL THINKING AND LIBRARY INSTRUCTION



## Fantasyland or Adventureland?



Hui-Fen Chang and Arianne Hartsell-Gundy, Co-Chairs

*LIRT invites you to join our conference program at the 2012 ALA Annual Conference in Anaheim, California. We hope to see you there!*

LIRT provides a forum for conversation and professional development in library instruction and information literacy, key components of lifelong learning. Critical thinking competencies are essential to this process. As librarians move beyond “how to” instruction sessions, incorporating educational principles and practices, such as critical thinking, will help leverage their collaborations with user communities. Join us as we explore how libraries can promote successful information literacy outcomes through theory-based instruction, practical critical thinking activities, and faculty-librarian partnership in pedagogy.



LIRT is proposing the following bylaws change, to be voted on as part of the upcoming ALA ballots:

### Section I: Duties of the Officers

**Proposal to amend the duties of the office of LIRT Secretary.** The LIRT Executive Committee has voted to propose an amendment to the duties of the LIRT Secretary office in order to include information on the Secretary’s role as LIRT Archivist following their tenure as Secretary. Addition shown in brackets.

#### **BYLAWS, SECTION I: DUTIES OF THE OFFICERS**

**D. Secretary.** The Secretary shall keep an accurate record of all meetings of the Round Table, Executive Board, and Steering Committee and have these records available at or before the next regularly called meeting of the Round Table, Executive Board, or Steering Committee and shall provide the ALA Liaison Officer with copies as appropriate and needed. **[The Secretary shall serve as the LIRT Archivist in the year following their term as Secretary.]**





## CANDIDATES FOR LIRT OFFICE

### Candidate for LIRT Vice-President/President-Elect

#### Hopkins, Barbara

**Current Position:** District Library Media Specialist, December 2010, Canyons School District, Sandy, Utah. **Previous Positions:** Media Specialist, Fort Herriman Middle School, Jan 2007-Dec 2010. Librarian, Utah Valley University, 2005-2006. Access Services Supervisor, Utah Valley University, 2003-2005.

**Degrees and Certificates:** Missouri University, Master, Information Systems & Learning Technologies, in progress - expected graduation July, 2012. Emporia State University, Master, Library Science, 2005. Utah Valley University, Bachelor, Elementary Education, 2002.

**ALA and/or ALA-APA Activities:** LIRT Treasurer/treasurer elect 2010-2011. LIRT Program Committee Chair 2008. LIRT Program Committee Member 2004-2009.

**Offices held in the ALA-APA, state, & regional library associations, and other associations:** Utah Library Association, Assistant Chair, Conference Planning Committee, 2004-2005. Utah Library Association, Speaker and Session Management, Conference Planning Committee, 2005-2006. Utah Library Association, LIRT Chair, 2006-2009. Utah Library Association, Registration Chair, Conference Planning Committee, 2007-2009. Utah Library Association, Publicity and Marketing Coordinator, Conference Planning Committee, 2009-2010. Utah Library Association, School Section Chair, 2010-2012.

**Honors and Awards:** Herriman City, Employee of the Quarter, Dec. 2008. ALA, Publicity Team Award, best library programming event, 2006.

**Major Accomplishments:** Barbara Manages 41 libraries in Canyons School District in Utah. She believes that information literacy and a love of reading are the backbone that all other learning rests on. She has worked in both academic and school libraries and strives to partner with public librarians on numerous projects throughout the year so her vision is unique and encompasses a broad field.

**Publications:** LIRT Conference Program Review, Sept. 2007. School Libraries: What we are doing to prepare tomorrow's college students today, ULA News, Feb. 2009.

**Links for further information:** <http://barbararyverhopkins.wikispaces.com>.

**Statement of Professional Concerns:** Barbara believes that in this time of great change we need to seize the opportunity to make our students college and career ready and develop them into tomorrow's responsible citizens and dynamic leaders by teaching the essential information literacy skills that each of them must know to survive in the information rich environment that exists in the 21st century!

**Member of ALA since:** 2003

### Candidate for LIRT Treasurer

#### Rosenblatt, Stephanie

**Current Position:** Instruction Coordinator (2011), Coordinator Curriculum Materials Center(2008), Education Librarian (2007), Pollak Library, California State University, Fullerton, Fullerton, CA.

**Previous Positions:** Education Outreach Assistant, The Research Libraries, The New York Public Library, 2006 – 2007. Teacher Assigned to Library, P.S. 107, Brooklyn, 2005 – 2006. Classroom Teacher, Grade 6, I.S. 296, Halsey Middle School, Brooklyn, 2002-2004.

**Degrees and Certificates:** Queens College, Master of Library and Information Science, 2007; Pace University, Master of Science for Teachers, 2004; The University of Texas at Austin, B.A. English, 1996; The University of Texas at Austin, B.S. Radio-Television-Film, 1996.

**ALA and/or ALA-APA Activities:** Co-chair, Transitions to College Committee Library Instruction Roundtable (LIRT), ALA, 2011; Member, ACRL/EBSS Conference Program Planning – New Orleans 2011 Committee, 2010 -2011; Member, program planning committee, "Helping Students Transition to College." ACRL Instruction Session Discussion Group, ALA Annual Conference, Washington, D.C. June 26, 2010; Member, Transitions to College Committee LIRT, ALA, 2008 –2011.

**Offices held in the ALA-APA, state, & regional library associations, and other associations:** Chair, Southern California Instruction Librarians (SCIL), California Academic & Research Libraries Association (CARL) 2012-; Vice chair/Chair-elect, SCIL, CARL, 2011; Engage Pre-Conference Committee member, CARL Conference, Sacramento, CA, 2009; Presentation Proposals Committee member, SCILWorks 2010, 2009; Registrar/Treasurer, SCIL, CARL, 2008-2009; Member, Steering Committee, SCIL, CARL, 2007 -; President, Council of University Library Faculty (CULF), 2009 – 2010; Vice President, CULF, 2008 – 2009; Member, Donoghue Children's Literature Center(DCLC) Board, 2007 -; Chair, DCLC, Annual California Authors/Illustrators Event, 2011-; Chair, Donoghue Children's Literature Center's 10th Anniversary Celebration, 2011; Member, Asian American Pacific Islander Faculty/Staff Association (AAPIFSA), 2007 -; Fundraising co-chair, AAPIFSA, 2009; Secretary, AAPIFSA, 2008-2009.

**Honors and Awards:** Library Instruction Roundtable Top 20 Article for 2010, 2011; ACRL/NY Distinguished Service Memorial Award, 2006; New York City Teaching Fellow, The New York City Department of Education, 2002-2004.

**Major Accomplishments:** I'm a relatively "young" librarian. One of my greatest accomplishments occurred while I was still in library school in 2005 when I was hired to work with an elementary

Candidates for Office, continued on page 6



school PTA to resurrect at 20-years-dead school library. We began with a “starter” set from Baker & Taylor and ended with a proper library program: open access scheduling, K-5 curriculum, OPAC, parent volunteer program, and fancy soft seating. My other accomplishments are those of a typical tenure-track faculty member: my first international paper presentation at LILAC in Ireland in 2010, the completion and publication of my first peer-reviewed journal article also in 2010, and that article being named one of LIRT’s Top 20.

