



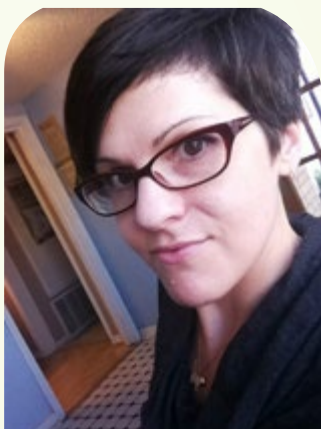
School Public Special Academic LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 36 No. 3 March 2014

From the Vice President



By: Jennifer Corbin



This January's Midwinter chose to join LIRT. Back in meeting and attended LIRT's meeting librarians from a discussion. This year at Midwinter, to College Committee planned the Terminology: A Collaborative Effort to College." Cindy Fisher, Joanna the session, which included a Much like my 2007 experience, the It drew librarians from school, community college, university, and public libraries in addition to current library school students and recent LIS graduates. In small groups, we talked about the terminology and analogies librarians use when teaching our students. Each small group then shared the highlights of their discussions with the large group. The diverse perspectives provided insight into our shared challenges in helping students understand the vast information landscape they are expected to skillfully navigate. It was comforting to hear how much we have in common despite our disparate settings.

After returning from Philly, I tried out an idea that came from the Discussion Forum. I developed a library vocabulary list and distributed it to students at the beginning of class. Throughout the library workshop, I referred to the handout to help students better understand the terms I use. It helped to remind me to define the jargon I was using. Of course, I plan to make some changes to my handout based on my observation of students' use of it, but it felt great to give it a try. Once again, LIRT provided me with practical teaching ideas that I could immediately put into practice.

If you heart LIRT and would like to become more involved, consider volunteering for a committee. Committee appointments for 2014 begin after Annual Conference in Las Vegas. We are looking for virtual members and regular members. Virtual members agree to attend one Midwinter or Annual Conference during their two year appointment. Regular members agree

I HEART LIRT, continued on page 2

March 2014:

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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.

to attend Midwinter and Annual Conference during their two year appointment. Some committees, such as the Liaison Committee, the Awards Committee, and the Membership Committee, prefer regular members due to the nature of the work they do. Learn more about LIRT Committees at <http://www.ala.org/lirt/committees> and volunteer for a committee at <http://fleetwood.baylor.edu/lirt/volform.php>.

Hope to see you in Vegas!

Jennifer

Jennifer Corbin
Vice-President

1 See <http://alamw14.ala.org/node/13214> for more information about the Discussion Forum, including a handout and a link to the chat transcript.

2 Upcoming conference locations: Midwinter 2015, Chicago; Annual 2015, San Francisco; Midwinter 2016, Boston; Annual 2016, Orlando.

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Contributions to be considered for the **June 2014 issue** must be sent to the editor by **April 15, 2013**.

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From the editor

by Teri Shiel, MLS/MA
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as spring sprung yet? In some parts of the country, maybe – but in the northeast? Well, there's less snow on the ground than there was last week, and we're still hopeful that the temperatures will climb into the 50s. Hello, heat wave? Actually, the heat of Las Vegas in late-June is beginning to look very appealing since it's been a very long, cold, snowy winter for many of us.

Welcome to our March issue, where we are beginning to look forward to ALA Annual in Las Vegas while looking back on what we learned at Non-LIRT meetings at ALA Midwinter in Philadelphia. In this issue, you'll meet the LIRT Vice-President Jennifer Corbin; find information about the LIRT Annual Program; review a ballot proposal regarding an update the Bylaws language; and meet the 2014 candidates for LIRT positions. In the *Tech Talk* column, Billie Peterson-Lugo explores all of the buzz surrounding digital badges and provides excellent resources in case you'd like to do some exploring of your own.

Once again, LIRT News is looking for articles to publish and guest viewpoints to explore, so if you're interested in writing for us, please contact me and let me know. Also, the **deadline for submitting content for the June issue of LIRT News is April 15th**.

As always, LIRT News wouldn't be as amazing as it is without its Production Editor, Susan Gangl. As I step down from LIRT after this year's ALA Annual meeting, Susan will be taking over as the LIRT News Editor and Committee Chair. Congratulate Susan when you see her – she'll be an amazing Editor and Chair.

Happy Spring to those of you in the warmer parts of the country, and a very happy Mud Season to those of you still buried under the snow.

