LIRT 35th ANNIVERSARY

School Public Special Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 35 No. 4 June 2013

From The President

By Mardi Mahaffy

Congratulations are in order!

I am writing this column on the heels of grading final papers for the *Introduction to Library Research Course* I'm teaching this semester. Somewhat ironically, a number of the students taking the course are Seniors, and I'm writing "Congratulations on your graduation" on a lot of papers. While my reaction at the start of the class was to feel chagrined that so many waited until their final year to study research skills that could have helped them throughout their college career, now I'm just pleased that they at least were able to focus on learning research strategies before leaving the Academy.

Information Literacy skills, after all, remain important long after the students exit the classroom. At all stages of their lives, people will have the need and opportunity to expand their interests and knowledge into new areas. We as librarians can help them to do this through traditional instruction courses, but we will also be called upon to try innovative approaches to reaching and teaching all of our learners.

Two LIRT committees are currently considering the question of the non-traditional, though from different angles. The Adult Learners Committee is currently partnering with several Emerging Leaders to explore the underlying principles of adult learning, and to recommend strategies for working with non-traditional age groups. At the close of the project, they'll have created several multimedia learning tools we can use in our own libraries. The Program Committee has put together an engaging program for the annual conference called *Going Where the User Takes Us: Instruction beyond the Library Classroom*. A panel of speakers from

Congratulations! continued on page 3

IN THE JUNE ISSUE:

ISSN 2161-6426

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.

From the Editor

by Teri Shiel
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ello Everyone,
I hope that have you enjoyed your spring and are now looking forward to summer! Here in New England it has fluctuated between hot, bright days and cold, rainy days - which is par for the course in the northeast. In other news, I just started a new position as the Evening Supervisor for the University of Connecticut Health Center Library in the middle of May. It's a wonderful library and a very exciting opportunity, and I'm so glad to be here. If you need to contact me with any questions about the newsletter, my updated contact information is on page 22.

Have you ever thought of volunteering for a LIRT committee? If you have, please do so today! Volunteering for LIRT is a great way to get involved in ALA and become part of a vibrant professional community. The following committees need additional members:

- Adult Learners
- Conference Program
- Liaison
- Membership
- Top 20
- Transitions

As you can see, LIRT needs your help! To volunteer for committee membership, just go to this link and fill out the online form: http://fleetwood.baylor.edu/lirt/volform.php.

In this issue of LIRT News, you'll find information about the LIRT happenings at ALA Chicago, including information about the LIRT Annual Conference program and Bites with LIRT; the results from the recent LIRT Elections; an article about how LIRT is working with the ALA Emerging Leaders Program (for the second year in a row!); the annual list of the Top 20 articles selected by the Top 20 Committee; and the *Tech Talk column, which takes a look at flipped classrooms.*

As always, LIRT News is always looking for articles to publish, so please contact me if you have any questions about submitting an article for the next issue of LIRT News in September. If you are looking to submit to the newsletter, the next deadline is **July 15th**.

Finally, it wouldn't be a LIRT News without a shout out to the fabulous Susan Gangl, whose hard work and attention to detail are a required part of making the LIRT News so fun and informative.

I'm very much looking forward to ALA Annual in Chicago – which will be my first trip to that city. I hope to see you all there!

Best,
Teri

Congratulations!

continued from page 1

various types of libraries will share their perspectives on taking teaching outside of the traditional classroom to reach learners wherever they happen to be. If you're attending Annual in Chicago, I do hope you'll come and join in the conversation.

LIRT continues to transition as an organization. In Chicago we'll be exploring possible changes to our bylaws that will allow committees that need to meet virtually more flexibility to do so, and we'll be discussing the potential of a new initiative to recognize innovators in library instruction. And, of course, at the close of Annual we'll be welcoming in a new slate of officers and Committee Chairs. I hope you will join me in congratulating our incoming leadership team. To those wonderful librarians who are rotating out of leadership positions, I wish to sincerely thank you for your commitment to LIRT. Congratulations on your graduation!

Mardi Mahaffy

PRESIDENT

ALA LIRT ANNUAL PROGRAM - CHICAGO

Going Where the User Takes Us:

Instruction beyond the Library Classroom

If libraries want to remain relevant and vital to their communities, they need to reach out to their users in virtual and physical spaces beyond the traditional library walls. Library instruction is no different. It needs to go beyond the traditional library classroom with 20 computers and a white board. Instruction can occur when a school library works with teachers to aid them in teaching information literacy skills in their own classrooms. Instruction can occur when a public library offers a media lab designed for young adults to experiment and learn. Instruction can occur when an academic librarian works with a residential college to provide instruction.

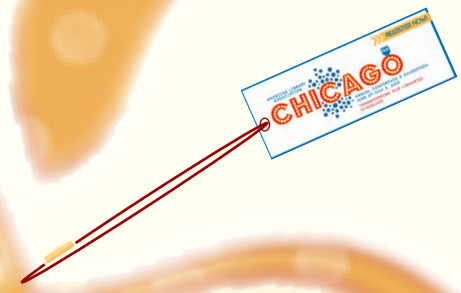
This program will explore how libraries are doing library instruction outside of the traditional classroom, how it benefits patrons, and how other libraries can implement similar instruction initiatives. Speakers will include **Nichole Pinkard**, Visiting Associate Professor in the College of Computing and Digital Media at DePaul University and co-founder of Chicago Public Library's YOUmedia space**, Lynda Kellam**, Data Services and Government Information Librarian at the University of North Carolina at Greensboro, and from the Harpeth Hall School in Nashville, TN, **Kristin Bernet**, the Upper School Librarian, and **Alice Bryant**, the Middle School Librarian.

Join us for what promises to be interesting presentations and a lively discussion!

Sunday, June 30, 1:00 p.m. - 2:30 p.m.

LIRT Schedule ALA Annual June, 2013

Executive Board Meeting I	Friday, June 28, 7:30 pm - 10:00 pm	Hyatt Regency McCormick Place Boardroom 5
Steering Cmte. Meeting I	Saturday, June 29, 8:30 am - 10:00 am	Convention Center Hall A, Meeting Room A
All Committee Meeting	Saturday, June 29, 10:30 am - 11:30 am	Convention Center Hall A, Meeting Room A
LIRT Program	**Sunday, June 30, 1:00 pm - 2:30 pm**	**Convention Center, S106b**
Steering Cmte. Meeting II	Monday, July 1, 8:30 am - 10:00 am	Hyatt Regency McCormick Place Regency Ballroom B
Executive Board Meeting II	Monday, July 1, 10:30 am - 11:30 am	Hyatt Regency McCormick Place Regency Ballroom B



BITES with LIRT

Join LIRT for lunch in Chicago!