***Publications:*** Rosenblatt, S. “They can find it but they don’t know what to do with it: Describing the use of scholarly literature by undergraduate students.” *Journal of Information Literacy*, Volume 43, Number 2, 2010; Rosenblatt, S. “The Lesson Planning Handbook: Essential Strategies that Inspire Student Thinking & Learning. [Review].” *Education Review*, Volume 14, Number 3, 2011; Rosenblatt, S. “Teaching Generation M: A Handbook for Librarians and Educators.[Review].” *Serials Review*, Volume 36, Number 4, 2010.

***Links for further information:*** If you’d like to learn a little more about the work I do, please visit my webpage: <http://users.library.fullerton.edu/rosenblatt/>.

***Statement of Professional Concerns:*** I’m running for LIRT Vice Treasurer/Treasurer Elect because I, like many other past LIRT committee chairs, didn’t begin to fully understand how LIRT and ALA worked until the end of my term as Co-chair of the Transitions to College Committee. I’d like to continue to serve LIRT because it will enable me to work with the LIRT Executive Committee and other committee chairs to develop documentation and a training program so new chairs and committee members will begin their tenures with a greater understanding of all the financial and other resources available to members and committees via LIRT. This kind of information can only improve the amazing work and interesting programming that is already being created by LIRT members and I believe could lead to increased membership. I have experience with project management, planning, and budgeting in my professional work and through service to various organizations.

***Member of ALA since:*** 2006

## Candidate for LIRT Secretary/Archivist-Elect

### Holder, Sara

***Current Position:*** Head Librarian (2010 to present), Education Library & Curriculum Resources Centre, McGill University, Montreal, Quebec, Canada.

***Previous Positions:*** Liaison Librarian, Education Library & Curriculum Resources Centre, McGill University, 2006-2009. Data Specialist, Electronic Data Resources Service, McGill University, 2005-2006.

Project Manager/Associate Director, Cultural Policy & the Arts National Data Archive, Princeton University, 2003-2004.

***Degrees and Certificates:*** Dominican University, MLIS, 2001. Vassar College, BA Italian Language & Literature, 1989. ***ALA and/or ALA-APA Activities:*** New Members Round Table (NMRT): Resume Review Service Committee (Member, 2010-11); Liaison Coordination and Support Committee (Member, 2009-11); Shirley Olofson Award Committee (Member, 2007-09; Chair, 2008-09); Governance Committee (Member, 2003-05; Chair, 2004-05). Library Instruction Round Table (LIRT): Conference Planning Committee (Member, 2009-12). Association of College & Research Libraries: Education and Behavioral Sciences Section (EBSS); ERIC Users Committee (Member, 2010-11; Co-Chair, 2011-2012); Psychology/Psychiatry Committee (Member, 2010-12). Instruction Section (IS): Membership Committee (Intern, 2010-11; Member, 2011-12).

***Offices held in the ALA-APA, state, & regional library associations, and other associations:*** L’Association des bibliothécaires du Québec Library Association Annual Conference Planning Committee (Member, 2009-11); International Association for Social Science Information Service & Technology; Planning/Local Arrangements Committee, 2007 Annual Conference, Montréal, QC (Member, 2006-07).

***Major Accomplishments:*** Awarded tenure and promotion to Associate Librarian (McGill University, May 2010). Nominated and invited as one of 26 librarians to attend the Northern Exposure to Leadership Institute (Emerald Lake, British Columbia, February 2009).

***Publications:*** Holder, S. (2010). History and Evolution of Credit IL Courses in Higher Education. In C. Hollister (Ed.), *Best Practices for Credit-Bearing Information Literacy Courses*. Chicago, IL: Association of College & Research Libraries. Holder, S. (2009). Now I Know My ABC’s (of Children’s Literature). In R. Sittler & D. Cook (Eds.), *The Library Instruction Cookbook: 50+ Active Recipes For 1-Shot Sessions*. Chicago, IL: Association of College & Research Libraries. Attebury, R., & Holder, S. (2008). New Liaison Librarians: Factors Influencing Confidence Levels And The Type Of Activities Undertaken. *E-JASL: The Electronic Journal of Academic and Special Librarianship*, 9(3).

***Statement of Professional Concerns:*** As teaching information skills has been a major component of my work as a librarian, I have spent considerable time researching the subject and sharing knowledge with colleagues in attempts to understand what does and does not work, and how this important service can be improved upon. Getting involved with the Library Instruction Round Table has been very helpful in that pursuit and I am looking for an opportunity to increase my involvement with the group. If elected secretary I would strive to record, preserve, and assist in disseminating the records of LIRT meetings as well as serve the members by relaying any input and feedback regarding those records to the LIRT officers.

***Member of ALA since:*** 2001.





# Check These Out! Active Learning

by Sharon Ladenson

Gender Studies and Communications Librarian  
Michigan State University Libraries  
ladenson@msu.edu



In order to motivate learners and facilitate retention of key concepts, information literacy instructors strive to engage students. What are key methods to promote active learning? What are examples of learner-centered techniques for information literacy instruction? Are active learning methods effective?



Check these out, and enjoy!

Accardi, Maria T., Emily Drabinski, and Alana Kumbier, eds. *Critical Library Instruction: Theories and Methods*. Duluth, MN: Library Juice Press, 2010.

Practitioners of critical pedagogy utilize a variety of interactive methods and approaches (such as inquiry-based learning, cooperative learning, problem-based learning, and feminist pedagogy) to engage students in the learning process. Librarians who use critical pedagogy also recognize that learners should become aware of the social, political and cultural context in which information is developed and disseminated. This anthology presents critical pedagogy in theory and practice, and includes a wide variety of examples of how to use such methods to teach information literacy concepts.

Blevins, Amy, and Megan E. Besaw. "Reflecting on Quiz Placement in Online Tutorials: Creating a More Active Learning Experience." *Medical Reference Services Quarterly* 30.3 (2011): 316-324.

Research demonstrates that users prefer an interactive experience when using online tutorials. Blevins and Besaw discuss the process of evaluating two video tutorials at East Carolina University. Each tutorial covered the same instructional content on utilizing subject headings within the CINAHL nursing database. While both tutorials also incorporated the same single-question quiz, the placement of the quiz question varied. The first tutorial presented the quiz in the middle of the video (immediately following coverage of concepts tested). The second tutorial presented the quiz question at the end of the video. During four library orientation classes for a communication sciences and disorders

program, students used the CINAHL tutorials. Two of the classes completed the tutorial which placed the quiz in the middle, while the remaining classes completed the tutorial which placed the quiz at the end. After using the tutorials, students also completed an online survey to elicit their views on the quiz. The majority of students in both groups indicated that the quiz reinforced concepts covered, and that having the quiz requirement did not discourage them from completing the tutorial. Based on the survey results, librarians decided to place quizzes immediately following key concepts.

