

## From The President

By Mardi Mahaffy

# Now we are 35!

Soon after I arrived at my hotel room in Anaheim for the ALA Annual Conference I was startled by a series of loud booms - fireworks! I soon realized that one of the problems/perks of booking a hotel right across from Disneyland was that I would be subjected to their fireworks display on a nightly basis. On the downside, it's difficult to concentrate on last minute meeting preparation when loud explosions are happening outside your door. On the upside, when all the work of the conference is done, there's nothing like sitting in the hotel Jacuzzi while watching fireworks burst in the sky in perfect mouse ears formation!



Disneyland was not the only organization to set off some fireworks during those few days that spanned the Conference. Shortly before we all convened in Anaheim, ALA distributed a document, [Annual Conference 2013: Roadmap for Change](#), outlining planned reforms for future Midwinter and Annual conferences. These plans include shorter and fewer programs spaced over a smaller geographic area, as well as other changes designed to respond to feedback from previous conferences. The document led to a good many questions,

Now we are 35, continued on page 2



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The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

discussions, and a few sparks as conference goers and leaders grappled to understand how round tables and divisions will be impacted.

Like the Disneyland pyrotechnics display, the conference reforms will bring both benefits and challenges. While fewer programs will be available, they'll be more accessible and streamlined. Programs will also be recorded so that those unable to attend a conference can also profit from the fabulous exchange of ideas that typically take place during conference sessions. For LIRT, the largest challenge will probably occur in relation to our meeting schedule. We may be asked to condense our business meetings or hold them at a different time. As the Midwinter meeting in Seattle approaches, stay tuned to LIRT-s to learn more about LIRT activities and schedules.

Regardless of whatever changes are in store, I'm confident that LIRT will continue to build a record of success. Two activities in Anaheim deserve special recognition. The program that was put together by our Conference Program Committee was excellent. (See page 6 ). Not only was the topic of critical thinking of such interest that our room was filled to capacity, but the program was well received and went off without a hitch! Additionally, this was the year of our 35<sup>th</sup> Anniversary, and the celebration had everyone dancing! (See pages 25-27 ). Special thanks are due to **Linda Goff** and her committee for putting together this delightful event.

We may not be shooting lights in the sky, but LIRT is certainly leaving its mark!

## *Mardi Mahaffy*

President



photo by Linda Goff

Steering Committee at the ALA Annual Conference in Anaheim, 2012



# From the Editor

by Teri Shiel  
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Hello LIRT Members,

## Happy September!

**A**utumn in New England is my favorite time of the year, and after a very hot and very dry summer, I am looking forward to the crisp air and beautiful fall foliage to come. I highly recommend a trip to the Northeast for some leaf-peeping, cinnamon doughnuts, and mulled apple cider if you, like me, dig that kind of thing.

In this issue, we welcome the new LIRT President, **Mardi Mahaffy**, and the incoming President-Elect, **Barbara Hopkins**, and thank and thank Past-President **Linda Goff** for an excellent year that included the celebration of LIRT's 35th Anniversary in June in Anaheim, California. Linda will continue to serve LIRT on the Organization and Planning Committee.

The September Newsletter also spotlights LIRT member **Ning Zou**, recommends some great articles for you check out, and has a very important announcement regarding ALA conference changes that are coming up next year, starting with the ALA Midwinter conference in January in Seattle, Washington.

This is my first LIRT Newsletter as Editor and I'm looking forward to working with the Newsletter Committee, whose members are enthusiastic and absolutely integral to the production of each issue. I want to thank the previous Editor **Rebecca Martin** and current Production Editor **Susan Gangl**, both of whom have made my transition into the Editor's chair as smooth as possible and who responded to several panicked emails from me with humor, grace and (most importantly) clear guidance.

The LIRT Newsletter is for the LIRT members, so please let us know what you think and whether there's anything else you'd like to see in the newsletter.

Best,

*Teri*



## ***“Roadmap for Change”***

### **CONFERENCE CHANGES FOR NEXT YEAR**

*by Linda Goff*

I attended the Round Table Coordination Assembly on Friday, June 22. There I heard ALA staff Mary Ghikas, describe the factors that have contributed to the restructuring of the upcoming 2013 conferences in Seattle and Chicago. It is their intention to downsize the programming at conference so that all sessions can be accommodated in the convention center and adjacent hotels. This is in an effort to make the conference more manageable and time-efficient for attendees, as well as more affordable for ALA.

In Chicago that means, 300 programs in the McCormick Center instead of the approximately 2,500 meetings that ALA currently holds scattered across hotels all over town. Also, in an effort to be more responsive to new programs, 20% of the program slots will be reserved for Hot Topics that will be selected within a few months of conference. The other 80% of proposals for annual 2013 will be due in October, rather than July.

As with any significant change, there were lots of questions on how this would affect each group in ALA and leaders of Round Table are particularly concerned. Discussion was quite lively and we're all anxious to see whether these changes will make ALA a more librarian-friendly event. You can go to ALA Connect and read more about this “Roadmap to Change” at <http://connect.ala.org/node/178761>



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



# From the Past President

by Linda J. Goff  
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This September issue wraps up the old year with lots of reports from our successful conference in Anaheim and ushers in the new term for President **Mardi Mahaffy** and her new corps of officers and committees.

LIRT has reached some significant milestones this year. We celebrated our 35th Anniversary in high style and we also sponsored our first Spectrum Scholar, **Jameka Lewis**! Our oral history proposal was accepted by the Emerging Leaders, which allowed us to capture some of our own history of the past 35 years. I want to extend my personal thanks to **Breanne Kirsh** and **Teri Shiel** for serving as mentors for the project and to our 4 marvelous Emerging Leaders: **Adrienne Breznau**, **Jovanni Lota**, **Heather Rayl** and **Shannon Roseblatt**. They interviewed 18 of LIRT's former leaders to give us a glimpse of what it took to get LIRT to the position it is in today. AND they completed this ambitious project in just a few months!

Kudos also should go to the Membership Committee for putting together the LIRT booth in the ALA Membership pavilion and for picking out such nice giveaways for the 35th Anniversary. We had flashing apple pins, tiny notebooks that fit in a pocket and 1 gigabyte flash drives that light up red when used, all proudly bearing the LIRT logo. The flash drives offered the added bonus of having issue of the LIRT News pre-loaded with the Top Twenty list. I always enjoy Bites with LIRT and the Fire & Ice Grill experience was great!

Both **Kawanna** and I have made a concerted effort to encourage and help expedite online meetings in 2011 and 2012 and to encourage virtual members and meetings, but you can't beat having people actually show up and do the work at Conference. My thanks to both Executive and Steering Committee members for all the work you do for LIRT.

We had a very popular program on Sunday, so popular there were people sitting on the floor throughout that didn't leave. Approximately 260 showed up to absorb what our panelists had to say about critical thinking.

Sunday was our busy day and **Mardi Mahaffy** and I represented LIRT that afternoon at the newly expanded Association Options Fair, sponsored by ALA President **Molly Raphael**. Imagine you are at a speed dating event and substitute ALA groups at the tables and new members traveling between to explore what ALA has to offer and you'll have an idea what the Options Fair was like. I enjoyed the opportunity to talk to new members about LIRT and think ALA will continue this event.