LIRT (Library Instruction Round Table) is organizing "Bites with LIRT" groups for lunch during the ALA Conference in Chicago. This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT — good food, good company, and interesting conversation. And beyond that, it's a great opportunity to meet us and find out more about LIRT Committees and volunteer opportunities.

We will make the arrangements; all you have to do is reserve your spot (at http://fleetwood.baylor.edu/LIRT/bitessum.php) and show up!

Deadline is **June 24**, 2013

POSITIONS AVAILABLE ON LIRT COMMITTEES

Several LIRT committees are looking for new members. This is a terrific way to get involved in LIRT and ALA. Explore the possibilities and take on a new position!

- **ADULT LEARNERS**
- **CONFERENCE PROGRAM**
- **MEMBERSHIP**
- **TOP 20**
- **TRANSITIONS**

WHAT DO THESE COMMITTEES DO?

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

Conference Program
This committee is responsible for annual program preparation and presentation.

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

Top 20
This committee is 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.

Photo by Susan Gangl

If you're coming to Chicago, think about attending the
All Committee Meeting on
Saturday, June 29,
10:30 am - 11:30 am
Convention Center Hall A, Meeting Room A

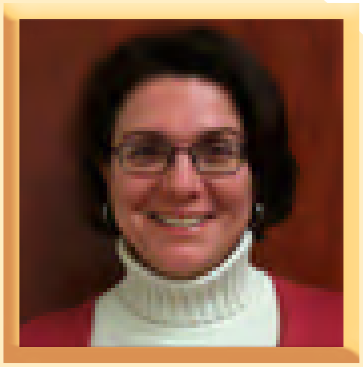
We are proud to present the

LIRT Election Results 2013

Congratulations!

Vice-President/President-Elect

Jennifer Corbin At ALA Midwinter in 2007, I attended a LIRT Discussion Session. I remember having great conversations and meeting librarians from school libraries, academic libraries, and public libraries. It was that experience that prompted me to get more involved in LIRT. I was appointed to the Membership Committee in 2008 and became Co-chair of the committee from 2010 to 2012. (Props to my co-chairs, Shana Higgins and Ning Zou.) We organized several Bites with LIRT lunches which provide an opportunity to meet other instruction librarians. Since I love talking about teaching, assessment, lesson planning, and all things library instruction, I tend to enjoy myself during those lunches. In the recent ALA election, I was voted Vice-President/President Elect of LIRT. I'm really excited to see what programs and publications we develop and produce over the next few years. I hope to see you at Annual!



Vice-Treasurer/Treasurer-Elect

Toni Hoberecht I became involved with LIRT when LIRT sponsored me as an Emerging Leader in 2009. My EL project, while valuable and interesting, was unrelated to LIRT. I realized that the work LIRT was doing was much closer to my own professional goals and inclinations. Joining my first LIRT committee was the best way ever to become actively involved in ALA. My involvement with LIRT lets me do work that is important to me professionally, meet librarians doing the same kind of work I do, and be a better instruction librarian.

Secretary

Kristin L. Strohmeyer I first became aware of LIRT when I joined ALA in the late 80's. I was filling out the membership form, and it said I could join a Roundtable or two as part of my enrollment. I took a quick look through the list, and even though I didn't have a job yet, I thought that instruction sounded like something I might enjoy doing and checked the box next to LIRT. When I attended my first ALA, I went to the LIRT all committee meeting and filled out a form to join a committee. Over the years, I have served on and chaired a number of committees for LIRT, enjoying them all. LIRT is my home at ALA, and one I look forward to visiting twice a year. I have made wonderful friends and professional connections through LIRT, and am now honored to have been elected as incoming secretary. Thank you.

Councilor

Cynthia Dottin

Today's increasingly sophisticated technology has dramatically changed our patrons approach to the acquisition and use of knowledge. They are more dependent on the professional skills and knowledge that librarians bring to the table in assisting them in the acquisition and use of a multiplicity of resources and formats. More than ever, it is incumbent upon librarians to promote libraries, their resources, library instruction, information inquiry, and trans-literacy in ways that will appeal to our varied constituents, and assist them in becoming informed and competent researchers. As we tackle these changing and exciting tasks, we must embrace, and carry out the mission of our associations such as ALA, and groups such as LIRT and ACRL, and must stay abreast of, and utilize, their innovations, methodologies, and techniques to appeal to, and work with our constituents. It is the significant professional roles of these bodies that propelled me to seek continued service.

ALA Emerging Leaders and LIRT!

Author: Roxanne Garrison, Chair of the Adult Learners Committee

LIRT's Adult Learners Committee hosted an Emerging Leaders Project Team this year. We challenged **Project Team H** to create multimedia tutorials on some aspect of adult learning which could be freely accessed online. The four enthusiastic and creative librarians from the 2013 Emerging Leaders class who took up our gauntlet hail from all parts of the United States.

Sara Bryce is a Youth Service librarian in La Crosse, Wisconsin, sponsored by the Association for Specialized and Cooperative Library Agencies (ASCLA).

Holli (Beckmann) Duggan works in the University of Nebraska (Lincoln) library while she pursues a second M.A. in Teaching, Learning, and Teacher Education, and is sponsored by the Nebraska Library Association.

Alicia Finely works in Children's Services at the Charlotte (NC) Mecklenburg Library. She is sponsored by ALA/Reference & User Services Association (RUSA). **Jeff Lambert** supervises a public branch library for the Springfield (MA) City Library, and is sponsored by the Pennsylvania Library Association.

Rob Morrison, Associate Professor, National Louis University (Chicago), and **Roxanna Garrison**, Assistant Managing Librarian, Sno-Isle Libraries (WA), served as Member Guides.