Chen, Kuan-nien, Pei-chun Lin, and Sung-Shan Chang. "Integrating Library Instruction into a Problem-Based Learning Curriculum." *Aslib Proceedings: New Information Perspectives* 63.5 (2011): 517-532.

Chen, Lin, and Chang review and synthesize literature on problem-based learning (PBL), and illustrate connections between PBL and information literacy teaching and learning. Problem-based learning is an instructional approach that requires students to collaborate and utilize their skills and existing knowledge in order to solve an actual or hypothetical problem. The method is learner-centered, as students play a key role in shaping goals for PBL instruction. In order to become fully integrated into a problem-based learning curriculum, librarians should avoid being confined to a support role, and instead become actively involved as teaching and learning collaborators and consultants.

The authors recommend five strategies for incorporating information literacy teaching and learning into a problem-based learning curriculum. First, librarians should develop and utilize problem-based learning activities for instruction

Check These Out, continued on page 7



sessions. Second, when we develop such activities, we need to design problems thoughtfully in order to motivate students to seek deeper understanding and work with others. Third, librarians need to continuously seek education and training in discipline-specific subject content and emerging technologies which shape changing information literacy needs. Fourth, librarians need to educate department faculty as well as students to develop information literacy skills. Finally, librarians certainly need to collaborate with department faculty to fully integrate information literacy teaching and learning into a problem-based learning curriculum.

Holderied, Anthony C. "Instructional Design for the Active: Employing Interactive Learning Technologies and Active Learning Exercises to Enhance Information Literacy." *Journal of Information Literacy* 5.1 (2011): 23-32.

Holderied discusses active learning methods utilized by librarians at the University of North Carolina at Pembroke for undergraduate information literacy instruction. Interactive technologies, including clickers, whiteboards, wireless slates, and document cameras were used to employ active learning techniques. The librarians designed a study to assess the impact of active learning methods on student achievement of learning outcomes for information literacy instruction. Fifteen undergraduate English composition classes were assigned at random to two different groups. Librarians used discussion-based teaching methods for each group.

For seven of the groups, librarians also utilized clickers (rather than asking students to raise their hands in response to questions). Pre-tests and post-tests were administered to each group to assess achievement of specific learning outcomes. Tests demonstrated that active learning methods did increase achievement of learning outcomes. The clicker groups also experienced higher success overall in achieving outcomes. In post-tests, students also indicated that they enjoyed the sessions, and noted that they preferred clickers over traditional classroom lecture.

The author also discusses the use of interactive whiteboards to facilitate active learning. Librarians used this interactive technology to elicit student feedback on database functionality, and to

prompt students to identify various components of a journal article citation. Whiteboards were also used to facilitate interactive evaluation of free Web resources.

Finally, Holderied describes the use of wireless slates and document cameras for information literacy instruction for upper-level business students. Librarians used document cameras (i.e., digital overheads) to project images of business periodicals, while students used wireless slates to evaluate periodicals displayed electronically. Students noted specific defining characteristics (such as advertisements) for each type of publication projected.

Librarians also developed and distributed a brief survey to assess cognitive and affective learning outcomes. Based on results, it was not clear whether the use of interactive technologies had a positive impact on achievement of outcomes (although the teaching methods clearly facilitated student engagement).

Jansen, Barbara A. "Inquiry Unpacked: An Introduction to Inquiry-Based Learning." *Library Media Connection* 29.5 (2011): 10-12.



As teacher-librarians increasingly use learner-centered approaches in the classroom, we need to appreciate how students develop knowledge and understanding through the process of inquiry. Jansen points out that major educational organizations support inquiry-based teaching methods: the American Association of School Librarians and the International Society for Technology in Education support and recommend inquiry-based approaches. Instructors who use inquiry-based methods encourage students to actively develop new knowledge by questioning and seeking answers (rather than passively absorbing information presented by a teacher).

Students also need to build on prior knowledge in order to make connections and understand new concepts. Jansen summarizes several definitions of inquiry, including the Stripling Inquiry Model. The phases of the Stripling Inquiry Model are cyclical. The various stages involve building on previous knowledge; brainstorming questions about new information and concepts; seeking answers by investigating







and evaluating information; developing new questions; drawing conclusions and constructing new information; sharing new knowledge acquired with others, and applying it to a new context; reflecting on the learning process; and further developing new questions.

Jansen also describes inquiry-based approaches for the classroom. For example, rather than doing a traditional research report, she recommends requiring students to draft an article designed for a news publication. This exercise would provide an opportunity for students to raise and explore provocative questions, develop a strong argument, and summarize new information. Finally, Jansen also notes that in order for inquiry-based learning to succeed, librarians need to collaborate with instructors to develop and nurture the process for extended periods of time.

Walsh, Andrew, and Padma Inala. *Active Learning Techniques for Librarians: Practical Examples*. Oxford, UK: Chandos Publishing, 2010.

Walsh and Inala thoroughly explore active learning in theory and practice. The first section of the text clearly defines active learning (based on a review of the pedagogical literature) and discusses its importance in facilitating student engagement, assessment, and retention of concepts. The second section outlines a wide variety of techniques for starting and concluding sessions, and for using mobile and Web 2.0 technologies. Other areas include techniques to use in the middle of sessions, and for general orientation activities. Each specific technique includes information about its purpose, materials required, guidelines for implementation, as well as potential variations and pitfalls. The third section outlines various lesson plans for utilizing techniques covered in the text. Each lesson lists specific techniques used, target audience, maximum class size, expected learning outcomes, time needed for the entire lesson, as well as handouts and equipment required. The lesson plans also outline specific timeframes and additional instructions for implementing each activity.













# what happened in Dallas....

## LIRT COMMITTEE REPORTS

FROM THE ALA MIDWINTER MEETING, JANUARY 2012



### 1. 35th Anniversary Task Force Committee

Linda Goff, Chair

The committee met to discuss the two parts of the 35th Anniversary celebration. First, the ALA Emerging Leaders 2012 Class selected the LIRT Oral History Project as one of their projects. Emerging Leaders 2011 Class members and LIRT Newsletter Committee members Breanne Kirsch and Teri Shiel are acting as mentors for this project. Linda Goff and Breanne Kirsch attended the Emerging Leaders luncheon and met the project group. Several LIRT Steering Committee members volunteered to send documents from their institutions to help with the project. Next, the 35th Anniversary celebration will take place in Anaheim and 200-300 attendees are expected. The celebration will take place at the Anaheim Convention Center on Sunday from 5:30-7:00 pm. Music and handouts for the celebration are still being investigated. The Membership Committee was given \$2000 from the Newsletter budget for handouts related to the 35th Anniversary, and will be working with the Task Force to raise the visibility of the oral history project and the 35th Anniversary party.