See you in June -



Teri



LIRT ALA ANNUAL 2014 LAS VEGAS

ANNUAL PROGRAM

GOING ALL IN:

Library Instruction for Students in Online Education Programs

An increasing amount of coursework, both at the secondary and postsecondary level, is being conducted online. This shift in the delivery method of education which began at the college level is now occurring throughout the K-16 continuum. Because many of the students in these classes and programs will never set foot into the host institution, this transformation has necessitated a great deal of change in all aspects of library services, including information literacy instruction. This conference program will spotlight some innovative ways that libraries are conducting and delivering instruction to this new cohort.

BALLOT PROPOSAL



Currently, our bylaws require that all LIRT committees will meet in person during both Midwinter and Annual conferences. Recognizing the increase in both electronic conferencing options and travel costs, the LIRT leadership is asking you to consider a change allowing more flexibility for how and when committees meet. The text of the proposed change, as it will appear on the ballot, is as follows:

Proposal to update the Bylaws language to more accurately reflect the Association's best practices pertaining to virtual participation.

BYLAWS AMENDMENTS

AMENDMENT I: Language Regarding Virtual Meetings

SECTION V. STANDING COMMITTEES.

D. Committees shall meet at ~~ALA Annual and Midwinter conferences.~~ [at least four times a year, either virtually or at ALA Annual and Midwinter conferences. When feasible, face to face meetings will also be made available virtually for those who cannot attend in person. The Committee Chair will be responsible for calling meetings and, if meeting virtually, for making any necessary arrangements. Committees whose main business occurs during conferences must meet in person at both Midwinter and Annual.

A committee chair or other designated representative of each standing committee must attend each Steering Committee meeting (Midwinter and Annual) in person.]

SECTION VII. TASK FORCES.

D. Task forces may meet as frequently as necessary for their stated duration ~~but meetings at the Midwinter meetings and Annual ALA conferences are required. Failure to hold these meetings shall dissolve the task force.~~ [in order to complete their charge.]

CANDIDATES FOR LIRT POSITIONS, 2014

Selected office: Vice Treasurer/Treasurer-Elect

Hui-Fen Chang



Assistant Professor, Humanities and Social Sciences, Oklahoma State University, Stillwater, Oklahoma
Previous Positions Graduate Reference Assistant, University of Wisconsin-Madison Business Library (2002-2007); Graduate Public Services Assistant, University of Wisconsin-Madison Social Sciences Reference Library (2004-2005)

Degrees and Certificates:

University of Wisconsin-Madison, MLS; University of Wisconsin-Madison, MA English;

University of Wisconsin-Madison, MA Linguistics; Fu-Jen University, Taiwan, BA English

Division Affiliations: ACRL RUSA, Chinese American Librarian Association

ALA and/or ALA-APA Activities:

ALA-LIRT Conference Program Committee, Co-Chair, 2010-2012, as Member, 2009-2013;
 ACRL Academic Library Services to International Students Interest Group, Convener, 2012-2013; ACRL ULS Membership Committee, Member, 2013-2015; ACRL Distance Learning Section Research Committee, Member, 2011-2013; ACRL Distance Learning Section Bibliography Committee, Member, 2012 -2014; ACRL Instruction Section Research & Scholarship Committee, Member, 2009-2012, RUSA Reference Services Section User Education & Information Literacy, Member, 2010-2012; RUSA Reference Services Section Pre-conference Committee, Member, 2010-2011

Offices held in state/regional library associations, and other associations:

Chinese American Librarians Association (CALA) Nominating Committee, Member 2013-2014; CALA Public Relation and Fund-Raising Committee, Member, 2013-2014; CALA Southwest Chapter, President, 2012-2013, CALA Publications Committee, Member, 2011 -2012; CALA Scholarships Committee, Member, 2010 -2011, 2012-2013; CALA Constitution & Bylaws Committee, Member, 2009-2010; Oklahoma Library Association Library Education Division, Secretary, 2011- 2012; Oklahoma Library Association Career Recruitment and Retention Committee, Member, 2010-2011; ACRL-Oklahoma Chapter, Member-at-Large, 2010-2012.

Honors and Awards:

One of my major accomplishments is being elected as an ALA/ACRL 2010 Emerging

Leader. Other accomplishments include presentations at ALA, ACRL, LOEX, and the Mountain Plains Library Association and the Oklahoma Library Association conferences.