You will see plenty of photos from our 35th Anniversary Celebration throughout this issue. The only thing that would have made it better is if ALL of you could have been there! The sign-in sheet was divided by decade and we actually had someone from the 1970s! LIRT's first President, **Virginia Sherwood**, came and spoke graciously about her early experiences with LIRT. Our Emerging Leaders Team put together an excellent summary from their oral histories. Those of you who missed the party, or want to see it again, check out their video on YouTube. The band was great and by the end of the evening the joint was rocking.

Thank you all for the support you have given me and the service you have given to LIRT throughout the year. I look forward to seeing many of you in Seattle in January, 2013!

*Linda*



The LIRT Annual Conference Program **Critical Thinking and Library Instruction: Fantasyland or Adventureland?** took place this year on Sunday June 24th in the Anaheim Convention Center. This program was one of the top 25 most selected sessions in the Online Conference Scheduler, joining the ranks of the Opening General Session, author George R. R. Martin's talk, and ALTAFF President's Program with Dan Rather. Over 250 people attended the session.

This year's program explored ways that libraries can promote successful information literacy outcomes through theory-based instruction, practical critical thinking activities, and faculty-librarian partnership in pedagogy. There were four 15-minute presentations providing different perspectives on this topic: *Cultivating Critical Thinking in K-12 Library Instruction: Results of the Implementation of Bloom's Taxonomy*; *Junk Science: Encouraging Critical Thinking in a Communication Research Methods Class*; *Moving from Fantasy to Adventure by Grounding Information Literacy Instruction in Critical Thinking Models*; and *Your Make-It-Work Moment: Creating Space for Critical Thinking in the Library Classroom*.

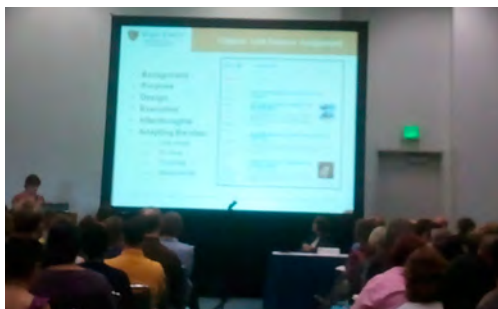


The first presenter was *Kathy Rosa*, Assistant Professor, Chicago State University. She focused on how school librarians can implement the Bloom's Taxonomy in their instruction and then assess and reflect on their instruction. She introduced the LILA model, which is based on American Association of School Librarians (AASL) Standards. The LILA model is a cycle of instruction that goes Learner→Information Literacy→Learning Process→Assessment, and then repeat. She emphasized the importance of reflection. She also mentioned importance issues, such as privacy, ethics, standards to choose, and valid measurements, to consider when implementing a model like LILA.



The second presenter was *Rosalind Tedford*, Director for Research and Instruction, Z. Smith Reynolds Library, Wake Forest University. She

talked about her work with an Empirical Research class in the Communication department that focuses on Health



Sciences. The instructor found that the students weren't critical consumers of information, and wanted to help them think more critically about how the popular press reports on scientific studies. Rosalind created a series of exercises to help students do research on the science being reported. She would first model in class how to take a popular news article and then find the original research. Then she had the students find a popular article and do the process on their own. Finally they did a five-page assignment doing the same activity and reflecting on the process. She reported how one student told her the "story just lied!" She mentioned how this activity could be adapted as an information literacy module in a credit course or as a short icebreaker. She provided several examples of searches that can be done. These can be found on her slides: <http://www.slideshare.net/roztedford>

The third presenter was *Robert Schroeder*, Education & University Studies Librarian and Coordinator of Library General Education Program, Portland State University. He gave the audience a theoretical framework and summarized some of his research on what librarians think is the connection between critical thinking and information literacy. Throughout his presentation he used the metaphor of chocolate (information literacy) + peanut butter (critical thinking) to describe this connection. Luckily for the audience he extended this metaphor by passing out peanut butter cups! He used several different methods to find out what librarians think about this relationship. One method was to survey librarians on the ili list-serv. He also searched library science databases and found about 200 articles that

connect information literacy and critical thinking. Schroeder has concluded that there is an important connection between information literacy and critical thinking. He told the audience they could learn more



by checking out his upcoming book chapter, which was linked on his handout: <https://dr.archives.pdx.edu/xmlui/handle/psu/7328>

The final presenters were all from the University of Michigan. They were *Barbara Alvarez*, Spanish & Portuguese Languages and Literatures Librarian, *Jennifer Bonnet*, Librarian for French History, French Language & Literature, and Religious Studies, and *Sigrid Anderson Cordell*, Librarian for History, American Literature and American Culture. They talked about two classes where they tried to encourage critical thinking.

The first class was a Freshman Art History Seminar where the students had to write a Call for Papers. They were given an art object to help them focus. They had to think about the nature of the object using a variety of tools. They showed the audience an example of an object and helped them go through the same process as the students.

The other class was a French Literature class. Students had to pick a piece of art or literature related to a trial. Their example was an NPR clip, which they played during the presentation, about a trial of a comic book store that supposedly distributed nude images. They asked students how they would gather information about this clip and asked who would care about this trial. In both classes they gave students a framework for thinking about sources to use. Instead of starting with the tools, they started with students generating questions. Their goals were to get the students to think about their roles in research and to break down the research steps to demystify process. They mentioned the importance of negotiating faculty expectations and student needs. They concluded by describing how they wanted to be designers of the learners' experience.



Judging by the diverse questions that the audience asked, these presentations gave the audience a lot of good ideas to pursue in the future.





# LIRT LIAISON REPORTS

## ALA ANNUAL AT ANAHEIM, 2012

### **Critical Thinking in a Digital Age: The Positive Impact of Web 2.0 Tools**

#### **AASL**

Presenters, Kathy Schmidt and Jennifer Helfrich, a Media Specialist and Media Coordinator in Gwinnett County, Georgia, began their preparation by *doing research* themselves and personally experiencing what our students experience as they are being infowhelmed! Although they both work with grade school students, their message was equally relevant to those of us dealing with college students. They began with a description of the problem/situation by quoting from NYU New-Media Professor Clay Shirky's keynote address at the Web 2.0 Expo in New York – "It's not information overload. It's filter failure." (<http://tinyurl.com/69n8wqu>). He cited a quick acceptance of what is easiest to access, a general lack of perseverance. They then began to explore solutions around the idea such as writing Google-proof questions based on a Bloom's Taxonomy for the digital age, using techniques like case studies, analogy, and incomplete scenarios, that demand critical thinking skills. Finally, the presenters quickly previewed some specific Web 2.0 tools that encourage critical and deeper reading (EasyBib, Evernote), collaboration (Edmodo, Edublogs, Webspiration), and communication (Museum Box, Animoto, Skype). They also described several of their specific projects in more detail. Visit their presentation at: <http://criticalthinkingala2012.wikispaces.com/>.