### 2. Conference Program Committee

Arianne Hartsell-Gundy, Chair

The committee met to discuss the planning of the 2012 annual program and selected four presentations from a pool of twenty-eight applicants to present at the LIRT 2012 program. Also finalized was the program titles and description: "Critical Thinking and Library Instruction: Fantasyland or Adventureland?" will explore how libraries can promote successful information literacy outcomes through theory-based instruction, practical thinking activities, and faculty-librarian partnerships. Tasks to be completed for the 2012 Annual Conference include the creation of a bibliography on critical thinking and library instruction to accompany the program; and the promotion of the program via the LIRT Newsletter, LIRT website, group listservs, and possibly an article in ALA Cognotes. The committee began the preliminary planning for the 2013 annual program and decided that the theme will be the following: "Instruction beyond the Library Classroom," which has been approved by the Steering Committee. The description of the 2013 annual program is still in the draft stage.

### 3. Liaison Committee

Matthew Reynolds, Chair

The committee welcomed new members Gail Gradowski (Santa Clara University) and Rachael Elrod (The Citadel) to the committee. The committee then discussed the offerings of Non-LIRT Programs, Events, and Meetings and each member in attendance confirmed the items that they plan to report on for the LIRT Newsletter. Also discussed is the ongoing initiative to launch a formal Liaison relationship with other instruction-related ALA units/entities. The committee will also identify possibilities for collaborations with these ALA units/entities.

### 4. Organization and Planning Committee

Kawanna Bright, Chair

Under discussion was the idea of adding new committees to LIRT and the creation of a list of suggested items that should be included in a survey or form in order to facilitate this goal. Also discussed was the topic of changing the name of the LIRT Secretary position to "Secretary-Archivist Elect." The suggested changing of this position's title should be included in the 2013 ALA ballot for roundtable membership vote. The committee plans to review the LIRT manual with a goal of having changes completed by the ALA Annual Conference in Anaheim.

*What Happened: LIRT Committee Reports, continued on page 13*





#### 5. Web Advisory Committee

Billie Peterson-Lugo, Chair

The main goal of the committee is to migrate content from the LIRT website at Baylor University to the LIRT website in Drupal at ALA. To accomplish this migration, the committee needs to make the following preparations:

- Those who plan on participating in the migration need to have Drupal training
- The committee needs to determine which standard navigation options are appropriate for the LIRT website
- The committee needs to determine a plan for assigning and managing the migration workload
- A viable timeline for the completion of this project is needed
- A virtual meeting needs to be scheduled for committee members about the above stated issues

#### 6. Newsletter Committee

Rebecca Martin, Chair

The committee discussed a new format for the front page of the newsletter in which the lower half serves as a space for “highlights of this issue” and the rest of the “From the President/Vice President” column continues on another page. This became a proposal that passed unanimously at Steering II. The themed issue on National History Day was deemed a success, and the committee discussed possibly changing the date of the themed issue to the December issue. The committee discussed other themes, such as “teaching with exhibits.” There was a suggestion that Member A-LIRTs be continued, especially interviews with new members. The newsletter committee’s budget, while reduced, is still not being used due to the newsletter’s conversion to the online format, and the treasurer will look into redistributing those monies. Susan says that she welcomes pictures from LIRT members to accompany the LIRT events that are covered in the newsletter, including pictures of the LIRT members themselves.

#### 7. Membership Committee

Chairs, Jennifer Corbin and Ning Zou

The committee discussed supplies needed for committee work at Annual and for the Membership Pavilion: ribbons, brochures, and stickers for the 35th anniversary. They discussed strategies to increase engagement of virtual committee members. They hosted two Bites with LIRT lunches, delivered LIRT brochures to the Membership Pavilion and began planning for ALA Annual. The brochures and ribbons were ordered through Beatrice Calvin. They selected “LIRT Loot” for the 35th Anniversary and Opening Exhibits Reception, designed LIRT space and selected handouts for the Membership Pavilion. They will submit Member-A-LIRT articles for the newsletters and advertise Bites with LIRT.





# Branching Out: LIRT Liaison Committee Reports

FROM ALA MID-WINTER 2012 (DALLAS, TX)



## Current Topics Discussion

### ACRL-IS

Frances May, an Information Literacy Librarian at the University of North Texas, led this discussion focused on "Establishing and Publicizing Library Instruction with Educators." She opened the dialogue by discussing the importance of making the case with campus administrators on the need for library instruction. She used a case study performed by Richland College as an example. The case study showed that students who complete the Richland College Library's Certificate of Information Literacy have a strong correlation with student retention and higher grades than those who do not. May went on to advocate for further research in this area to gather statistics that show that students who take library instruction leads to student retention. She posits that when administrators see this connection it will amount to additional library funding, establish the credibility of library instruction, and enhance awareness of library instruction to non-library faculty. She also suggests that one way to raise the profile of what libraries can do is to publish in journals that include the word "Education" in the title to let others outside the library world know what we can do for them.

- Rachael Elrod

## College and Research Libraries Interest Group

### ALCTS-CRS

This well-attended session of the Association for Collections and Technical Services-Continuing Resources Section Interest Group (ALCTS-CRS) was entitled "Discontinuing Big Deal Publisher Packages: Perspectives and Processes." Beth Bernhardt, Electronic Resources Librarian at the University of North Carolina Greensboro, and David Fowler of the University of Oregon shared strategies their libraries have used to continue providing resources during tough economic times. Bernhardt explained that her university, like many, has recently implemented budget cuts to their libraries. In the 2011-2012 school year alone, the library experienced over \$1,000,000 in cuts to books, journals, databases, and other items. One approach taken to the reduction included evaluating the cost per use (CPU) of journals and identifying those with a CPU of over \$25. The library then met with

the impacted departments and allowed them to swap out titles and make recommendations, while the library had the final decision. Fowler discussed a similar situation at the University of Oregon, where in 2008-2009 the university overall experienced a 20% cut in state funding among other budgetary set-backs. The library budget initially was saved from cutting into their materials budget, thanks to the Provost who spared the library from certain cuts. However, the materials budget eventually did get cut, leaving many decisions to be made. To manage this situation, first the library identified and eliminated title duplications, then identified the CPU using 360 Counter, and finally had to break some big deals and collaborate with other schools to downsize, such as their agreement with Elsevier.

- Rachael Elrod

## RUSA MARS Hot Topics Discussion Forum

### RUSA MARS

This discussion featured three short presentations on very different applications of technology for reference and instruction. Darcy Gervasio, SUNY Purchase, described their new text reference service that included a roving librarian and best practices for answering chat reference questions in a way that can encourage follow-up questions and add depth to what medium is best suited for quick answers. More information on her very intriguing presentation can be found at <http://tinyurl.com/DGText2012>. The second presenter, Michelle Chronister, at the Federal Citizen Information Center of the U.S. General Services Administration, described the use of social media, chat, Facebook, Twitter and a blog, to respond to questions from the public on USA.gov, in a multilingual environment. The third presenter, Dale Larsen, University of Utah, described his "Friday Email List," a personalized follow-up service offered to students in his business writing one-shot library instruction sessions. Dale circulates an email sign-up sheet in class offering this service and follows it up with an individual email asking for their research topics. If they are responsive, they get a weekly email with help on their research. Dale is currently authoring an article about this very intriguing idea.