Publications:

Chang, H.-F. (2013). "Racial and Ethnic Librarianship in Academic Libraries: Past, Present and Future." ACRL 2013 Conference Proceedings.

Chang, H.-F. (2011). 'Cite It Right Critical Assessment of Open Source Web-Based

Citation Generators." Proceedings of LOEX Clearinghouse for Instruction 39th National

Conference, 2011

Statement of Professional Concerns/Aspirations if Elected:

Library instruction is a major component of my work at the Oklahoma State University Library. It is wonderful that we have an organization such as LIRT providing a supportive community for instruction librarians. Having served as the co-chairperson for the LIRT Conference Planning Committee for 2010-12, I have become more appreciative of LIRT and the contributions our members have made towards promoting library instruction and information literacy. This experience has only inspired me to continue service for LIRT. If elected treasurer, I will assist the Executive Board and committee chairs in financial planning associated with public programming and events, and in fulfilling LIRT's mission and vision of advocating library instruction and information literacy.

Member of ALA since: 2009

Selected office: Vice President/President-Elect



Andrew Revelle

Associate Librarian for Social Sciences (2007 – Present)
 Miami University, Oxford, Ohio

Degrees and Certificates:

Indiana University School of Library and Information Science (M.L.S. 2004)
 Indiana University Department of History (M.A. Russian and Soviet History 2000)
 State University of New York at Albany (B.A. Russian Language and Literature 1996)

Division Affiliations: ACRL (EBSS), LIRT

ALA and/or ALA-APA Activities:

Chair, LIRT Conference Programming Committee (2012 – Present)

CANDIDATES FOR LIRT POSITIONS, 2014, continued on page 6



Member, EBSS Membership Committee (2008-2010)

Publications/Presentations:

Hurst, S., Revelle, A., & Shrimplin, A. (2013) Seeing the forest by counting the trees: Using a variety of sources to see the big picture. *Journal of Web Librarianship*, 7(4), 434-450.

Revelle, A. & Polanka, S. (2013). Reading transformed by the mobility of ebooks. In *The handheld library: Mobile technologies and the librarian*, edited by T. Peters & L. Bell. Englewood, CO: Libraries Unlimited.

Revelle, A., Messner, K., Shrimplin, A. & Hurst, S. (2012). Book lovers, technophiles, printers and pragmatists: The social and demographic structure of user attitudes towards e-books. *College and Research Libraries* 73(5), 420-429.

Links to further information:

<http://www.users.miamioh.edu/revellaa/cv.html>

Statement of Professional Concerns/Aspirations if Elected:

What appeals to me about LIRT as an organization is that it brings together librarians of all types. Too often, academic, public, and school librarians remain in their silos because there are not many common spaces for discussion of the issues that unite us as librarians. LIRT provides just such a space in the area of instruction. In my capacity as a member and chair of the Conference Planning Committee, I have been sure to include the voices of public and school librarians in our conference panels because I find their approaches to instruction to be very informative to my practice as an academic librarian.

The area of information literacy instruction, much like all other forms of instruction, is undergoing a paradigm shift due to the continued impact of networked information technology. It must be stated that in the rush to adopt technologies to create online instructional units for students in online educational programs and library patrons at remote locations, what makes good instruction remains the same regardless of the delivery method. If I am elected LIRT President I will make sure that the roundtable does not forget its core mission of promoting library instruction even as we embrace new technologies.

Member of ALA since: 2007

Selected office: Secretary/Archivist-Elect

Cindy Fisher

First-year Experience Librarian
University of Texas Libraries, Austin, Texas



Previous Positions:

Dean's Fellow for Teaching Assistance,
Simmons College, GSLIS: 2006-2008

Degrees and Certificates:

Simmons College, MLS, 2008;
Georgetown University, BA, 2004

Division Affiliations: ACRL, LITA

ALA and/or ALA-APA Activities:

ALA LIRT Transitions to College, member 2010-present, current chair ALA ACRL-IS Teaching Methods committee member, 2010-2012 ALA ACRL-IS Conference Planning committee, 2009-2011

Publications/Presentations:

2013 "Visualizing Value: Using Pinterest to Market the Academic Library". Poster session co-presenter at Association of College and Research Libraries Conference, Indianapolis, IN, April 11, 2013. <http://goo.gl/AvVtZ9>

2012 "Propel Your Message". Co-presenter at Internet Librarian, Monterey, CA, October 24, 2012. <http://goo.gl/WXG3m>