-Gail Gradowski, Santa Clara University

### **Using Digital Simulations to Teach 21<sup>st</sup> Century Skills: Linking Theory, Research and Practice**

#### **AASL**

Terrance Newell, Assistant Professor at the School of Information Studies, University of Wisconsin - Milwaukee, began this sparsely attended and very dense presentation with a succinct definition of a digital simulation as a "three-dimensional, computer-based, problem-solving situation that has a landscape of information resources." Enumerating positive research findings, Professor Newell argued that digital game-based learning, presenting the player with tasks to complete, problems and puzzles, allows for the practice of disciplinary skillsets and promotes inquiry-based learning. He then described some of the 36 learning principles or educational properties seen in well-designed commercial video games, quoting from the field's leading scholar, James Paul Gee. For the last part of the presentation, Professor Newell walked the audience through his own design process in the 21<sup>st</sup> Century Lab series of video games he is creating. In this series, for fourth through eighth graders, student players are presented with a series of information literacy events, information-based problems that the character must solve by interacting with people (other students, teachers, librarians, basically anyone who would be in a school), books, and computers, all present in the game! Finally, Professor Newell asserted that we all can, and should, consider designing our own games.

-Gail Gradowski, Santa Clara University

### **But What Are They Learning?**

#### **AASL**

This session was led by Dawn Nelson, Coordinator of Instructional Media and Technology at Osseo Area Schools. She initially posed the question: With all the technological tools and services, what are students really learning? Nelson highlighted school librarians' roles as "tour guides" and focused primarily on strategies and resources for student engagement. Strategies to foster student engagement included flipped classrooms and BYOD (Bring Your Own Device). The flipped classroom "inverts traditional teaching methods, delivering instruction online and moving 'homework' into the classroom". This method emphasizes educational technology and active learning over lectures and rote mental exercises. The BYOD movement can increase classroom participation as students use devices to look up topics in response to prompts. Nelson emphasized that the goal of BYOD is not to teach students how to use the device but demonstrate the breadth of resources that can be explored with the device. Both of these strategies move the emphasis from the teacher to the student—from "I teach" to "You learn." Nelson listed numerous resources that can help school librarians engage students: blogs ([Active Learning](#), [Cathy Jo Nelson](#), [The Unquiet Librarian](#), and [Never Ending Search](#)); e-wikis ([School Library Websites](#), [WebTools4U\\_To\\_Use](#), and [LM\\_Net.wiki](#)), and Web 2.0 tools ([LiveBinders](#), [TodaysMeet](#), [Voicethread](#), and [schooltube](#)). Finally, she focused on professional development and







the importance of collaborative relationships with other stakeholders—teachers, reading specialists, and curriculum teams. With engaged, connected students classroom experiences become more meaningful and “the library media center becomes a conduit and not only a container for information”.

-Deborah Lilton, Vanderbilt University

### Learning Style: Fiction, Nonfiction or Mystery?

#### ACRL IS

This panel focused on how learning style theories can complement our practice of library instruction.

Claremont University's [Char Booth](#) gave the historical background. Learning style theory originated with cognitive style theory in 1937 and is defined as “individual habitual mode of problem solving and remembering.” She differentiated between learning strategies and learning preferences. The former are tools that people bring to a certain activity while the latter is a modality that someone wants to learn in (i.e. online). Booth highlighted Curry's onion model approach to learning theory categorizing learning styles from the most to the least stable: cognitive personality, information processing, social interaction, and instructional preference.

Lori S. Mestre from University of Illinois, Urbana-Champaign identified complexities surrounding learning style theories: 1.) Are learning styles dynamic or static? 2.) Are they measurable? 3.) Are the instruments reliable? 4.) Does culture affect learning styles? 5.) Does knowing a student's learning style result in instructional gains? Theorists are unsure of the stability of one's learning style over time. With the proliferation of learning style models and inventories, no learning style taxonomy exists making it difficult to generalize across inventories. Critics challenge the internal consistency, test-retest reliability, construct and predictive validity of learning style instruments. Since most people are multi-modal and multi-situational learners, instructional gains can vary widely when matching learning style to content. Lastly, no single preferred learning style exists among cultures.

Jean Runyon from Anne Arundel Community College discussed what learning styles mean in the virtual world citing the [2011 Sloan report](#). Distance courses have evolved from being passive and text-based to active and multi-media based. She cautioned instructors to be less biased and not teach the way that they as individuals learn best, but instead use multiple modalities, active learning, and reflective practice to accommodate students with diverse learning styles. Instructors design the path toward course outcomes and need not be too rigid in design structure. Learning theories can and should influence instructional design.

5 Things You Should Read About Learning Styles: <http://tinyurl.com/dxoueaks>

-Deborah Lilton, Vanderbilt University

### Freedom to Read Foundation (FTRF) Board of Trustees

FTRF is a First Amendment legal defense organization affiliated with ALA, which always meets on the day before ALA Annual Conference begins. The meeting was chaired by Kent Oliver, FTRF president. In attendance were FTRF executive board trustees, liaisons from ALA divisions & roundtables, and some members. FTRF legal counsel provided updates regarding ongoing and concluded litigation. Court cases presented to the group included cases on Internet filtering cases relating to harmful to minors laws, a school district blocking LGBT-supportive information, and filtering software that incorrectly classifies sites as “occult”





or “criminal.” A representative from the ACLU presented background on the Bradburn v. North Central Regional Library District which challenges a library policy relating to filters and its refusal to honor adult patron requests to temporarily disable the filters. The Washington State Supreme Court and the federal district court held that the library’s filtering policy does not violate the state constitution. The ALA Office for Intellectual Freedom (OIF) provided an update on new and pending federal and state legislation. The trend of these laws still being related to privacy continues (e.g., consumer and personal data, geolocalational). FTRF will be launching a new website later this summer.

The Board of Trustees will meet again on 1/25/13 in Seattle, WA. All members of ALA are invited to attend.

-Julia Warga, Kenyon College

### **Revitalizing the Research Process: Bringing Research into the 21<sup>st</sup> Century**

#### **AASL**

This presentation focused on the social media tools that may be used in high school research to teach and acclimatize students to the research process. The presenters, a high school librarian and teacher argued that it is important to incorporate these more collaborative social tools because traditional research methods are not used frequently in real world settings.

The collection of resources presented began through a discussion with students about different ways they may be required to present research both in class and after graduation. The presentation divided the collection of research tools into four major groupings. The first area included tools for generating, narrowing and refining a topic ([Wolfram Alpha](#), [boolify.org](#), etc). The next group looked at tools for gathering, documenting and evaluating resources ([Noodlebib](#), [Diigo](#), etc). The presenters stressed the importance of evaluation of every source no matter where it comes from (including the library). The third group included tools such as [Weebly](#) and [Prezi](#) for presenting information. The final group looked at tools for receiving research feedback ([Google Docs](#), [Turnitin](#), etc.). The presenters discussed how these tools are meant to be used in conjunction with one another (even within the same groupings) and not as individual “catch-all” answers to research problems.