- Gail Gradowski

*Branching Out: LIRT Liaison Reports, continued on page 15*





## Update on ACRL's Value of Academic Libraries Initiative

ACRL

Mary Ellen Davis, Executive Director of the Association of College & Research Libraries, Lisa Hinchliffe, Coordinator for Information Literacy Services and Instruction, and Associate Professor of Library Administration University of Illinois at Urbana-Champaign, Megan Oakleaf, Assistant Professor, School of Information Studies at Syracuse University, and Karen Brown, Associate Professor, Graduate School of Library and Information Science at Dominican University, described the progress and future plans of the Initiative which began in 2009. The first major product of the initiative was the recently released report, *Value of Academic Libraries*, authored by Megan Oakleaf. A day and a half Summit in November, 2011, brought together librarians, chief academic officers, and institutional research staff members as 3-person teams from 22 very different institutions to discuss the *Value of Academic Libraries* report. This was followed by a 1-day Summit for just the librarians to reflect on what was learned. A white paper on these Summits will be published for comment shortly at <http://www.acrl.ala.org/value/>. There are also plans for an ACRL preconference at ALA Annual in Anaheim, "Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action." Continuing efforts of this group can be followed on that same website.

- Gail Gradowski

## Let's Talk Trends: A Discussion of Higher Education Trends that Influence Academic Library Services and Systems

ACRL

Martin Halbert, Dean of Libraries at University of North Texas, Joan Lippincott, Associate Director of Coalition for Networked Information (CNI), and Mark Puente, Director of Diversity and Leadership Programs, ARL, described the most significant trends facing academic libraries. Halbert's comments focused on data curation, the long term preservation of digital content, and the need for someone, like librarians, to step forward with ideas for collaboration. Lippincott discussed the current climate of assessment and accountability on campuses nationwide and the need to document student learning and the value of libraries in promoting student success. She also talked about the need for campus-wide strategies for the mobile environment, new data intensive scholarship models in the disciplines, and the globalization of higher education

both virtually and through U.S. campuses abroad. Puente focused on various demographic trends. He predicted that minorities could become the majority of enrolled students sooner rather than later. He discussed research showing a direct correlation between an institution's commitment to diversity and minority student success. He also noted the trend in libraries to hire non-MLS staff, for technical expertise and a trend toward more community engagement with a new Carnegie classification for community-engaged universities.

- Gail Gradowski

## Top Technology Trends

LITA

This year's panel, made up of five speakers, addressed a packed house. Stephen Abram (Gale/Cengage) discussed development of a culture of "seamless transactions" allowing for anything from purchases to social interaction and the need for libraries to change the ways that they provide services to match these changes. Marshall Breeding (Vanderbilt University) spoke to a possible end to the traditional ILS with its accompanying layers of discovery tools to a future implementation of a single discovery layer that would allow for access to all holdings. Lorcan Dempsey (OCLC) discussed the possibility of "platform wars" stemming from the current computing environment that features many competing platforms (see Apple vs. Android vs. Linux) and what that could mean for equitable access to information. He made the case for libraries to work toward meeting users within their native computing environments. Nina McHale (Arapahoe Library District, CO) focused on changes in staffing models, especially the need to acknowledge that talented programmers must be recruited and retained for libraries to keep up with the pace of technological change. Lastly, Sue Polanka (Wright State University) discussed the possibility of libraries instituting more "self-service" options for patrons, both to empower our users and relieve some staffing pressures in institutions that may be suffering from staff shortages in uncertain economic times.

- Matthew Reynolds





### **Anthropology Librarians Discussion Group**

#### **ACRL-ANSS**

Christina Smith, Boston University, convened the Sunday afternoon ACRL ANSS Anthropology Discussion Group. After group introductions, Andrea Eastman-Mullins, VP of Editorial and Product Development at Alexander Street Press, announced the release of their new product, Anthropology Online, which is intended to be paired with Ethnographic Video Online. This new product will allow researchers to search the seminal works, including ethnographies and field notes; ASP is in conversations with the Smithsonian and the Royal Anthropological Society for more material. The panel discussion featured a presentation on Applied Anthropology by Beverly Davenport and Jonathan Tomhave, members of the faculty from the Department of Anthropology at the University of North Texas. Applied anthropology is defined as anthropology with the active aim of intervening in a social situation with the goal of improving it. Traditional research approaches are combined with problem solving, which is why applied anthropological studies typically are only available at the graduate study level. The five main fields of research interest are medical, business, environmental, migrant/refugee, and education. Suggested collection development for undergrads should include books on career opportunities. A good database is Academic Search Complete (or Premier). When instructing students, be sure to emphasize the importance of being critical about sources.

- Julia Glynn Warga

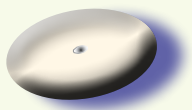
### **ALA Master Series: A Library occupies Occupy Wall Street**

According to the January/February 2012 issue of American Libraries, their second most read story of the prior year is "Occupying Libraries." On Saturday morning of their Midwinter Meeting, ALA hosted a panel presentation about the Zuccotti Park Library at Occupy Wall Street. The panelists were five librarians from the New York City area: Jaime Taylor, Daniel Norton, Zachary Loeb, Mandy Henk, and Betsy Fagin. Each panelist discussed his or her personal experience with the organically grown library, where duties ranged among such tasks as cataloging the donated materials, providing reference assistance, and collecting materials from the city's trash collectors following the late night raid that removed the library from Zuccotti Park via dump trucks. Library materials were donated by patrons and publishers. Prior to the raid, the collection numbered close to 9,000 books reflecting a myriad of topics including politics, biographies, history and economics. Books were stored in buckets rather than on shelves. Circulation wasn't tracked, and no call numbers were used. Their OPAC was hosted on LibraryThing, an online service usually used for personal library collections. Twelve people (librarians and non-librarians) were on staff, working in consensus. For more information on the Library, see Facebook, Flickr, and Twitter, or read their blog (<http://peopleslibrary.wordpress.com/>).

- Julia Glynn Warga







# TECH TALK: Digital Literacy



## Dear Tech Talk -

I've been trying to get a handle on "digital literacy". The concept appears to be a rising star on the learning horizon, but I'm not sure if or how "digital literacy" fits on an instruction librarian's plate of responsibilities?

- *DLDL Dauntingly Limited about Digital Literacy*



**Dear DLDL** - As with any unfamiliar concept, a good place to begin is with a definition. However, the definitions of "digital literacy" are as varied as the synonymous terms for "digital literacy", such as "computer literacy" or "media literacy" or "ICT (Information Communication Technology) literacy" or "technology literacy" or "cyber-literacy". Definitions range all the way from having the skills to use a computer to knowing how to search for information on the Internet to having the ability to create new digital content from existing digital content. The literature review provided by Kenton and Blummer is an excellent source for the varied digital literacy definitions (85-86).