2011 "Letting Go: Giving Up Control to Improve First-year Information Literacy Courses." Co-presenter at Association of College and Research Libraries Conference, Philadelphia, PA, April 2, 2011. <http://goo.gl/uz4v9>

Statement of Professional Concerns/Aspirations if Elected:

If elected, I would like to help LIRT better disseminate its mission, vision, and decisions to our members and colleagues in our partner organizations: ACRL, AASL, and PLA. This would serve to help our current members understand more clearly how decisions within the organization are made while educating potential members about what we do. As secretary, I would take clear notes and distribute them in a timely manner so that members would be current on decisions and have access to past decisions in order to build the institutional memory of LIRT.

2014 ALA Midwinter Conference: Awards Committee



Members present:

Paula C Johnson, co-chair/chair; Sherri Brown, co-chair/chair elect; and Patience Simmonds

Members absent: Gale Burrow, Jeff Knapp, Jonathan Dembo, and Michael Saar

Sherri Brown, convener of Librarian Recognition subcommittee and Paula C. Johnson, convener of the Innovation in Instruction subcommittee, finalized the winners for the respective awards. There were fourteen nominations for the Innovation Award and five for the Recognition Award. Kenneth J. Burhanna of Kent State will receive the Recognition award and St. Leo University Library in St. Leo, FL will garner the Innovation award. These awards consist of \$1000 cash, a \$500 stipend to travel to Las Vegas for the upcoming Annual Conference, and a recognition plaque.

The committee decided to meet virtually prior to ALA Annual to determine a marketing strategy and timeline for the next awards cycle. This was deemed preferable to waiting until Annual since the process experienced with this inaugural effort is still fresh in memory. The committee also decided that they will review/revise the call for nominations and current rubrics to insure the language in both strongly correlates. They also plan to circulate the rubrics. Paula and Sherri will be writing a committee manual to be made accessible in ALA Connect.

Shortly after Midwinter, Paula sent President Barbara Hopkins the lists of all nominees for the two awards, as well as the nomination packets and rubrics for the winners. Jeff Knapp, with some assistance from Paula, wrote the letters to go to the winners and the other participants, which were forward to Barbara to be sent out. Paula and Sherri will work with the Steering Committee to determine the best time for the Awards ceremony. Gale Burrow volunteered to write a post-2014 Annual article that will cover the award presentation and include interviews with the winners.





Non-LIRT Meetings at Midwinter Related to Library Instruction

By: Members of the Liaison Committee



Freedom to Read Foundation Board Meeting:

The pre-conference meeting of FTRF Trustees, liaisons, and other interested ALA conference attendees discussed the issue of free speech in the classroom, privacy issues, and net neutrality. Highlights from the meeting include:

- The Arizona case of Curtis Acosta, et al. v. John Huppenthal, et al, which is a curriculum-related lawsuit filed by teachers and students vs. the Tucson Unified School District due to the removal of books relating to the Mexican American Studies. The case is on appeal in the 9th circuit court. FTRF has filed an Amicus Brief.
- NSA surveillance issue is being closely observed.
- Net Neutrality is an issue of interest but for now all anyone can do is wait and see. Options available to the FCC include making an appeal and redefining what a broadband provider is.
- Developing issues include a library review committees in high schools (the example is a Virginia high school) and 3-D printing (will libraries attempt to censor what is being printed?).
- FTRF is seeking to increase its membership. Anyone interested in joining should go to www.ftrf.org to sign up. Individual membership rates begin at \$35.

FTRF will next meet at Annual Conference, in Las Vegas, on Thursday, June 26. All interested conference attendees are invited to attend.

-- Julia Warga, Kenyon College

Patron-centered Reference Librarianship:

Using Patrons' Interests to Motivate Information Literacy Learning

Kevin Michel Klipfel (California State University, Chico) facilitated a discussion on using patrons' interests to motivate learning, also known as patron-centered reference librarianship. Using student-centered learning and counseling concepts as a platform, Klipfel created an environment where thought provoking philosophical questions on reference session practices in academic, public, and school librarianship engaged and encouraged attendees to discuss ways in which they could achieve patron-centered reference in their libraries. Klipfel introduced a topic, let attendees

weigh in on that topic, asked another question requiring attendees to think deeper about their own practices, and then brought the discussion back to patron-centered reference; towards the end of the session, an attendee noted that the session modeled patron-centered reference. He also provided a short resource guide for attendees interested in exploring published information on student-centered pedagogy, student engagement and patron-centered reference librarianship. Topics discussed during the session were: assessing patron needs and wants; whether it is more important to serve a patron's needs or a patron's wants; showing empathy during an in-person reference session versus a virtual reference session; how to handle queues during virtual reference; "about me" reference versus patron-centered reference; and engaging students using popular topics.