Asked to describe Project H, Lambert said, "Our project examines adult learners in the library environment. This population presents unique challenges to librarians, and necessitates innovative and alternative approaches to curriculum planning, evaluation, and assessment. Our project centers around four multimedia objects (Prezi presentations) that are designed to help librarians digest current research and improve instructional service offerings to adult learners." In addition to writing, designing, and developing the tutorials, Team H surveyed LIRT members about serving adult learners in library spaces. It was anticipated that the results of the survey would impact the final shape of the project.

Since January, the team has worked online together. "We've come to rely on our group space in ALA Connect to share resources, collaborate on outlines and storyboards, and discuss the scope of our project in live chat sessions. I can say that personally, seeing the collaborative capacity in Connect has been an unexpected result of my participation in the Emerging Leaders program. In addition to using Connect on a weekly basis to meet digitally with my EL group, I've felt more aware of and involved in the activities of my other divisions and roundtables (PLA and LIRT), as well as the ALA membership at large. Exploring a variety of multimedia tools was helpful not only to see the best format to present our project, but also to enhance my own teaching," Lambert said.

Team members have enjoyed working on the project. "I joined Project H, Adult Learning Tutorials, because of my background as a professional development writer for the Florida Center for Reading Research. This is my first opportunity, however, to create a web- based presentation for librarians!" Bryce said. "It's been wonderful so far!" Duggan said. "I'm really excited for our group to present the Adult Learning Tutorial project in Chicago this summer."

The ALA 2013 class of Emerging Leaders will showcase their final projects at the **ALA Annual Conference & Exhibition in Chicago, on Friday, June 28, 2013, from 3:00-4:00 p.m. in McCormick Place Convention Center S405.** Please stop by to support Project Team H!

LIRT TOP TWENTY

The Top 20 Committee of the Library Instruction Round Table met virtually through the year to select the top articles dealing with bibliographic instruction and information literacy. Listed below are the winners for 2013 along with selected annotations. Special thanks to the Committee for their work this past year:

Christopher Granatino (University of California, Santa Barbara)
Joe Hardenbrook (University of Wisconsin – Green Bay)
Jennifer Nardine (Virginia Tech University)
Jo Oehrli (University of Michigan)
Mary O'Kelley (Grand Valley State University)
Yvonne Mery (University of Arizona)
Wayne Finley, Vice Chair (Northern Illinois University)
Wendell G. Johnson, Chair (Northern Illinois University)

Bailey, J. (2012). "Informal Screen Casting: Results of a Customer-Satisfaction Survey with a Convenience Sample." *New Library World*, 113.1: 7-26.

Jody Bailey surveyed 103 faculty, staff, and students at the University of Texas, Arlington, to describe their use and acceptance of informal screencasting in response to information seeking. Most of the participants reacted positively to the experiment, but preferred to receive email instruction rather than screen shots in answer to their questions. Bailey believes the shortcoming of the study was that it did not include a representative sample of the university community (participants were recruited via email, so the data pool is a convenience sample). However, after an extensive literature search, Bailey believes that the study was the first to survey screencasting as an instructional tool. WJ

Birdsong, L. & Freitas, J. (2012). "Helping the Non-Scholar Scholar: Information Literacy for Lifelong Learners." *Library Trends,* 60.3: 588-610.

The Information Literacy Initiative at the University of Washington's Information School is a program designed to engage patrons that sometimes fall outside of the traditional academic paradigm. The target audience for this initiative includes adult learners, not pursuing credits or a degree, who need either first-time information literacy training or a refresher course on new concepts and technology. This article outlines the fundamental mission statement of the initiative, a core definition of information literacy, and thoughtful analysis of how this program can support targeted clientele groups and their work environments. The article also includes a review of existing programs, sample lesson plans, and models for a curriculum that targets adult learners. CG

Bottorff, T., & Todd, A. (2012). "Making Online Instruction Count: Statistical Reporting of Web-Based Library Instruction Activities." *College & Research Libraries*, 73.1: 33-46.

Although most information literacy librarians dutifully gather statistics for face-to-face instruction sessions, what do you do with online sessions or embedded classes? This article reviews the literature on the reporting of instruction statistics and then moves into a survey conducted by the authors. Interested in seeking information on how other libraries collect statistics, the authors centered their survey around three components: 1) Instruction delivered via online courseware 2) Instruction delivered via a librarian-lead online course 3) Instruction delivered via online tutorials. Findings indicate that there is no consensus on how libraries collect and categorize the data. As online education grows, a further emphasize on standards for information literacy data collection will be needed. JH

LIRT TOP TWENTY, continued on page 9

Detlor, B., Booker, L., Serenko, A. & Julien, H. (2012). "Student Perceptions of Information Literacy Instruction: The Importance of Active Learning." Education for Information 29.2: 147-161.

In this article, the authors investigate how students perceive active learning as part of information literacy instruction. Specifically, the authors look at how active and passive learning affect three outcome areas: psychological, behavioral, and benefit. Responses from over 300 full-time undergraduate business students enrolled in at a university in Canada were collected and analyzed. Student responses indicate that active learning has positive effects on all three outcome areas including a decrease in anxiety when using online library resources and an increase in time saved when searching for information. The authors also found that the amount of time students spent receiving active information literacy instruction did not impact the benefit. That is, students who received more than 30 minutes of instruction did not have more positive perceptions of their learning than those who received at least 30 minutes. The authors conclude that passive information literacy instruction should be eliminated and replaced with active learning instructional techniques. YM

Detmering, R. & Johnson, A. (2012). "'Research Papers Have Always Seemed Very Daunting': Information Literacy Narratives and the Student Research Experience." *Portal: Libraries and the Academy* 12.1: 5-22.

As part of the growing movement to incorporate reflective narrative into educational experiences, librarians Detmering and Johnson of the University of Louisville have collated stories written by students about their research efforts. Textual analysis reveals how these students' perspectives affect their approaches to research as well as their sense of agency in the research process. Detmering and Johnson discuss four of these narratives in depth, plumbing the language use and story construction to better understand how undergraduate college students see the research process in sometimes surprising ways. The authors find value both for themselves and other educators with regard to understand the student perspective on research, and also for the students creating the narratives, who have the opportunity to distance themselves from the act of research enough to observe and learn from their own behavior and to solidify their own questions about the definition and purpose of research. JN

Edwards, M. E. & Black, E. W. (2012). "Contemporary Instructor-Librarian Collaboration: A Case Study of an Online Embedded Librarian Implementation." *Journal of Library & Information Services in Distance Learning, 6*.3-4: 284-311.