-Michael Saar, Lamar University

### **Research on Library Use and Users**

#### **LRRT**

This session offered three different presentations on library user experience. The first presenters, Stephanie Wiegand and Andrea Falcone from the University of Northern Colorado, shared their experience in running the Collection of Online Learning Objects for Research Success (COLORS) project. This project is a research initiative that examined whether students would be more engaged in library research skills and concepts if they created and viewed student generated videos on these issues. The research is ongoing, but they have found the students not only responsive to this work but also eager to participate in it.

The second presentation - Understanding Deaf and Hard of Hearing Student Research Needs in Higher Education by Lamar University librarians Michael Saar and Helena Arthur-Okor examined the information seeking behaviors and satisfaction levels of Deaf and Hard of Hearing library user experiences. Although many exhibited uncertainty in their ability to find resources and acknowledged the willingness of librarians to offer assistance, few were likely to contact a librarian for help. The researchers feel many factors, including clarity of communication contribute to this.

The final presentation STEM Students’ and Faculty Academic Work Behaviors and Needs User Study by Florida State University Librarians Rachel Besara and Kirsten Kinsley looked at the extensive research done on library user needs in FSU’s Science, Technology, Engineering and Math Departments. The researchers presented many innovative ways to gather this information including user generated drawings of ideal research spaces and GPS tracking of participants to determine study patterns.

-Michael Saar, Lamar University



## **MEMBER A-LIRT : Ning Zou**

### **What brought you to LIRT?**

When I was pursuing my graduate study in library science, I had decided to be an academic librarian. I felt that if I was working in a university, I can always get innovative ideas, inspirations and keep a young heart being surrounded by students. I found that the ACRL IS and LIRT are the only two instruction-related units in ALA. Although my interest is in academic libraries, I would love to connect with school media specialists and public library librarians on transition to colleges. So, I decided to volunteer on LIRT where I first served on the LIRT Liaison committee and really enjoyed the work we had done.

After I worked at Dominican University as the instruction coordinator, I served as the president of the Chinese American Librarians Association (CALA), Midwest Chapter, and was selected to the ALA Emerging Leaders Class of 2010. I have become more confident on carrying over more organizational leadership roles, so I volunteered to serve on the LIRT membership committee as a co-chair. LIRT committee members are very professional, humorous and delegated to committee tasks. I felt honored to be part of the organizational family. I loved organizing the featured Bites with LIRT events at the Annual in Anaheim this summer and look forward to working on more exciting membership related programs with other LIRT members.

### **What was your path to librarianship?**

I am a true city girl who was born and grew up in Beijing China. My first air trip was flying to the U.S. to pursue my graduate study in information science at the Graduate School of Library and Information Science (SLIS) at Indiana University Bloomington (IUB). Having an accounting and economics background – a background I didn't care much for at that time – made me to choose information science as my graduate field of study. I felt the two fields

were not that far apart; accounting information system is just one of the many information systems. I could still use some of the knowledge I gained from college.

However, I never thought I could have ended up being a librarian. I was one of those students who had lots of library anxiety as a college student back home: the above-my-head reference counter crossing the whole library room (it was not a huge room), the index-card cabinet with tons of drawers and the serious looking male librarian who often scared me away and ended up buying the books I meant to borrow. So at home, I have a great collection of a variety of genres of books and media.

Anyway, fast forward to the second semester at IUB; I was one of the lucky students who received full scholarship and began working at the IUB Digital Library Program as a graduate assistant. I was very into usability studies and decided to concentrate on Human-Computer-Interaction. Due to the extension of my scholarship, I chose to complete a dual master's degree in information science and library science.

I believe I am more marketable on the library job market if I have a strong technology background. The summer before my graduation was rich and fun. I had the opportunity to do an internship at the Kelly Business School library practicing business reference services. I had also volunteered at the IUPUI Medical Library conducting usability studies on hand-held devices. At that point I realized that it was the scholarship that brought me to the library world and gradually fell in love in my profession.

Throughout my librarianship, I have made so many professional friends. I still keep in touch with my previous colleagues and schedule fun gatherings at conferences. Librarianship offers me so much to both my personal and professional life. Every place I have worked recorded many of my joyful memories.



**Member Spotlight, continued on page 12**



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

Currently, I am the instruction coordinator at Dominican University. I like the most about my position is the endless opportunity I have on collaboration, planning, programming and assessment. To put it another way is that I have the freedom and support from colleagues to create opportunities. Being on the tenure-track offers me invaluable service opportunities to serve on university committees and be part of several educational initiatives. Under my leadership in the last couple of years, we have redesigned the library information literacy assignment and implemented a 100-point descriptive rubric assessment instrument; co-grading on the annotated bibliography assignment and participated in the National RAILS project on using rubric to assess information literacy skills. Plus, I also have the perk to teach as an adjunct faculty at the Graduate School of Library and Information Science (GSLIS) as well as the Rosary College of Arts and Sciences. I have created a new seminar course: Searching for China's Culture Diversity: from Confucianism to Dragon Dance – a three-credit sophomore seminar as part of the Core Curriculum. I enjoyed working on multiple library projects and teaching GSLIS courses on Reference and Online Services and Library User Instruction.

***In what ways does it challenge you?***

The biggest challenge is to speak up for the librarians' tenure status, in particular, on promotion and ranking. Although we are tenure-track faculty but we don't have rank or promotion, we also don't have a flexible work schedule as other teaching faculty do. I wish more administrators and teaching faculty understand our value in education. I believe a great challenge is to continuously advocate for academic librarianship both on campus and at non-library higher education conferences and provide evidence-based assessment data as well as being more visible through multiple university channels.

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

I can only speak about academic libraries since I never worked at other types of libraries. I hope libraries can get more funding and support from their institutions so that librarians can do even more amazing programs.

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

I felt I was inspired the most by my elementary Chinese teacher. In my elementary school, the same grade level of kids stay in the same class from first to sixth grade and so do the teachers. Normally, the math teacher and the Chinese teacher taught us every school day. The inspiration I got from my Chinese teacher was her empowerment on me. She offered me lots of opportunities both in the classroom and at public events. I was the school radio anchor who got the chance to program and recruit reporters when I was only a 10-year-old. I was also selected to attend several speech contests (in Chinese) so I never felt nervous to do public speaking. She also taught me to be humble and avoided being arrogant on my own successes.

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

My wallet, my work-for-all-outfit earrings and my cell phone.

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

One of my childhood hobbies was to collect fancy stationeries made in Japan (any brands) and the U.S. (only the Disney brands). My childhood dream was to coordinate my outfits with my stationeries (pretty silly as I think about it now). Most of my lovely stationeries were grabbed by my cousins. :-(





## **Reports from Committee Chairs ALA Annual**

### **1. Organization and Planning Committee**

Chair: Kawanna Bright

The Committee discussed the changes to the LIRT Manual. It was decided that Kawanna Bright would compile what was done and send out anything with a question mark. The Committee also discussed the organization of the manual itself. Kawanna Bright volunteered to take a stab at reorganizing the manual with the idea that the next chair (Linda Goff) would consider if the new organization style would work for the future.