--Tiffany Baglier, University of Florida

LITA Instructional Technologies Interest Group

Beth Filar Williams (University of North Carolina Greensboro) and Lilly Ramin (University of North Texas) shared what instructional technology tools they use, if the tools cost money, and tool pros and cons:

- Blackboard Collaborate (\$) provides online collaborative space with audio, chat and screen sharing capabilities. Sessions can be archived, but not saved as mp3 files.
- Google+ Hangouts creates a user friendly video conferencing environment that can be unstable and works with only small groups.
- Hangouts On Air broadcasts and archives streaming video directly to YouTube; however, participants need a link to join.
- YouTube provides a platform for posting videos and creating videos with or without closed captioning; text captured with closed captioning may need editing.
- Microsoft Windows Movie Maker (available with Windows) is easy to use for editing and creating low end movies.

Non-LIRT Meetings at Midwinter Related to Library Instruction, continued on page 10



- Jing creates quick screencasts for tutorials, but has no editing capabilities.
- Snagit (\$) allows users to quickly snag editable screenshots.
- Microsoft Windows Snipping Tool (available with Windows Vista, 7, 8) quickly grabs screenshots, but its editing tools create “shaky pen” syndrome.
- Poll Everywhere creates polls which can be embedded in presentations. Up to 40 students can use mobile devices to anonymously answer questions.
- Prezi creates zooming presentations and presumes. Transitions create movement, but can nauseate the audience.
- LibGuides (\$) provides a platform for easily creating research and class guides. Guides use boxes, supporting many media and file types.

Go to <http://connect.ala.org/node/167966> to join in the instructional technology tools conversation.

--Tiffany Baglier, University of Florida

News You Can Use Update:

Update on Value of Academic Libraries Initiative

The Value of Academic Libraries (VAL) (<http://www.acrl.ala.org/value/>) Initiative is a multi-faceted, collaborative project of ACRL, the Association for Institutional Research, the Association of Public and Land-grant Universities, and the Council of Independent Colleges. It is funded by a National Leadership Collaborative Planning Grant from the Institute of Museum and Library Services (IMLS). The main purpose is to help academic librarians demonstrate library value. The Value of Academic Libraries: A Comprehensive Research Review and Report (2010) provides a review of research and literature of libraries in institutional context as it stands currently, suggests ways to demonstrate the academic value of libraries and offers a “research agenda” for aligning the library to the mission of the institutions affiliated with them. Terri Fishel (VAL committee) and Kara Malenfant ALA Senior Strategist for Special Initiatives spoke in detail about the Assessment in Action: Academic Libraries and Student Success (<http://www.ala.org/acrl/AiA>) program, which was funded by a National Leadership Demonstration Grant from IMLS. The program provides professional development for librarians who will lead a campus-wide team in an action

learning project with the purpose of creating a community of practice. The goal is to create data-based evidence that library services and resources contribute to institutional goals for student success. A cohort of teams led by librarians at 75 institutions began work at ALA Annual Conference 2013. Sara Lowe (Claremont College Libraries) spoke about her experience as part of this first cohort. Applications for the second cohort of 100 institutions are due March 7, 2014.

-- Sherry Tinerella, Arkansas Tech University

Unconference

This Friday morning Unconference session was moderated by John Pappas, Upper Darby Free Public Library (Pennsylvania) and Audrey Barbakoff, Kitsap Regional Library (Washington). The moderators facilitated the Unconference by first requesting topics for discussion from the participants. They proceed to designate areas for groups to meet, and concluded the program with a wrap-up from each section presented to the whole group. This format is designed to promote discussion between professionals of various backgrounds and experiences. There were five topics: digital skills (the big picture), open access, embedded librarianship, makerspaces, and student retention. I joined the embedded librarian table and sat among librarians not only from academic institutions, but also from public, high school, and special libraries. Conversation topics included creating faculty connections, outreach to students, promoting library resources and basic library instruction methods. The public librarian was asked what embedded librarianship is like in the public sector. She described an initiative that embeds libraries into her community. The pilot project placed a pop-up library into a low-income, high crime neighborhood. They have also launched a program that brings library services to the county jail. To learn more about this program at the Carnegie Libraries of Pittsburgh, see: http://carnegielibrary.org/about/strategicplan/updates/?page_id=26

A Virginia high school librarian told about her involvement in creating a children’s library in a Nicaraguan community in which the children had never seen books. These women gave a whole new meaning to the phrase embedded librarian.