Using a small study sample (seven students), an online embedded librarian sought to measure how the graduate students in an eight week, online, educational technology research class were affected by the librarian's inclusion in the course. This was a mixed methods study using a pre- and post-assessment of information literacy self-efficacy, citation analysis, and participant reflections. Librarian field notes and a debriefing session with the instructor also informed the study. The study found that the students had an increase in self-efficacy and used high quality sources in their annotated bibliographies throughout the course. This increase was actually attributed to the students' interactions with the content that the librarian provided rather than due to their interactions with the librarian. Because the study was completed with a small sample size of a very specific population (non-traditional learners who may have had prior experience with library research), it may be hard to extrapolate the findings to other settings. In addition, the librarian did not have an instructor role in the course which may have influenced the result. One may conclude that in some cases, librarians may want to focus on improving content that they provide to the online students in similar settings rather than improving the librarian-student interaction. JO

Finley, W., & Waymire, T. (2012). "Information Literacy in the Accounting Classroom: A Collaborative Effort." *Journal of Business & Finance Librarianship*, 17: 34-50.

Accounting is more than just numbers. It's about the government, law, and business: important disciplines for focusing on information literacy. The authors – an accounting professor and a business librarian – collaborated to address students' information literacy skills. Their assignment required students to research a current accounting-related issue and analyze federal and state legislative committees involved with the issue. Students gathered sources from academic articles, government documents, and other resources. The purpose of the assignment was to get students to find and incorporate credible, valid, and accurate

LIRT TOP TWENTY, continued on page 18

By Billie Peterson-Lugo, Baylor University
Billie_Peterson@baylor.edu

Tech Talk: Finding Flipping Facts

Dear Tech Talk –

I need to learn more about "flipped classrooms". I've seen some references to the concept on e-mail lists, but I'm not quite sure what it is or if it's something my colleagues and I could/ should use in our information literacy instruction.

– Finding Flipping Facts

Dear FFF–

The instructional technique known as "flipped classrooms" or "flipped learning" has become very popular in recent years. The basic premise behind flipped learning (preferred terminology) is a shift in the activity that takes place in the classroom and the activity that takes place outside of the classroom. A useful graphic explanation of the flipped classroom can be seen at: http://www.knewton.com/flipped-classroom/.

Jonathan Bergman and Aaron Sams, considered the founders of "flipped learning" as it is applied in K-12 schools state that, "Flipping your class starts with asking ONE simple question. . . *What is the best use of face-to-face time with students*?" They conclude that the answer to this question is "more time centered on engaging students in enriching activities and hands-on experiences". (Bergman, Before You Flip, 25) They accomplish this shift by creating brief vodcasts (video broadcast over the Internet) of content previously delivered in class, which their students can watch, pause, rewind, repeat, and re-watch at home. In the face-to-face classes, students ask questions about what they had watched and perform activities that reinforced the concepts provided in the vodcasts; and the teachers interacted with and observed the students as they worked. Some definitions of flipped learning imply it's a flip between lecture and homework – the lecture now takes place at home (via online video) and the traditional homework now takes place in the classroom. However, that definition oversimplifies the concept of flipped learning.

First, some background. Bergman and Sams introduced the phrase "flipped classroom" around 2007 to describe the technique they used to change their instructional pedagogy, but aspects of this concept have been around longer. In the early 1990s, Eric Mazur, a physics professor at Harvard University, developed an interactive teaching method called "peer instruction" in an effort to improve the learning outcomes for pre-med physics students. Peer instruction "is a student-centered approach that involves flipping the traditional classroom by moving information transfer out of and moving information assimilation into the classroom". (http://en.wikipedia.org/wiki/Peer_Instruction).

As early as 2000, education journal articles referenced "inverted classrooms". Lage, Platt, and Treglia write about their experience using an inverted classroom with a college-level microeconomics class. For some elements of their

Tech Talk: Flipping *continued on page 11*

instruction students were expected to read text assignments before class (traditional pedagogy); encouraged to view videotaped lectures and PowerPoint presentations; expected to complete worksheets and to come to class ready to discuss material and ask questions about confusing content; conducting economic experiments/labs in class; and working in groups with worksheets and reviewing questions in class, reporting information on group work to the class. (32-34) This pedagogical technique sounds very similar to that of flipped classrooms, but both peer instruction and inverted classrooms appear to be techniques that didn't gain much traction.

So why did Bergman's and Sams' flipped-classroom pedagogy take off and fly so strongly after 2007? Most likely, the answer lies in the significant advances in technology that enabled the easy and cost effective creation of, storage of, and access to online learning resources (podcasts, vodcasts, screencasts, blogs, wikis, etc.). Added to these advances, the proliferation of relatively low-cost devices (netbooks, e-book readers, smart phones, and tablets), makes it easier for anyone to access online content. Particularly in the K-12 environment, teachers now have a low/no-cost way to move some traditional classroom content into an online environment

But another – perhaps more important – reason that flipped learning is growing so quickly is that it appears to work – students understand the material better!! Mazur and Lage, Platt, and Treglia have data that supports the hypothesis that peer instruction and inverted classroom techniques improve student outcomes, but to this date, no one has published any research studies on flipped learning outcomes. However, ClassroomWindow maintains open surveys (http://classroomwindow.com/review-a-product/) on a variety of educational issues, one of which is flipped classrooms. Some preliminary results (released in July 2012) indicate the following:

- 88% educators indicated flipping improved their job satisfaction
- 67% indicated improved student test scores
- 80% indicated improved student attitudes
- 99% would do it again (http://www.techlearning.com/magazine/0007/what-do-teachers-whove-flipped-their-classrooms-have-to-report/52785)

Admittedly, we don't know how many have responded to this survey; we don't know the content of the survey; and we don't know what other data might be available from the survey, but this bit of accessible data seems to support the anecdotal reports of teachers in the field who have written about their experiences with flipped learning. (Brunsell and Horejsi, Defour, Fulton, Millard).