### **2. Conference Program Committee, Current and Next Year**

Chair: Hui-Fen Chang

The Committee briefly went over the final task assignments for the 2012 conference program. Arianne Hartsell-Gundy and Kristen Mastel volunteered to take notes on the presentations and will submit an article to the LIRT News September issue reporting the conference program. The Committee discussed the use of web conferencing applications to host future committee meetings. Currently the committee uses the ALA Connect Chats for meetings and communication, and members felt the use of web conferencing with real-time, text-voice-video communication can enhance the productivity of the meetings. Suggested web conferencing platforms include Google+ and iLink (with which meetings need to be pre-arranged through ALA-LIRT). The Committee looked at the "ALA 2013 Annual Conference Roadmap for Change" document and discussed the potential impact of the new changes on the 2013 LIRT conference program, including: proposal submission deadline and acceptance notification, program time/d ate and room assignments. The Committee finalized the program title for the 2013 LIRT conference program as "Going Where the User Takes Us: Instruction Beyond the Library Classroom." Rather than doing a Call-for-Presentations which often attracts proposals from academic libraries, the committee felt strongly about inviting speakers from the school, public and academic libraries to share their projects. Paula Garrett suggested Chicago Public Library YOUmedia to come speak about their service learning programming for teens and young adults. The Committee members will also look through library literature and publications for ideas of potential speakers. Andy Revelle will serve as the 2013-14 Conference Program Committee Chairperson. Andy will co-chair with Arianne Hartsell-Gundy for the planning of the 2013 program. The Committee brainstormed preliminary program ideas for the 2014 LIRT annual program. Attended members agreed on the theme "distance education/online learning" for 2014. This theme will also open up a possibility of co-sponsoring a program with other divisions and committees such as the ACRL Distance Learning Committee.

### **3. LIRT Membership Committee**

Chair: Ning Zou & Jennifer Corbin

The Committee discussed passing information from departing co-chair to new co-chairs. Notes, instructions, and documents will be emailed as well as posted on ALA Connect. The Committee discussed issues surrounding giveaways that weren't delivered to the Membership Pavilion, and spoke with Tony Hoberecht about duties involved in Membership Committee. Also discussed was what impact the new conference schedule might have on Bites with LIRT. The Committee decorated the LIRT area at the Membership Pavilion and staffed it during the Opening Exhibits Reception. The LIRT area was staffed at other times of the conference as well. During Annual, the Committee held two successful Bites with LIRT lunches: on Saturday we ate at Fire and Ice Grill and Bar and on Sunday at P.F. Chang's. The Committee attended ALA Membership Task Force meeting and assisted with the LIRT 35th Anniversary Party. The Committee will submit Member-a-LIRT for every newsletter issue and plan Bites with LIRT for Midwinter in Seattle. A main concern is whether the new conference schedule will change the time of Bites with LIRT? The Committee plans to email new, renewed and departing LIRT members and work with Beatrice Calvin to have some brochures and giveaways sent to Midwinter (trunk goes to Annual only); as well as working with Beatrice Calvin to have a high resolution LIRT graphic created.

# CHECK THESE OUT!

By Sharon Ladenson, Gender Studies and Communications Librarian, Michigan State University Libraries (ladenson@msu.edu)  
Caitlin Rozich, Collections Intern, Michigan State University Libraries, and University of Michigan School of Information Student (crozich@umich.edu)



*In order to effectively incorporate information literacy into the curriculum, some colleagues pursue the experience of embedded librarianship. What are options for information literacy instruction beyond one-shot sessions? How can we fully integrate ourselves into department courses? How does embedded librarianship work in face-to-face and virtual environments? Check these out, and enjoy!*

Guillot, Ladonna, Beth Stahr, and Bonnie Juve' Meeker. "Nursing Faculty Collaborate With Embedded Librarians to Serve Online Graduate Students in a Consortium

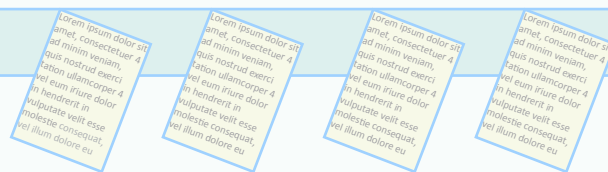
Setting." *Journal Of Library & Information Services In Distance Learning* 4.1/2 (2010): 53-62.

After Hurricane Katrina and Hurricane Rita, the Intercollegiate Consortium for a Master of Science in Nursing in southern Louisiana decided to move all courses online. Southeastern Louisiana University (one of three universities in the consortium) decided to incorporate an embedded librarian into the program. The librarian worked in an introductory nursing course for graduate students. The introductory course was appropriate for an embedded librarian, as many of the students were just returning to school (after years in the workforce) and not comfortable with new technologies. Using features of Blackboard online courseware, the librarian answered questions and sent broadcast e-mails to all students on how to access materials. The embedded librarian experience worked well for establishing strong connections with students and faculty, though the authors note several issues to consider, such as managing student expectations, and scalability of embedded services. Consequently, courses that incorporate embedded librarian services should be selected judiciously.

Hoffman, Starr. "Embedded Academic Librarian Experiences in Online Courses: Roles, Faculty Collaboration, and Opinion." *Library Management* 32.6 (2011): 444-456.

Seeking to assess embedded librarianship in the virtual environment, Starr designed a study conducted with seven librarians at six academic libraries. The libraries were diverse in size and geographic location. The job titles of the librarian participants also varied, and included colleagues assigned to work in distance education and outreach, reference, and information literacy instruction. The author used a variety of methods for gathering data. Starr reviewed library sites and online request forms for embedded services, and sent e-mail solicitations for brief descriptions of embedded activities. The author also distributed an online survey with standard questions about demographics, course management systems used, and prior experience with online teaching and learning. Starr interviewed study participants over the phone in order to elicit information about topics such as (among others) time management, the purpose of embedded activities, and faculty and student responses to embedded services. The embedded course load for selected participants was substantial (as many as fifty per semester). In order to manage time effectively, selected study participants used discussion boards - rather than e-mail - for communicating with students, and subscribed to RSS feeds for the discussion boards for each course. Selected study participants also developed numerous canned replies for frequently asked questions. While participants indicated that negotiating and defining the role of an embedded librarian could be challenging, students and faculty responded very positively to embedded services. Distance education students especially appreciated the presence of embedded librarians.

**CHECK THESE OUT!** *continued on page 15*



Kirkwood, Hal, and Kelly Evans. "Embedded Librarianship and Virtual Environments In Entrepreneurship Information Literacy: A Case Study." *Journal of Business & Finance Librarianship* 17.1 (2012): 106-116.

Kirkwood and Evans discuss embedded librarianship at the Management & Economics Library (MEL) at Purdue University. In order to effectively help students in the long-run, librarians pursued opportunities to integrate themselves into courses throughout the semester. Kirkwood developed a productive relationship with a new faculty member who was receptive to embedding the library into his marketing and entrepreneurship classes. Working in teams, librarians offered multiple instruction sessions for each class. Several librarians were involved, including three MEL librarians, an engineering librarian, and an undergraduate services librarian. A semester later, the same faculty member also worked with librarians to incorporate Second Life into his entrepreneurship classes. The Second Life component involved an extra-credit assignment designed to teach students to compare business practices in the face-to-face and virtual environments. Librarians helped students to set up their Second Life accounts, worked with the instructor to design the extra-credit assignment, graded the assignment, and reported the grades to the instructor. Students shared positive feedback about the Second Life experience. As the experience was successful, and instructor decided to require the Second Life assignment during subsequent semesters. The authors conclude the article by sharing the text of the course assignments (as appendices).