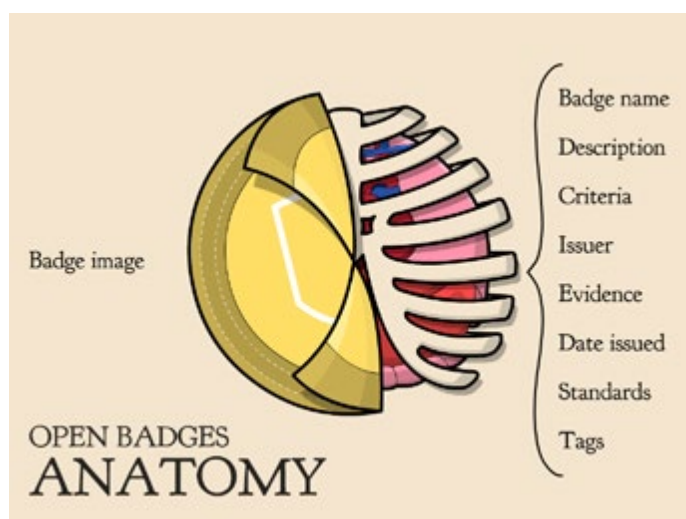
-- Sherry Tinerella, Arkansas Tech University

Dear Tech Talk -- So, what is the story on digital badges? Is this just a gimmick or could they have some significance, especially for any instruction or training we provide in the library? -- *Doubting Believer in Digital Badges*

Dear DBDB -- So, let's see. . . who remembers getting gold stars for work well done in kindergarten, or merit badges for Girl or Boy Scouts, or rewards for well-done piano lessons? Anyone who has been the recipient of these merits of honor is familiar with the concept of badges. However, looking back on those badges, you may now have a bit of a "ho-hum" attitude about something that – at the time – was really exciting for you, but not so much anymore. Perhaps your current understanding of digital badges is influenced by that somewhat jaded (adult) perspective; perhaps a better understanding of digital badges may change that perspective. Although physical badges and digital badges share some features – awarded

based on achievements, displayed for others to see (as part of one's uniform or on a bedroom wall), touted by others (parents, friends, etc.) – digital badges have some characteristics that, when coupled with an all-pervasive learning environment, provide some fresh approaches to capturing and recognizing lifelong learning.

According to the MacArthur Foundation, "Digital badges are an assessment and credentialing mechanism that is housed and managed online. Badges are designed to make visible and validate learning in both formal and informal settings, and hold the potential to help transform where and how learning is valued." (<http://www.macfound.org/programs/digital-badges/>) Digital badges can be used to demonstrate competencies in both hard skills (expertise with software packages, programming skills, equipment operations, etc.) and soft skills (interpersonal communication, volunteer experiences, leadership activities, etc.)



Much of the conversation surrounding today's digital badges originates from a 2010 Mozilla Foundation conference in Barcelona, Spain. (Ash, 2012) In fall 2011, the MacArthur Foundation, HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory), and the Mozilla Foundation, partnered to provide \$2 million to a Digital Media and Learning Competition with the intent to create and test badges and badge systems. The guiding principle of this competition was that "Learning happens everywhere and at every age. Traditional measures of achievement, like high school diplomas, GEDs and college degrees, cannot convey the full range of knowledge and skills that students and workers master." (<http://tinyurl.com/n8gaovs>) Winners of this competition were announced in 2012 and even included a library association – YALSA, a \$75,000 recipient. (<http://tinyurl.com/k3o5ns5>) These funds seeded the development of a wide variety of digital badge initiatives.