Advocates of flipped learning identify a number of benefits of its implementation, many of which are summarized by Rivero:

- Students get most of their information needs before class
- "Boring" lecture times reduced or eliminated
- Students learn at their own pace (pause, rewind, repeat as much as is needed; or skip ahead if it's familiar content)
- Class time devoted to higher-level learning activities – not the basics
- More experiments, more time to explore content, more interaction with students
- Students practice skills in class under guidance of teacher and peers
- Technologies leveraged to create transformative learning environments (16)

From Rivero's list, it is clear that flipped learning enables active learning (experimentation, exploration, practicing skills, interaction) over passive learning (reading and lectures), and focuses on higher-level learning – all activities that should

Tech Talk: Flipping, *continued on page 12*

produce better learning outcomes. Nevertheless, flipped learning does have its critics who express these concerns:

- Teachers are substituting videos for their in-class lectures, and why are they lecturing (out-dated pedagogy) anyway
- Students have many other responsibilities when they get home and shouldn't have to do all of this extra work
- If flipped learning is implemented in multiple classes, students won't have enough time to work through all of the content from home
- Students won't take the responsibility to view the online content
- Not all students have sufficient access to the online technology from home

A more complete list of the pros and cons of flipped learning are available in Maryna Badenhorst's blog post, Teaching and Learning in the Digital Age -- To Flip or Not to Flip. (http://marynabadenhorst.global2.vic.edu.au/2010/04/01/to-flip-or-not-to-flip/)

To a certain extent the criticisms are valid, but these criticisms highlight the need to implement flipped learning judiciously. Like any other pedagogical technique one size does not fit all. A significant component of flipped learning is the online content that students work with outside of the classroom. Among other things, successful implementations of flipped learning use brief, focused videos (5-15 minutes), not 60-minute, full-blown lectures. And, the out-of-class content may also continue to include reading requirements. To address the issue of students not doing the work (an age-old issue), instructors may require that students bring to class specific comments and questions they have about what they viewed or the students may have to take an online quiz/poll that the instructor reviews prior to class. Additionally, in-class activities quickly identify those who either didn't do the outside work or who didn't fully understand it.

Even in this age of a proliferation of Internet access and mobile devices, the issue of access to technology is still a valid consideration. One solution is to deliver the content to those students on flash drives, which works well for videos or other non-interactive content; but content on flash drives won't work if the instructor requires the students to participate in an online activity (quiz, poll, etc.) to verify they did the work. Students should be able to get online access through institution labs, media centers, or similar environments and/or perhaps through public libraries; but this displacement of access adds some additional hurdles for students to access that out-of-class content.

Since flipped learning isn't a one-size-fits-all option, what determines whether or not learning content is viable for a flipped approach? The Daily Riff had a 3-part series on flipped classrooms: "The Flipped Class: What it is and What it is Not" (http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php); "Are You Ready to Flip?" (http://www.thedailyriff.com/articles/are-you-ready-to-flip-691.php); and "The Flipped Class What Does a Good One Look Like?" (http://www.thedailyriff.com/articles/the-flipped-class-what-does-a-good-one-look-like-692.php) These blog posts provide some guidance in answering this question.

In "Are You Ready to Flip?" the authors' state: "If you have some of the following goals or priorities for your class, then flipping might be a good option:

- Interactive questioning
- Content and idea exploration
- Student content creation
- Student voice and choice
- Effective differentiation in instructional strategies
- Collaboration with other professionals with the same goals." (http://www.thedailyriff.com/articles/are-you-ready-to-flip-691.php)

Tech Talk: Flipping, *continued on page 13*

Complementing this guidance, the authors of "The Flipped Class: What Does a Good One Look Like?" state, that effective flipped classrooms share many of these characteristics: student-led discussions of outside content that reach higher orders of critical thinking; fluid collaborative work reflected by students easily shifting among discussions; content provided in context with real-world scenarios, with students challenging one another; spontaneously formed student-led tutoring and collaborative learning; student ownership of material and peer sharing of knowledge; students asking exploratory questions and going beyond the core requirements; students actively engaged in problem solving and critical thinking that goes beyond the scope of the course; and a transformation of students as passive listeners to active learners. (http://www.thedailyriff.com/articles/the-flipped-class-what-does-a-good-one-look-like-692.php)

So, the initial question was, not only, what are flipped classrooms but also is the use of flipped classrooms a technique that should be incorporated into information literacy? To answer those questions begin by asking that key question: *What is the best use of face-to-face time with students*? In the case of information literacy, librarians most often deal with significant time constraints: the one-shot lecture, 50-90 minutes at the most; if they are lucky, they might get a second meeting with the students. Historically, instruction librarians have tried to cover a myriad of information needs – some of it mechanical and basic – where do you find resources in the library; how do you search databases; how do you get to the full text; etc. Librarians have also tried to move to higher-level critical thinking skills, such as refining topics; developing good search strategies; analyzing search results; refining searches; etc. It is obvious that the critical thinking skills should have the greatest importance for long-term, positive outcomes for students' research skills; but these higher level skills can't be attained without a foundation in the basic and mechanical parts of research.

The use of a flipped learning model for information literacy implies that librarians could make the most of a very brief window of time with students in the classroom – focusing on active learning and/or group/collaborative activities that enable students to acquire higher level critical thinking skills – the skills that will help them the most with their current and future information needs. Consequently, it appears that information literacy sessions are very good candidates for flipped learning.

The trick to creating that flipped learning environment is to (1) identify those rudimentary skills that can be learned outside of class; (2) develop (if they don't already exist) online learning objects that enable the transfer of this knowledge to the students who need it; (3) develop mechanisms that provide incentives for the students to look at the online learning material outside of class – ideally, working with the class instructor; (4) develop the new, more interactive learning activities that will take place during class sessions – instead of 90% lecture; and (5) assess whether or not these changes were successful.

Instruction librarians have always created materials to help students with their research, going all the way back to paper pathfinders and topic-specific bibliographies. They quickly adapted to advances in technology, continuing to create information learning materials in online environments: web pages, LibGuides, online tutorials, videos posted to YouTube or Vimeo. So it's quite possible that some instruction librarians may already have some online learning materials in place.