Kvenild, Cassandra and Kaijsa Calkins (eds). *Embedded Librarians: Moving beyond One-Shot Instruction*. Chicago: Association of College and Research Libraries, 2011.

Embedded librarians utilize multiple strategies to intimately integrate themselves within the curriculum and the academic community. *Embedded Librarians: Moving beyond One-Shot Instruction* includes chapters by diverse contributors who share a wealth of information on the theory and practice of embedded librarianship. The text covers appropriate background on the recent history and evolving roles of embedded librarians, and showcases varied contexts for embedded services. Contributors discuss the process of effectively integrating library services and resources within the curriculum for multiple educational levels (ranging from first-year through graduate) and subject areas (including academic disciplines such as dance, communication studies, business, and biology). The volume also explores ways to embed services in various physical spaces (such as university residence halls) as well as within the virtual environment.

Li, Judy. "Serving as an Educator: A Southern Case in Embedded Librarianship." *Journal of Business & Finance Librarianship* 17.2 (2012): 133-152.

In response to increased student interest in the recession and finances, the business librarian at Mississippi State University designed a semester-long seminar for first-year students focusing on managing personal finances and business information literacy. The course covered basic principles of money management (including topics such as (among other) student loans, checking and savings accounts, and insurance and taxation issues). Students also investigated and wrote research papers about the Credit Card Act. Li also discusses methods used to assess student learning. Pre-course and post-course surveys measured student experiences with information seeking and evaluation. Surveys also assessed student confidence about conducting research. Post-course survey results indicated that the students had more confidence in their research skills and finding resources. The author advises that when teaching semester-long courses, it would be beneficial for librarians to partner with department faculty members to alleviate some of the workload. Li also notes that due to misleading stereotypes, some students believed that librarians were not as qualified as department faculty to teach semester-long classes. Nevertheless, as a successful initiative to embed the library into the first-year curriculum, the course strengthened the role of the library within the university.



Shank, John D. and Steven Bell. "Blended Librarianship: [Re]Envisioning the Role of Librarian as Educator in the Digital Information Age." *Reference and User Services Quarterly* 51.2 (2011): 105-110.

Shank and Bell revisit the concept of blended librarianship, which they developed in 2004. The authors assert that in order to articulate the relevance of the library, we need to broadly demonstrate the impact of our work on student learning (including the acquisition and further development of lifelong learning skills). They discuss the critical importance of blended librarianship, which transforms the librarian role into an educational innovator, partner, and leader. In order to move forward with integrating the library into the curriculum, we need to partner not only with department faculty, but also with instructional designers and educational technologists. Shank and Bell note that as an essential collaborator and partner, the blended librarian role complements the embedded librarian role. In the digital information age, librarians must remain open to continuously acquiring new ideas, knowledge, and skills, which is essential for developing our roles as indispensable collaborators and leaders in teaching and learning.

Warner, Signia, and Lolly Templeton. "Embedded Librarianship and Teacher Education: A Neuroeducational Paradigm Using Guided Inquiry." *Public Services Quarterly*, 6.2-3 (2010): 250-258.

Warner and Templeton (a librarian and a Teacher Education faculty member) describe a successful course-embedded project designed to facilitate the inquiry process. The authors aimed for education students to learn about the impact of brain function on the learning process, and for students to utilize brain-targeted pedagogical activities. In order to engage in the inquiry process, education students began by sharing what they already knew about brain function and the learning process, and what they wanted to learn. During a separate class meeting, education students reviewed neuroscience Web sites to explore their own areas of interest specific to the topic of the class. For another phase of the project, students worked in pairs to research and collect lesson plans and examples of educational games. After conducting research, the education students had the opportunity to apply what they learned in public school classrooms by sharing their learning activities with elementary students. Finally, both the education students and their instructors reflected on what they gained throughout the course. During their reflective analysis, students commented on how the course helped them to think critically about designing lessons and learning activities for their teaching.





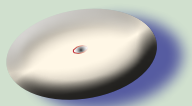
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# LIRT



# ANNIVERSARY

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By Billie Peterson, Baylor University  
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## TECH TALK: Wha'sup Web Scale?

### *Dear Tech Talk -*

I've seen references to "discovery layers" and "web scale discovery services, and "web scale management services". Sometimes I think these are the same things and other times I'm not so sure – can you clarify?

*--Wha'sup Web Scale*

### *Dear WSWS -*

You are not the only one confused about these concepts. It is not unusual to see some of these phrases used interchangeably. As it turns out they are both similar and dissimilar in nature.

"Discovery layers", also known as "next generation catalogs", are databases that ingest content from local systems, such as the online catalog, the digital collections repository, the institutional repository, LibGuides, the library's website (or some portion of it), etc., places the content in a new database structure, and provides a Web 2.0 search interface (facets, word clouds, tagging, commenting, etc.) to enable discovery and use of the content.

The North Carolina State University implementation of Endecca in early 2006 was the first discovery layer resource to receive significant recognition. Other discovery layers include Aquabrowser (<http://www.serialssolutions.com/en/services/aquabrowser/>) from Serials Solutions; Encore (<http://www.iii.com/products/encore.shtml>) from Innovative Interfaces, Inc.; Primo (<http://www.exlibrisgroup.com/category/PrimoOverview/>) from Ex Libris; and WorldCat Local ([www.oclc.org/worldcatlocal/](http://www.oclc.org/worldcatlocal/)) from OCLC. Library staff continues to use the traditional catalog modules to maintain and manage the inventory of library materials, and some users continue to use its search interface; but it's often designated as the "classic" version of the catalog.

A "web-scale discovery service" consists of a central index that contains pre-harvested content from vendors and publishers' proprietary resources as well as ingested content from local systems – similar to that of a discovery layer implementation. The final product is a Google-like search engine that focuses on a large percentage (ideally) of all the content – both locally generated and proprietary – available from the library. Additionally, searches in a web-scale discovery service search can be expanded to include proprietary content to which the library does not have access – connection to interlibrary loan services for that material. Web-scale discovery services are characterized by the same kind of Web 2.0 search interface found in a next generation catalog.

Not surprisingly, many of the same vendors are in both the "discovery layer" market and the "web-scale discovery services" market, having taken their discovery layer concept and expanding it, for example: Ex Libris (Primo Central -- <http://tinyurl.com/6jtb8cp>); Innovative Interfaces, Inc. (Encore Synergy -- <http://encoreforlibraries.com/>); OCLC (WorldCat Local -- <http://www.oclc.org/worldcatlocal/>). Other major commercial vendors are: EBSCO (EBSCO Discovery Service (EDS) -- <http://www.ebscohost.com/discovery>) and ProQuest/Serials Solutions (Summon -- <http://www.serialssolutions.com/discovery/summon/>).