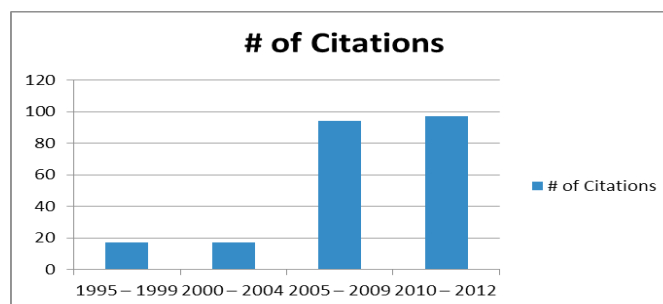
Alternatively, one could break apart the phrase and use dictionary definitions as a starting point. An appropriate definition for "digital" from the *Oxford English Dictionary* is, "Of signals, information, or data: represented by a series of discrete values (commonly the numbers 0 and 1), typically for electronic storage or processing;" combined with "a device, piece of equipment, etc., which uses digital technology." For "literate", the *Oxford English Dictionary's* first definition is, "of a person, society, etc.: acquainted with letters or literature; erudite, learned, lettered"; however, this definition is "now rare". A more useful definition is "with modifying word: competent or knowledgeable in a particular area." So to be "digitally literate", one is competent or knowledgeable about "digital technology"; but what is meant by "competent or knowledgeable"?

Among all of the definitions, perhaps the one provided in the Federal Communications Commission's (FCC) 2010 report, *Connecting to America: The National Broadband Plan* is the most appropriate:

Though there is no standard definition, digital literacy generally refers to a variety of skills associated with using ICT to find, evaluate, create and communicate information. It is the sum of the technical skills and cognitive skills people employ to use computers to retrieve information, interpret what they find and judge the quality of that information. It also includes the ability to communicate and collaborate using the Internet—through blogs, self-published documents and presentations and collaborative social networking platforms. Digital literacy has different meanings at different stages of a person's life. A fourth grader does not need the same skills or type of instruction as a 45-year-old trying to re-enter the job market. Digital literacy is a necessary life skill, much like the ability to read and write (174).

Actually, the concept of digital literacy has been around for a while. A search of the phrase, "digital literacy"

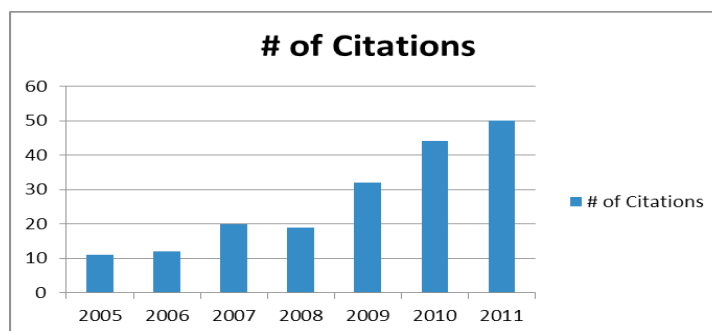




in *Academic Search Complete* yields 225 citations between 1995 and 2012 (the earliest one in *Scientific American*). However, an analysis of the citations yields some telling information. (Figure 1)

Figure 1

It's very clear that somewhere between 2005 and 2009, citations on digital literacy increased significantly. A year-by-year analysis of the same citations since 2005 shows that the number of citations referencing "digital



literacy" nearly doubled in 2009 and has been steadily increasing since then. (Figure 2) What suddenly boosted this interest in digital literacy?

Figure 2



Possibly it was the emergence of Web 2.0 technologies in 2005/2006: blogs, wikis, Facebook, YouTube, coupled with new digital devices – leading the way, the iPhone in 2007, soon followed by Google's Android devices. Perhaps this series of technological changes placed the creation of web-based content in the hands of anyone – not just those who owned high-end devices with complex media software or those who knew how to use HTML, cascading style sheets, Java, etc. Consequently, the concept of digital literacy took on a whole new meaning and entered the mainstream.

Additionally – or perhaps because of these evolving technological developments – the American Association of School Librarians (AASL) developed new standards in 2007, *Standards for the 21<sup>st</sup>-century Learner*. These standards list 9 common beliefs, including: "Technology skills are crucial for future employment needs. Today's students need to develop information skills that will enable them to use technology as an important tool for learning both now and in the future." and "The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and



technological, have now joined information literacy as crucial skills for this century” (2-3). The Standards delineate a wide variety of skills, many of which clearly reference these beliefs as they focus on building skills that emphasize finding, using, and evaluating information from any kind of format and demonstrate the acquisition of knowledge through the creation of products in a variety of formats. The literature is rich with articles that discuss how librarian teachers are implementing these standards (Adeyemon; Arnone; Ba; Borawski; Hague; Kirkland; Stripling; Ohler).

Public libraries continue to enable access to computers and the Internet, as is shown in the 2010/2011 Public Library Funding & Technology Access Survey (<http://www.ala.org/plinternetfunding>). As stated in a summary document, *Public Libraries & Digital Literacy*, “Public libraries play a vital role in bridging the digital divide. . . [They] provide free access to workstations and Internet services to those who could not otherwise access these resources. Public libraries also provide training and assistance to those who lack technology skills or who have difficulty using Internet services”. Further, this summary states, “Without access, people cannot develop digital literacy; without digital literacy, they cannot gain maximum benefit from online resources”. Through this survey, “librarians report that usage of patron technology training classes has increased at 26.7% of libraries and only 4.0% report a decrease” (Information Policy and Access Center, 1-4).

Yet another impetus for the surge of interest in digital literacy is the release of the aforementioned FCC report, *Connecting to America: The National Broadband Plan*. In 2009, Congress directed the FCC to:

develop a National Broadband Plan to ensure every American has “access to broadband capability.” Congress also required that this plan include a detailed strategy for achieving affordability and maximizing use of broadband to advance “consumer welfare, civic participation, public safety and homeland security, community development, health care delivery, energy independence and efficiency, education, employee training, private sector investment, entrepreneurial activity, job creation and economic growth, and other national purposes”(XI).

The concept of “digital literacy” is embedded in this directive; consequently it’s not surprising that the definition of digital literacy used above came from this report. Section 9.3, “Addressing Digital Literacy Barriers to Broadband Adoption and Utilization”, focuses on this issue, with the specific recommendation to “launch a National Digital Literacy Program that creates a Digital Literacy Corps, increases the capacity of digital literacy partners and creates an Online Digital Literacy Portal” (175). The Digital Literacy Corps should build on successful local digital literacy training programs to develop national-level programs; target segments of the population less likely to have broadband Internet in the home (low-income individuals, racial and ethnic minorities, senior citizens, rural communities, those on Tribal lands, and those for whom English is not their primary language); and assist non-adopters overcome their fear of and discomfort with online technology. Since public libraries have been doing much of the work with disenfranchised communities through the years, it seems reasonable to expect them to play a significant role in the development of this Corps. Meanwhile, the Digital Literacy Portal should provide every American access to “free, age-appropriate content that imparts digital skills. This content should be available in a user’s native language and should meet the accessibility requirements applicable to federal agencies under Section 508 of the Rehabilitation Act” (175). To this end, the Digital Literacy Portal (<http://www.digitalliteracy.gov/>) was launched in May 2011.