Since successful flipped learning is very dependent on the work done outside of the classroom, it's vital that instruction librarians get "buy in" from the class instructors. The class instructors can convey the importance of doing this work to the students and assist in providing the appropriate incentives for doing the work before the class. The most valuable incentive is that of student grades. The instruction librarian needs to create a tool that both engages the student (students must bring at least one question about the material to class; or complete an online survey/quiz before coming to class; experiment with something that was taught and provide feedback about that experience; etc.) and can be graded.

Another key element to the successful implementation of flipped learning is the development of the in-class activities. The real value of flipped learning is to utilize that freed-up class time effectively to instill the higher level critical thinking skills. In

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"Are You Ready to Flip", the authors state: "If content is delivered outside of class time, it is up to the teacher [librarian] to provide the students with opportunities in class to place the content they learned into context. . . These in-class activities. . . must:

1) Help support the student understanding of the stated learning objectives.
2) Be designed to help students process what they have learned and place the learning into the context of the world in which they live.
3) Be engaging to the students, yet flexible enough to allow students the ability to process and produce in a way that is meaningful to them. Possible in-class work could include: student created content; independent problem solving; inquiry-based activities; Project Based Learning." (http://www.thedailyriff.com/articles/are-you-ready-to-flip-691.php)

Related to the development of these learning activities, Hurd recommends focusing on "process" (development of keywords and search strategies, search refinements, search results analysis, etc.) not "procedure" (Boolean operator details, how to find a book or journal article, etc.). (http://bib20.blogspot.com/2012/07/re-thinking-flipped-classroomlibrary.html)

Added to this perspective, November states, ". . . the teachers [librarians] are more important than ever. If they have provided students with an array of rich resources and have set up opportunities for students to think deeply and question what they have learned at home before coming to class, these teachers [librarians] are going to see that there are wide array of new questions that arise that might never have come up during a standard class period. . . Also, they are also going to need to figure out what the right questions are to ask when students come to class. These questions are going to have students address their misconceptions about and apply their knowledge concerning what they have learned on their own." (1-2)

The work involved in designing for a flipped learning environment is non-trivial and – particularly at the beginning – will most likely involve significant work for instruction librarians. Working as a team to develop ideas and out-of-class and in-class learning activities should both stimulate creativity and ease the work load. As time goes on and flipped learning becomes more prevalent for the instruction librarians, they should have built up an arsenal of learning modules and activities that can be used and/or modified for a variety of classes. Not only that, but some of these online learning materials may also serve dual purposes in that they can be incorporated into web pages, LibGuides, or other point-of-use tools that are available for students and instructors.

Returning to the Daily Riff and the post, "The Flipped Class: Myths vs. Reality", the authors clearly indicate what a Flipped classroom is and is not. In particular, the flipped classroom IS:

- "A means to INCREASE interaction and personalized **contact time** between students and teachers
- An environment where students take **responsibility for the own learning**
- A classroom where the teacher is not the 'sage on the stage', but the '**guide** on the side'
- A **blending** of direct instruction with constructivist learning
- A classroom where students who are **absent** due to illness or extra-curricular activities such as athletics or field-trips, don't get left behind
- A class where content is permanently **archived** for review or remediation
- A class where all students are **engaged** in their learning
- A place where all students can get a **personalized** education." (http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php)

Do these attributes apply to the kind of instruction you would like to see in your information literacy classes? If so, then

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experimentation with flipped learning may be worth the investment of time and resources.

Tools for Creating Online Learning Materials

- CamStudio (http://camstudio.org/)
- Creating a PowerPoint Screencast Using Camtasia Studio (http://www.educause.edu/ero/article/creating-powerpoint-screencast-using-camtasia-studio)
- Google Chrome Screen Capture App (http://tinyurl.com/d25njnq)
- Jing (http://www.techsmith.com/jing.html)
- Screencast-O-Matic (http://www.screencast-o-matic.com/)
- Some Slidesharing and Screencasting Options (http://blogs.slj.com/neverendingsearch/2012/04/01/screencasting/)
- Swivl (http://www.swivl.com/education/)
- Top 100 Tools for Learning 2012 (http://c4lpt.co.uk/top100tools/) and A Practical Guide to the Top 100 Tools for Learning (http://c4lpt.co.uk/top100tools/subscribe/)
- VoiceThread (https://voicethread.com/)

Resources for Ideas

- Copyright Friendly Images (http://www.only2clicks.com/pages/joycevalenza/343504)
- Flipped Learning (http://flippedlearning.org/)
- Flipped Learning Network (http://flippedclassroom.org/)
- Khan Academy (https://www.khanacademy.org/)
- TEDEd (http://ed.ted.com/)

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sources of information. The article details the significant instructional component created by the librarian and provides an analysis of students' bibliographies. Projects such as these will help address gaps in students' information literacy skills. JH

Gross, M., Latham, D. & Armstrong, B. (2012). Improving below-proficient information literacy skills: Designing an evidence-based educational intervention.´ *College Teaching,* 60.1: 104-111.

This article describes the development of the Attaining Information Literacy (AIL) project. Researchers at Florida State University investigated the effect of an educational intervention called "Information Skills: How to Find the Information You Need," designed specifically to meet the needs of first-year students who scored below proficient on the Information Literacy Test (ILT). The researchers began by convening focus groups of community college students to determine which type of educational interaction the students preferred; this was informed by the imposed query model. They also relied on research on the Dunning-Kruger effect, specifically the phenomenon in which one does not accurately recognize his or her own limitations (usually overestimating them) and thus is unlikely to seek help, not realizing one's own deficiencies. Therefore, the first two goals of the instructional intervention were to "change conception of the skills required to find, evaluate and use information" and "change conception of personal ability to find, evaluate and use information." The third goal was for students to acquire at least one information literacy skill. The researchers wanted students first to recognize information literacy as an achievable skills set. They also wanted students to improve their own self-assessment of their abilities in that skill set. The outcome was the ASE (Analyze, Search, Evaluate) Process Model, a scalable information literacy instruction model that is transparently explained to students, who are then led through a series of carefully designed activities. This well written article describes the process by which this IMLS grant-funded intervention was conceived and designed. Summative evaluations are underway. For

Kovalik, C., Yutzey, D. & Piazza, L. (2012). "Assessing Change in High School Student Information Literacy Using the Tool for Real-Time Assessment of Information Literacy Skills." *Contemporary Issues in Education Research* 5.3: 153-166.