Last, “web-scale management services” provide both the staff and user functionality (acquisitions, cataloging, circulation, serials management, the online catalog, etc.) of an integrated library system in a cloud environment. Most notably, OCLC is moving in this direction with the announcement and branding of their “WorldShare” Management Service (<http://www.oclc.org/webscale/>). However, Ex Libris has announced Alma (<http://www.exlibrisgroup.com/category/AlmaOverview>), Innovative Interfaces, Inc. is implementing Sierra ([http://www.iii.com/news/it/INNTouch\\_Sierra-Final.pdf](http://www.iii.com/news/it/INNTouch_Sierra-Final.pdf)), and Serials Solutions is developing Intota (<http://www.serialssolutions.com/en/services/intota/>). Like the other two concepts, web-scale management services use extensible, modern database technology, are cloud based, and use a Web 2.0 interface, but at this point, the similarities end. Web-scale management services are an interesting development in the realm of integrated library systems, but they are a completely different animal from discovery layers and web-scale discovery services.

Excluding web-scale management services from the current discussion, let’s focus on “discovery layers” and “web-scale discovery services” (WSDS). Why are these new tools – especially web-scale discovery services – so much in the spotlight right now? Primarily because, these two services are the most recent entries in the long-standing effort to reduce the information silos that have plagued library users since the introduction and rapid growth of electronic resources as major tools for research.

This effort to reduce/eliminate silos can be traced back to the introduction of the NISO Z39.50 standard, a **pre-web** client-server protocol approved in **1988** to facilitate online searches across integrated library systems with MARC records ([http://www.niso.org/publications/press/Z3950\\_primer.pdf](http://www.niso.org/publications/press/Z3950_primer.pdf)). At that time, the intent was to enable searches across multiple online catalogs.

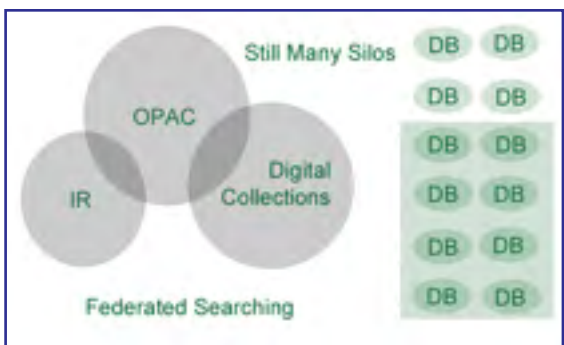
In the 1990s, end-user and web-based databases started to proliferate; likewise, the notion of information silos blossomed. By the early 2000’s, a library’s collection of information silos might be well represented by the image in Figure 1 – an online catalog, an institutional repository, some local digital collections, a whole host of stand-alone databases. The online catalog might indicate some holdings associated with some of those silos, but for the most part, the user had to identify the tool to use and use each one separately.



**Figure 1**

Around **2003**, along came federated searching, which provided the ability to search simultaneously across multiple databases and return the aggregated search results in a single list to the user. Libraries immediately jumped onboard with federated search technology, but in reality, this technology only solved part of the information silo problem, as is indicated in Figure 2. Sure, some of the databases can be searched simultaneously, but not all of them. So perhaps there are fewer information silos for the user, but now the user has to decide if she needs to use some other source, as well as the federated solution. Search response time has always been another significant issue with federated searches, and the more databases associated with the federated search, the slower the response time. In an age where users are used to

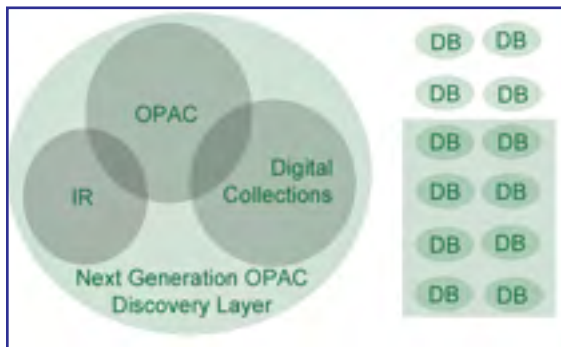
Google providing thousands of results in the blink of an eye, waiting 30-60 seconds for federated search results to display is particularly aggravating.



**Figure 2**

As mentioned previously, discovery layers/next generation catalogs appeared on the horizon in **2006** when North Carolina State University placed their local content into a database that used the Endeca interface. The library world was rocked by the impact of this implementation. The use of a discovery layer on top of all locally generated content does bring several silos into one, but it excludes the large elephant in the room – all of the library’s electronic resources. Figure 3 illustrates this implementation, showing one silo for local content, another silo for content available via federated searches, but with all the other content still contained within individual silos.



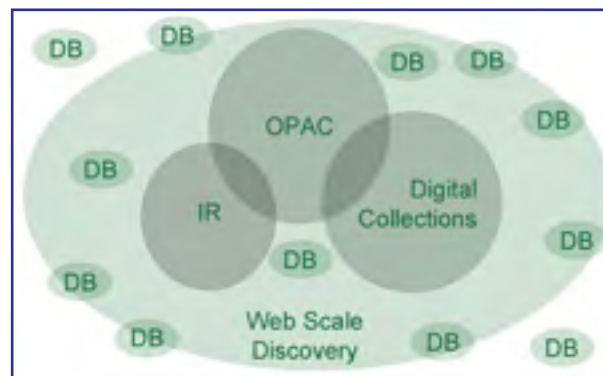


**Figure 3**

Enter Summon, announced by Serials Solutions at ALA Midwinter in **2009**. (Note: Some argue that WorldCat Local was the first web-scale discovery service (pilot implemented at the University of Washington in 2007), but given the conception and development of Summon, a valid argument can be made for Summon being first; see Burke.) What makes Summon (and all other web-scale discovery services) different from past attempts to reduce and eliminate information silos? The basic premise of a web-scale discovery service – to provide a single index to as much content as possible, using extensible, modern database and server technology, with an end result of fast delivery of search

results tied to the high quality content accessible from the library's collection – Google for all the library's content. In addition, a web-scale discovery service provides a search interface with a variety of options (facets) to narrow search results quickly to highly relevant citations. Users can also expand searches to go beyond content available through the library. Figure 4 illustrates that with a web-scale discovery service almost all of the silos seem to be eliminated; but that “almost all” still remains an issue for some.