Additionally in fall 2011, the Mozilla Foundation announced the OpenBadges (<http://openbadges.org/>) initiative to develop badge systems for Mozilla and affiliate programs, as well as build the core infrastructure to support the ecosystem. Knight and Casilli provide detailed information on a key component of OpenBadges – the Open Badge Infrastructure (OBI) which provides:

"the underlying open technology and standardization to support badge issuers and badge displayers, while also providing a repository for badge collection and management for each learner. The OBI includes a badge metadata specification, which defines what information must be included with a badge when issuers push badges in and displayers pull badges out. The specification ensures that each badge will carry with it all the information needed to understand that badge throughout the ecosystem. Information such as issuer, issue date, expiration date, and badge

Tech Talk digital badges...continued on page 12

criteria are embedded within each badge – each badge thus becomes not just an image, but instead is a gateway to the evidence and value information behind the badge. The OBI also includes Badge Backpacks, which are personal badge repositories for each learner. As learners earn badges from an array of issuers and across skill types, those badges are then collected into their Badge Backpack, where the learner can combine and manage the badges, set privacy controls, and share badges with display sites and organizations. OBI, then, supports learning across a multitude of issuers in the ecosystem and allows learners to translate the value of that learning into real results such as jobs, credits, or other kinds of advancement.” (Knight and Casilli, 2012).

With this level of infrastructure for digital badges, one sees how digital badges have the potential to provide so much more validation or credentialing detail than the merit badges of old, and – more importantly – one sees how digital badges have the potential to enhance, significantly, a college transcript (which only provides the number of class hours and final grades) or résumés or other expertise/skill summary documentation. As Erin Knight (senior director of learning at Mozilla Foundation) states, “The very fact that it is evidence based and that information lives with the badge is the biggest opportunity that OBI has created. We don’t have that information with any of the ‘credentialing’ tools we use today. . . I think there is a lot we could do with the evidence, like create an e-portfolio view on top of the Backpacks so that the evidence is showcased but still linked tightly to the vetted skills represented by the badges.” (Hickey, et. al., 2013)

Not surprisingly, since 2011 there has been quite a bit of interest in and discussion about digital badges, particularly in the education arena. Some people (Erin Knight for one) are very excited about the potential of a robust digital badge system – for the value it provides to individuals to build and display an online portfolio of their skills and knowledge, for employers looking for employees with demonstrated expertise, and for the research potential (Hickey, et. al., 2013); while others express concern. Michael Resnick, Professor of Learning Research at the MIT Media Lab, expresses a common concern related to extrinsic vs. intrinsic motivation – in other words, learners may be more motivated to get as many badges as they can (extrinsic), as opposed to motivated by an internal desire to learn and apply the skills/content (intrinsic). (Resnick, 2012) This concern parallels the comparable issue of learners who focus on acquiring the very best grades, without necessarily acquiring a robust understanding of the skills/content. Although there is a growing body of information on digital badges in general and assorted case studies that describe the use of digital badges, there is very little research-level literature published at this time – consequently, the debates continue.

In the meantime, digital badges are being implemented in a variety of arenas – not all of them traditional education – including:

- The Huffington Post (<http://tinyurl.com/24wp4ug>);
- Khan Academy (<http://khanacademy.org/badges>);
- MITx (<https://www.edx.org/school/mitx/allcourses>);
- NASA (<http://tinyurl.com/ksshko3>);
- Passport by Purdue (<http://www.itap.purdue.edu/studio/passport/>);
- PASA - Providence After School Alliance (<http://tinyurl.com/krz6tkk>);
- Penn State University (<https://weblion-pm.vmhost.psu.edu/?W1242>);
- The Smithsonian (<http://smithsonianquests.org/>);
- University of Illinois (<http://tinyurl.com/la9m2eu>);
- The Washington Post (<http://tinyurl.com/85d6yut>).

Digital badges have become significant enough in academia that developers are integrating them into major education tools:

- Blackboard Badge Building Block (<http://projects.oscelot.org/gf/project/openbadges>);
- Canvas LMS (https://www.edu-apps.org/index.html?tool=badge_safe);
- Moodle (<https://moodle.org/mod/forum/discuss.php?d=197834>);
- WordPress (<http://badgeos.org/> or <http://wordpress.org/plugins/simple-badges/>).