The authors used the TRAILS (Tool for Real-Time Assessment for Information Literacy Skills) assessment tool to measure the change in information literacy knowledge and skills in 201 high schools students in Upper Arlington High School (near Columbus, Ohio) between their freshman and senior years. TRAILS assessment consists of six questions in each of five sub-categories. The authors found that "Information literacy knowledge and skills for the high school students in this study showed a significant overall increase between the freshmen mean score and the senior mean score. Sub-categories of the TRAILS assessments indicated mixed results, with two sub-categories indicating significant increases, two sub-categories indicating significant decreases, and one sub-category with no significant difference" (p.160). The authors find that student information literacy skills need a continuous and consistent approach and recommend that a district wide plan be implemented. WJ

Lee, E. A., Reed, B., & Laverty, C. (2012). Preservice teachers' knowledge of information literacy and their perceptions of the school library program. *Behavioral & Social Sciences Librarian*, 31.1: 3-22.

The development of information literacy skills is at the forefront of most conversations regarding library instruction. Professional organizations like ACRL, AASL, IFLA and UNESCO have all defined information literacy, and the impact information literacy has on learning. Studies have also linked competence in information literacy with academic achievement in primary and secondary school students.
To this end, this study, based out of Ontario, Canada, investigated the current levels of understanding preservice teachers have of information literacy, to what degree were they prepared to teach information literacy to their students, what role did the teachers feel that library has on their practicum, and what was their understanding of the role of a teacher librarian. The authors collected survey results from over 500 preservice teachers, all of whom were candidates in a 1-year bachelor of education program that leads to accreditation to teach in K-12 classrooms. The survey was 26 questions, and included both Likert scale, yes/no, checklist questions and open-ended questions.
Overwhelmingly, the survey indicated that many teachers felt unprepared to teach incorporate information literacy into their lesson plans, and had very traditional views about the role of the school library, reflecting the low level of collaboration between teachers and teacher librarians in the schools. In response to this survey, the authors developed the INSPIRED Teaching Series (Innovative Student Participation in Research and Education) with the goal of

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both teaching and developing course integrated classes, focusing on resources and curriculum specific content, and improving teacher-librarian collaboration. The study shows that while there is still a gap between the desired learning environment in K-12 schools and the readiness of teachers who staff these schools, there are developing models for programs that can improve the relationship between librarians and teachers and foster collaboration aimed at closing this gap. CG

Martin, C.M., Garcia, E.P., & McPhee, M. (2012). "Information literacy outreach: Building a high school program at California State University Northridge." *Education Libraries*, 34.1-2: 34-47.

The transition from high school to college is tough for many students. Incoming college students often do not possess the needed research and critical thinking skills to succeed academically. Furthermore, the library can often be the most intimidating building on campus. Librarians at CSU-Northridge collaborated with a high school academy – that itself is a partnership between the university and the local school district – to assist in preparing high school students for college. Librarians secured university library privileges for the high school students and collaborated with teachers on assignments. Staffing allowed for a librarian position dedicated to liaising with the high school. Librarians implemented a variety of instructional tools, handouts, and assessments. This case study will assist other academic libraries in providing outreach to high schools. JH

McBride, M. F. (2012). "Reconsidering Information Literacy in the 21st Century: The Redesign of an Information Literacy Class." *Journal of Educational Technology Systems*, 40.1: 287-300.

Mark McBride from Buffalo State College, State University of New York, seeks to incorporate a new understanding of literacy into our practice of library instruction. He discusses how a 3-credit information literacy course was redesigned to include transliteracy (the ability to read, write and interact across a broad range of platforms, including orality, handwriting, print, TV, radio and film, and digital social networks) and metaliteracy (a conceptual framework for information literacy that reinforces central lifelong learning goals among different literacy types). McBride incorporated a constructivist learning into his class and believes that Connectivism (which emphasizes the social and cultural context of learning) may hold the key to teaching information literacy in the future. He calls for a reconceptualization of information literacy. WJ

Saunders, L. (2012). "Faculty Perspectives on Information Literacy as a Student Learning Outcome." *The Journal of Academic Librarianship* 38.4: 226-236.

How do faculty members from different disciplines view information literacy? Who is responsible for ensuring students receive information literacy instruction: faculty or librarians? In this article, the author sets out to answer these and other questions via a survey of faculty from across the country. The author presents both quantitative and qualitative data that sheds light on how faculty understand and see the role of information literacy in their courses. Saunders found that an overwhelming majority of faculty view information literacy skills as an integral part of their students' education. Additionally, the majority of faculty believe students posses competencies in some skill areas but could improve in others. Saunders also presents data concerning the shared responsibility of teaching information literacy skills, faculty understanding of the term information literacy, and how faculty from different disciplines view the role of information literacy in their courses. In conclusion, Saunders offers suggestions for continued library/faculty collaboration and how to work with faculty in way that balances friendliness with persistence. YM

Sobel K, Sugimoto C. (2012). Assessment of Learning during Library Instruction: Practices, Prevalence, and Preparation. *Journal of Academic Librarianship, 38*.4: 191-204.
In a random selection of 100 libraries, 73% of doctoral-degree granting institutions had a librarian with the word instruction in her or his title, while only 12% of associate-degree granting institutions had a librarian with this word in the title. Academic libraries are often treated as a homogeneous group, but they may not be. The researchers surveyed the librarians with the word instruction in their titles at these 100 libraries and found that a small majority conducted some type of instruction assessment. Of those that didn't do assessment, nearly half of them had the word instruction in her or his title. Of those that did conduct assessment, they only spent 10% or less of their time doing so. The survey respondents liked to assess undergraduates in one shot sessions and often used worksheets to do so. Some used pre- and post-quizzes. Many used multiple

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methods of assessment and some were able to work well with academic faculty to conduct assessment outside of the library instruction session. Twenty percent of these librarians learned how to conduct assessments in their MLS programs and a third of them had never received formal training in statistics. While these librarians look to journal articles to learn about assessment, they mostly shared the results of their own assessments internally only. JO

Sinkinson, C., Alexander, S., Hicks, A., & Kahn, M. (2012). "Guiding Design: Exposing Librarian and Student Mental Models of Research Guides." *Portal: Libraries and The Academy*, 12.1: 63-84.