**Figure 4**



To better understand web-scale discovery services, including the caveats and benefits, it's helpful to identify the key components of these services: a central index, a knowledgebase, and a discovery layer. Details related to these components are outlined below:

- Central Index
  - Pre-harvested content consisting of:
    - Proprietary content
      - Metadata extracted from varied sources including: citations, table of contents, subject headings, abstracts, author keywords, etc. and dependent on vendor-owned content and contractual agreements with other vendors and publishers.
      - Full text of articles – also dependent on contractual agreements.
    - Open access content
      - arXive
      - Directory of Open Access Journals
      - Google Books
      - HathiTrust





- OAISter
- Others
- Harvested locally generated content
  - Online catalog
  - Digital collections
  - Institutional repository
  - LibGuides
  - Other in-house resources (as long as they are in a format that can be harvested)
- Robust database structure with some “normalization” of data.
- System “knowledgebase” that individual libraries use to identify their licensed content to enable immediate access to full text content owned by that library.
- Discovery Layer
  - Single search box
  - Fast retrieval of content
  - Application of relevancy ranking algorithms on search results
  - Facets that enable exploration of results
  - Web 2.0 functionality

The most important component is the content – especially the pre-harvested content -- contained in the central index. Each of the vendors will provide numbers representing the number of articles, or titles, or items in various formats, or gigabytes or terabytes of storage – implying, perhaps, that quantity is a measurement that makes their service better than their competitors’ service.

Although the size of the central index is important, of equal – perhaps more – importance is the specifics of the content. How much of a library’s licensed content is represented in the central index – 75%, 85%, 95%? How much is “good enough”? As Jason Vaughan states, “The ultimate goal of any discovery service, bar none, is to place content in the hands of the user” (Web Scale Discovery Services, 48-49).

Why isn’t all of the library’s licensed content represented in the central index? Each vendor’s central index begins with content to which the vendor has easy access – most likely their own content and open access content. From that point, the WSDS vendor must negotiate contracts with database vendors, with journal publishers, with e-book providers, etc. in order to get some representation of their content into its WSDS. Some content holders are willing to share their content with all WSDS vendors; some will share with some WSDS vendors (implying exclusive contracts); and some won’t share their content with any WSDS vendors.

The WSDS vendors explain to potential clients that although they don’t have the indexing associated with Specialized Database X in their central index, they do have metadata from journal publisher A, B, and C, along with the indexing associated with Specialized Database Q, which is very similar to Specialized Database X. Consequently, they posit that their central index indexes 98% of the content represented by the indexing in Specialized Database X. This assertion may or may not be completely accurate, but it doesn’t take too much thought to recognize the challenges this issue presents when librarians start to sort out which and how much of their key databases (or e-book or e-journal collections) are findable with metadata in the central index.

Related to metadata, some vendors emphasize their rich (thick) metadata – in part emphasizing that they use a robust subject authority process. They suggest that other WSDS vendors, who contract with publishers for content, use “thin” metadata – for example metadata limited to journal tables of contents, with no abstracts, author-supplied keywords, or authority-based subjects. The impact of “thick” or “thin” metadata on search results translates to another challenge that librarians have to tackle when evaluating these services.



Within the discovery layer resides the key issue of relevance ranking. In their research, Asher, Duke, and Wilson verify that when faced with an overabundance of search results, students don't attempt to narrow results to high quality resources, but instead rely on relevance ranking and use resources displayed on the first screen – reaching a conclusion that “students are de facto outsourcing much of the evaluation process to the search algorithm itself” (9-10). This research only highlights the importance of relevance ranking algorithms in WSDS. However, these algorithms are a highly proprietary, unknown quantity. A few vendors provide some information (EBSCO – [http://support.ebsco.com/knowledge\\_base/detail.php?topic=&id=3971&page=1](http://support.ebsco.com/knowledge_base/detail.php?topic=&id=3971&page=1); Ex Libris – <http://tinyurl.com/7ohlucz>; and OCLC – <http://www.oclc.org/us/en/support/questions/worldcatlocal/search.htm>), but nothing provided is particularly earth shattering. Then, there is “content neutrality” – a direct corollary to relevance ranking. All vendors strongly state that their relevance ranking algorithms do not promote one content provider's material over another's, and yet it is a question that continues to surface and is one that is difficult to allay because of the proprietary nature of the algorithms.

Connected to web-scale discovery services in general, the Federated Search Blog raised concerns early on that as libraries adopt WSDS, they are ceding their most valued skill – the selection of high quality, pertinent content – to others, namely the WSDS vendors. It's thought-provoking perspective, but WSDS provide a tool that librarians can use to enable access to their licensed content. Librarians still make the decisions to subscribe to or purchase that content; and they still make decisions to purchase subject discipline databases that may or may not have representation in the central index. The WSDS enables effective – discovery – of this content in a way that federated searching has not been able to do.

This brief discussion only just barely touches on the complexities associated with web-scale discovery services. Even the list of caveats and benefits isn't all encompassing. However, web-scale discovery services appear to hold real promise for improved access to and usage of that part of a library's collection where a significant amount of money is spent – while at the same time, knocking down the information silos that have proliferated over the past 20 years. During the “Ultimate Debate Program on Web-Scale Discovery Services” at the 2011 ALA Annual conference Anne Prestamo stated, “Have we traveled a great distance in improving discovery for our users? Yes. Are we there yet? No, and ‘there’ keeps moving farther down the road” (Axford, 147).

### Caveats

- Impossible for any single central index to contain all electronic content represented in a library collection; corollary – researcher thinks that by using this tool she is searching everything the library owns.
- Currency of central index dependent on when content is available for harvesting from content partners.
- Because some database vendors are also WSDS vendors, they may not share metadata for their content with competitors.
- Exclusive contracts between WSDS providers and some content providers.
- Issues of “content neutrality” – when search results come back, does the relevance ranking favor a specific vendor's content over other equally or more relevant content; on-going discussions on this issue.
- Some researchers will still need/prefer to use discipline-specific resources.
- Possible maintenance of multiple knowledgebases (dependent on interoperability between WSDS and systems used to manage e-resources, e-journals, openURL resolvers, etc.)
- Potential for an increase in interlibrary loan activity as researchers discover items not available from their library.

### Benefits

- First service to significantly reduce information silos in libraries.
- Very fast search against very large database of high quality resources associated with library collections.
- Anecdotal evidence indicates that it increases access to full text content licensed by libraries, leading to a better return on investment.
- Enables interdisciplinary research and the discovery of relevant content in disciplines outside those of the researcher's.
- Enables a focus on critical thinking – how to select the best, highest quality resources from a large list of search results – instead of teaching the mechanics of searching for information.
- Search box can be placed where the users are – course management systems, Facebook, LibGuides, etc.

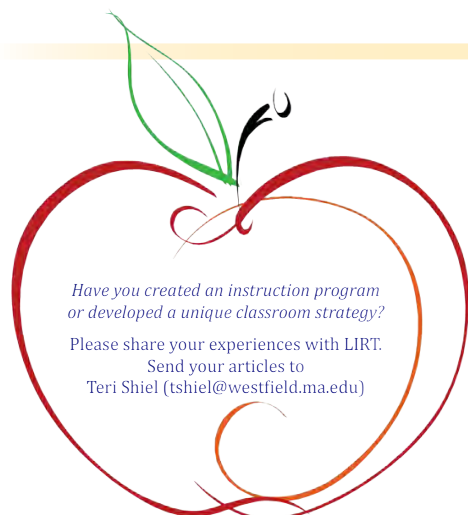


### Additional Resources

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# A StarLIRT Night - 35th Anniversary



## PHOTOS FROM LIRT 35 AT ALA ANNUAL - ANAHEIM



Photos by Linda Goff...



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## 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>**