Last, even the New Media Consortium *2012 Horizon Report* makes reference to digital literacy – associated with “Significant Challenges”:

Digital media literacy continues its rise in importance as a key skill in every discipline and profession. Despite the widespread agreement on the importance of digital media literacy, training in the supporting skills and techniques is rare in teacher education and non-existent in the preparation of most university faculty. As lecturers and professors begin to realize that they are limiting their students by not helping them to develop



and use digital media literacy skills across the curriculum, the lack of formal training is being offset through professional development or informal learning, but we are far from seeing digital media literacy as an expected norm for academic professionals, nor as a key part of degree programs (6).

Within the academic environment, one of the interesting challenges is – who has the responsibility for ensuring students are digitally literate? Even if the students have had some exposure in school and public libraries, is it enough to support their needs in higher education?

Looking at a traditional model, colleges and universities often have writing centers, most often functioning out of the English Department and staffed by English graduate students. Librarians aren't usually involved in helping students improve their writing skills; however, they are involved in helping them learn or improve their research skills. Librarians have the expertise to help students find the existing content – whether print or digital, but do they have – should they develop – the expertise to help students create new digital content? Or is it more appropriate to develop a model akin to the “writing center” – one in which the appropriate academic department provides the courses, expertise, and assistance for students to develop their digital literacy? Unlike the writing center model, academic libraries often have the computers and other sophisticated technology students need to manage and create new digital content, but they do not – for the most part – have the expertise to meet the students' needs in this area; additionally – for the most part – neither do many of the teaching faculty. In an effort to include more digital components in class work, some faculty may incorporate assignments that utilize complex digital tools in their classes, without fully realizing the support implications. And – adding in one more option – many colleges and universities have an “Academic Technology” unit within the IT structure. This group often oversees the learning management system and classroom technology; and this group often has expertise in educational technology. Does working with students on digital literacy lie within their purview? Or, is this issue of responsibility for student digital literacy best handled as a joint initiative? It is – a conundrum – one that needs to be deciphered in the near future.



And, where does “digital literacy” fit with “information literacy”? ACRL defines information literacy as “the set of skills needed to find, retrieve, analyze, and use information.” (<http://www.ala.org/acrl/issues/infolit/overview/intro>) Nowhere in this definition does ACRL define the format or any other embodiment of the information. Wisely, those who crafted this definition didn't place limitations or qualifiers on “information”. Even in this world – or perhaps especially in this world – of digital and social media, information seekers need to “find, retrieve, analyze, and use” the content. What may be changing and will most likely continue to change is how librarians present the information that helps users “find, retrieve, analyze, and use” content in a multimodal environment. Librarians need to be fully engaged in the digital movement. Although Kirkland is speaking to a teacher librarian audience, her words apply to all librarians: “Billing ourselves as information specialists has no meaning if we are not exploring and seeking to understand how technology is dramatically shifting our information environment” (29).




Another new concept – transliteracy – may come into play at this point. “[Transliteracy] is concerned with mapping meaning across different media and not with developing particular literacies about various media. It is not about learning text literacy and visual literacy in isolation from one another but about the interaction among all these literacies” (Ipri, 532). In a comment to Meredith Farkas' blog posting, Ipri states in more detail, “Transliteracy is the ability to map skills learned in one medium onto that of another. It is not about being literate in any given arena but having the skills to transfer that knowledge. It's about being able to transfer and adapt social skills learned in face-to-face communication onto online interactions. The key concept is that of transference” (<http://meredith.wolfwater.com/wordpress/2010/12/21/transliteracy-from-the-perspective-of-an-information-literacy-advocate/>).

Isn't the ultimate goal of information literacy to provide students (at any age) with the tools to enable lifelong learning? If learners develop the abilities to map, adapt, transfer literacies from one area to another, does that enable lifelong learning? What do librarians need to do differently in the classroom to facilitate the development this transference?





Information literacy clearly incorporates digital literacy. Go back and reread the FCC definition at the beginning of this article, specifically, “a variety of skills associated with using ICT to find, evaluate, create and communicate information”. Is digital literacy really different than information literacy? In talking about her understanding of transliteracy, Meredith Farkas states, “The way librarians and other instructors teach information literacy instruction has grown and changed in response to the changing information ecosystem” (<http://meredith.wolfwater.com/wordpress/2010/12/21/transliteracy-from-the-perspective-of-an-information-literacy-advocate/>). 

Where does digital literacy fit on the librarian’s plate of responsibility? It fills a prominent place on that plate – but it is there part and parcel along with information literacy. The information ecosystem will continue to shift and change, just as the technological ecosystem will continue to shift and change, just as the approaches librarians use to inculcate those abilities to map, adapt, transfer literacies in an increasingly complex information ecosystem will continue to shift and change. A quote attributed to John Dewey summarizes nicely, “If we teach today’s students as we did yesterday’s, we are robbing them of tomorrow”.

### Resources and Examples

- Colorado State Library Technology Trainer Competencies – <http://coloradovirtuallibrary.org/btop/content/technology-trainer-competencies>
- ETS iSkills – <http://www.ets.org/iskills/about>
- Libraries and Transliteracy -- <http://librariesandtransliteracy.wordpress.com/>
- Microsoft Digital Literacy – <http://www.microsoft.com/digitalliteracy>
- National Broadband Plan: Connecting America – <http://www.broadband.gov/>
- PBS Teachers – Digital Media Literacy -- <http://www.pbs.org/teachers/digital-media-literacy/>
- Staff and Public Technology Training Programs – <http://techsoupforlibraries.org/blog/staff-and-public-technology-training-programs>
- YOUmedia – <http://youmediachicago.org>

### Additional Resources

Adeyemon, Earnestine. “Integrating Digital Literacies into Outreach Services for Underserved Youth Populations.” *Reference Librarian* 50.1 (2009): 85-98.

American Association of School Librarians (AASL). *Standards for the 21st-century Learner*. Chicago, IL: American Association of School Librarians, 2007 <http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

Ba, Harouna, William Tally, and Kallen Tsikalas. “Investigating Children’s Emerging Digital Literacies.” *Journal of Technology, Learning, and Assessment* 1.4 (2002): 1-49. <http://ejournals.bc.edu/ojs/index.php/jtla/article/view/1670/1510>

Bawden, David. “Information and Digital Literacies: A Review of Concepts.” *Journal of Documentation* 57.2 (2001): 218-59.

Blummer, Barbara. “Digital Literacy Practices among Youth Populations: A Review of the Literature.” *Education Libraries* 31.1 (2008): 38-45.