Caroline Sinkinson, Stephanie Alexander, Alison Hicks, and Meredith Kahn administered an open card sort study to students and librarians at the University of Colorado, Boulder to reveal perceptions of various library research guides. The authors found that students and librarians have different conceptions of the research process and that the research guides at the University of Colorado reflect librarian models of research rather than student preferences. The study also finds that mobile assistance probably will play an increasing role in the research process. Librarians should use the findings of Sinkinson, et al. to tailor research guides (and instruction) appropriate for undergraduate and graduate students. WJ

Smith, C., Doversberger, L., Jones, S., Ladwig, P., Parker, J., and B. Pietraszewski (2012). "Using Course Syllabi to Uncover Opportunities for Curriculum-Integrated Instruction." *Reference & User Services Quarterly* 51.3: 263- 271.

Library faculty at the University of Notre Dame collected and analyzed the content of class syllabi, searching for opportunities for future instructional collaboration. Through this analysis they were about to evaluate several hypotheses regarding the general underutilization of library tools and services in various disciplines and course levels. Among their findings the authors learned that, after filtering out syllabi from directed research classes, graduate level classes and first year composition classes, 43 percent of the classes evaluated required no library use and the remaining 57 involved at least some library component, and that 38 percent required library use beyond reserves and required readings. They further determined that course level and subject matter had an effect on the amount of library work required, and that formal library instruction was underused in classes that required significant research. By using these and other results, the librarians have discovered areas for potential growth in the library instruction and outreach programs at Notre Dame. JN

Stockham, M. & Collins, H. (2012). Information literacy skills for preservice teachers: Do they transfer to K-12 classrooms? *Education Libraries, 35*(1-2): 59-72.

Researchers surveyed education majors at Kansas State University, Washburn University, and members of the Kansas Association of School Librarians with several goals in mind: to measure school media specialists' perceptions of whether new teachers in their schools integrate information literacy (IL); to discover whether education majors feel aware of and ready to teach IL concepts; and to raise awareness of IL standards and partnership opportunities with school media specialists. The authors theorized, based on research showing first-year college students as unprepared in IL skills, that K-12 classroom teachers are a key component to improving student IL skills. They wanted to see whether these pre-service teachers in Kansas clearly understood IL, felt prepared to teach it, and recognized their school media specialists' as potential partners. Although the sample size was small and demographics were not collected, the researchers themselves found utility in the results and adjusted their own academic library instruction with education majors to emphasize how what the education students are learning now about information literacy can be applied in their classrooms and in partnership with their school media specialists. This article will be most relevant for education librarians and school media specialists. M O'K

Strittmatter, C. (2012). Developing and assessing a library instruction module for a core business class. *Journal of Business & Finance Librarianship*, 17(1), 95-105. doi: 10.1080/08963568.2012.630645

Connie Strittmatter of Montana State University reports on faculty-library collaboration to develop an instructional module for a core undergraduate business course. The module contained three instructional sessions accompanied by a graded online exercise and assigned research memo. Strittmatter found a significant statistical difference in the online exercise between students who attended the

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instructional sessions and those who did not. However, the results regarding the assigned research memo were inconclusive. The study demonstrates how to evaluate the effectiveness of information literacy sessions using quantitative analysis. WJ

Tennant, M., Edwards, M., & Miyamoto, M. (2012). Use of instructional design theory and an individualized hybrid strategy for assessment in library-based instruction. *Journal of the Medical Library Association,* 100.4: 319-322.

Tennant et al. examine how a course featuring individualized course projects could migrate from a primarily paper-based assessment environment to a hybrid system combining both paper-based and online components. Further, it examines how such a migration can both decrease the grading burden on the instructor without sacrificing the individualized assignment components of the course. The purpose is a familiar one, finding ways to reduce instructional load while retaining the quality of the course. By isolating the three major assignments from the course, outlining their intended instructional goals, and identifying the assignments that necessarily required a paper-based component, they successfully found ways to reduce the amount of time spent grading assignments, which in turn gave the students timely feedback on their performance.

For the first assignment, a series of online quizzes were created, and though it proved a time consuming at first, it has now allowed for the first assignment to be graded entirely online. The second assignment which focused on database searching and critical literature review was left in a paper-based format, as it was critical to the instructors to use a format that would accurately capture student search strategies and analysis. It was, however, accompanied with an online assessment that was universal enough to apply despite any differences in individually selected topics. The final section was done in a similarly hybrid style, combining paper-based responses with online components for assessment.

While the conversion required an investment of time and resources at the outset, ultimately it would create a stable online platform that would be easy to update for future sessions, and uniform enough that it would still allow students to select individualized topics. It could also be integrated into course software, in this case, Sakai. The authors found that the key component for their success was not simply transferring questions to an online platform, but thinking critically about each assignment and the expected learning outcomes. After analyzing student performance and feedback before and after the migration, the authors found similarity in assessment scores, suggesting that the change in format had not had influenced student learning despite the change in platform. CG

Zhong, Y. (2012). "Universal Design for Learning (UDL) in Library Instruction." *College & Undergraduate Libraries*, 19.1: 33-45.

Ying Zhong, from the Walter W. Stiern Library, California State University, Bakersfield applied Universal Design for Learning (UDL) to library instruction. UDL is based on three principles: (multiple means of representations, or the "what" of learning; multiple means of action or expression, the "how" of learning; and multiple means of engagement, or the "why" of learning) to "design course instruction, materials, and content to benefit people of all learning styles without adaption or retrofitting." Ying Zhong's study supplies two lesson plans (one a general plan and the other focusing on Boolean logic). The author gathered data (surveys) to evaluate the teaching effectiveness of the lesson plans. The results of the surveys indicate that UDL helps students improve their information seeking skills. WJ

Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.
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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
http://fleetwood.baylor.edu/lirt/lirtnews/

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Contributions to be considered for the **September 2013 issue** must be sent to the editor by **July 15, 2012.**

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LIRT Standing Committees

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

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

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

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

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

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

Teaching, Learning, & Technology
This committee will be responsible for identifying and promoting the use of technology in library instruction.

Top 20
This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

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

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

For more information about our committees visit http://www.ala.org/lirt/committees

Please see our online committee volunteer form at

http://fleetwood.baylor.edu/lirt/volform.php