Borawski, Christopher. “Beyond the Book: Literacy in the Digital Age.” *Children & Libraries: The Journal of the Association for Library Service to Children* 7.3 (2009): 53-4.

Clark, Larra, and Marijke Visser. “Digital Literacy Takes Center Stage.” *Library Technology Reports* 47.6 (2011): 38-42.

“Digital Literacy: Useful Strategies?” *Access* 24.1 (2010): 32.



- Farkas, Meredith. "Information Wants to Be Free: Transliteracy from the Perspective of an Information Literacy Advocate." December 21, 2010. <http://meredith.wolfwater.com/wordpress/2010/12/21/transliteracy-from-the-perspective-of-an-information-literacy-advocate/>.
- Federal Communications Commission. *Connecting to America: The National Broadband Plan*. 2010. <http://download.broadband.gov/plan/national-broadband-plan.pdf>
- Hague, Cassie, and Sarah Payton. *Digital Literacy Across the Curriculum*. Futurelab, 2010. [http://www2.futurelab.org.uk/resources/documents/handbooks/digital\\_literacy.pdf](http://www2.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf)
- Hjeltness, Sarah. "Digital Literacy Definitions and Resources." October 15, 2008 on 10/15/08. <http://www.library.illinois.edu/di-glit/definition.html>.
- Hobbs, Renee. *Digital and Media Literacy: A Plan of Action*. Washington, DC: The Aspen Institute, 2010.
- Holum, Ann, Jan Gahala, and Educational Lab North Central Regional. *Critical Issue: Using Technology to Enhance Literacy Instruction*, 2001.
- Information Policy and Access Center. *Public Libraries and Digital Literacy*. 2011. <http://plinternetsurvey.org/sites/default/files/publications/DigLitBrief2011.pdf>
- Institute of Museums and Library Services . *Museums, Libraries, and 21st Century Skills*. Washington, DC: IMLS, 2009. <http://www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf>
- . *Building Digitally Inclusive Communities: A Guide to the Proposed Framework*. Washington, DC: IMLS, 2011. <http://www.imls.gov/assets/1/AssetManager/DIC-FrameworkGuide.pdf>
- International ICT Literacy Panel. *Digital Transformation: A Framework for ICT Literacy*. New Jersey: Educational Testing Service, 2002. [http://www.ets.org/Media/Tests/Information\\_and\\_Communication\\_Technology\\_Literacy/ictreport.pdf](http://www.ets.org/Media/Tests/Information_and_Communication_Technology_Literacy/ictreport.pdf)
- Ipri, Tom. "Introducing Transliteracy: What does it Mean to Academic Libraries?" *College and Research Libraries News* 71.10 (2010): 532,533, 567.
- Jaeger, Paige. "Transliteracy -- New Library Lingo and What It Means for Instruction." *Library Media Connection* 30.2 (2011): 44-7.
- Johnson, Larry, Samantha Adams, and Cummins, M. *NMC Horizon Report: 2012 Higher Education Edition*. Austin, TX: The New Media Consortium, 2012. <http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition>
- Jones-Kavalier, Barbara R., and Suzanne L. Flannigan. "Connecting the Digital Dots: Literacy of the 21st Century." *Educause Quarterly* 29.2 (2006): 8-11. <http://net.educause.edu/ir/library/pdf/EQM0621.pdf>
- Kenton, Jeffrey, and Barbara Blummer. "Promoting Digital Literacy Skills: Examples from the Literature and Implications for Academic Librarians." *Community & Junior College Libraries* 16.2 (2010): 84-99.
- Kirkland, Anita Brooks. "Nurturing our Digital Literacy." *School Libraries in Canada* 29.1 (2011): 28-31.
- Koltay, Tibor. "Information Literacy for Amateurs and Professionals: The Potential of Academic, Special and Public Libraries." *Library Review* 60.3 (2011): 246-57.
- . "Library 2.0, Information and Digital Literacies in the Light of the Contradictory Nature of Web 2.0." *Webology* 7.2 (2010): 1-12.
- Mackey, Thomas, and Trudi Jacobson. "Reframing Information Literacy as a Metaliteracy." *College and Research Libraries* 72.1 (2011): 62-78.
- Matusiak, Krystyna K. "Use of Digital Resources in an Academic Environment: A Qualitative Study of Students' Perceptions, Experiences, and Digital Literacy Skills." University of Wisconsin - Madison, 2010.



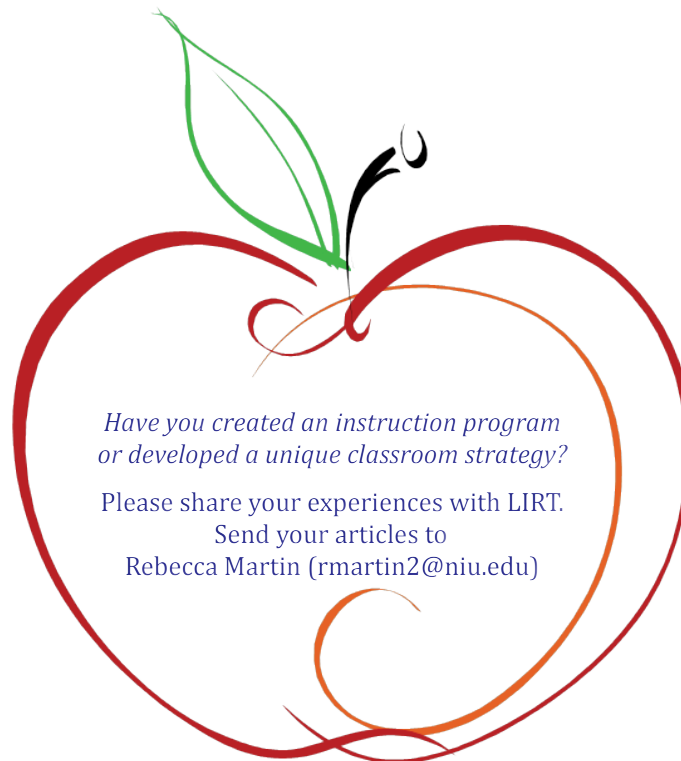
Ohler, Jason. "Orchestrating the Media Collage." *Educational Leadership* 66.6 (2009): 8-13.

Stripling, Barbara. "Teaching Students to Think in the Digital Environment: Digital Literacy and Digital Inquiry." *School Library Monthly* 26.8 (2010): 16-9.

Thomas, Sue, et al. "Transliteracy: Crossing Divides." *First Monday* 12.12 (2007). <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2060/1908>

Walstrum, Marisa, Larissa Garcia, and Rob Morisson. *From Embedded to Integrated: Digital Information Literacy and New Teaching Models for Academic Librarians*. Chicago: Association of College and Research Libraries, 2011. [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/national/2011/papers/from\\_embedded.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/national/2011/papers/from_embedded.pdf)

Wilkinson, Lane. "Libraries and Transliteracy: Why Transliteracy?" December 20, 2010. <http://librariesandtransliteracy.wordpress.com/2010/12/20/why-transliteracy/>.





## 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>***