Tech Talk *digital badges...continued from page 12*

And then there are libraries. A relatively small, but perhaps growing, number of librarians are working with digital badges, starting with the previously-mentioned \$75,000 grant awarded to YALSA (<http://tinyurl.com/mpamjmk> and <http://tinyurl.com/lg8gszy>). Others include:

- ACRL Immersion Teaching with Technology Graduate badge (<http://badg.us/en-US/badges/badge/test-twt-badg>);
- Chicago Public Schools PLUS Tech program (<https://sites.google.com/site/cpsplustech/home>);
- Curation Culture Course (<http://tinyurl.com/lpoo7mh>);
- InfoOhio PreK-12 Ohio's Digital Library – Research4Success (<http://badg.us/en-US/badges/?q=r4s>);
- Martin J. Gottlieb Day School (<http://www.mjgds.org/21stcenturylearning/?p=1002>);
- Portland State University grant proposal for using digital badges with information literacy (<http://tinyurl.com/llrcfko>);
- University of Arizona digital badges in the library's one-credit course for undergraduates (<http://acrl.ala.org/techconnect/?p=2676>);
- University of Central Florida Information Literacy Badges (<http://infolit.ucf.edu/students/badges/>);
- University of Illinois at Chicago (<http://tinyurl.com/n92vrlr>);
- University of Iowa Libraries (<http://tinyurl.com/mh6zadm>);
- Worlds of Learning @ New Milford High School (<http://www.worlds-of-learning-nmhs.com/>).

Libraries seem to be particularly well suited for the implementation of digital badges. Libraries are all about lifelong learning and standards; as a group, librarians already have and are using standards that address information literacy (ACRL), teaching and learning (AASL), and others; more and more school and academic librarians want to demonstrate their contributions to positive student outcomes. Additionally library personnel highly value continued development of professional competencies. To this end, it's important to note that while many of the above examples use digital badges to demonstrate information literacy or learning competencies for library constituents, a comparable number use digital badges to demonstrate professional development competencies for library or education personnel. Interested in finding additional libraries that used digital badges? Try searching Badge.us (<http://badg.us/>) with appropriate keywords to discover others.

So, perhaps your opinion of digital badges is starting to sway a bit away from that jaded perspective. If so, what now? It seems digital badge creation may be the next step. If so, let's briefly revisit the issue of extrinsic vs. intrinsic motivation. What you want to avoid is an environment of "she, who collects the most digital badges, wins". Preferably, you want to develop a structure based on specific learning outcomes, with evidence that supports the achievement of those learning outcomes and with digital badges tied to the evidence. So, not surprisingly, the effective use of digital badges is like any instruction initiative – you need to identify the desired outcomes and design instruction options (whether face-to-face or online) that should lead to those outcomes. You need to identify criteria – that if met – demonstrates that the student has achieved the desired outcome.

Reinforcing this model, the first two principles listed in the HASTAC Digital Badge Design Principles for Recognized Learning, are: "Use badges to map learning trajectories" and "Align badges to standards". (<http://tinyurl.com/luhd6d8>) Similarly, in *Badging the Library, Part 2* (<http://tinyurl.com/n9yvjv6j>) they recommend:

- determine the activities to be rewarded / behaviors you'd like to see;
- determine how to assess when those activities / behaviors are exhibited; and
- determine reward(s) for these activities / behaviors (one-time single reward; compounding rewards, tiered rewards, etc.)

In their blog post, instructors at the Martin J. Gottlieb Day School demonstrate their application of these principles through their use of digital badges associated with explicit reading outcomes for students in specific grades. Another more elementary example is a digital badge designed to ensure that new employees have acquired the skills to transfer an analog recording to digital. Once the employee has demonstrated the competencies, this digital badge could be awarded: <http://badg.us/en-US/badges/badge/Test-Badge-brpl>.

A variety of resources exist to enable the creation of digital badges – some hosted and with simple implementation and others that require IT support for implementation. For example, the badge listed above, was easily implemented on Badg.us (which uses the OpenBadges standard) simply by creating an account and completing a web form to create the badge. However, it's quite possible that someone might wonder about credibility of this digital badge. To help build that credibility, the person creating the badge can provide additional information under her profile, so if someone follows the link associated with the creator of the badge, she could find additional information that helps with validation. In this example, the criteria are listed

Tech Talk digital badges...continued on page 14

directly with the badge metadata; alternatively, the metadata could be a link leading to the issuing organization's website where the criteria are displayed.

Ultimately, using badges that support the OpenBadges standard is the most important consideration in selecting an option for digital badge creation. To obtain the most robust credentialing, a local installation of Mozilla's OpenBadges (<http://openbadges.org/>) system provides an ideal solution; however, it is also the most technically challenging solution (for a layperson) because local IT personnel have to install and configure it. Nevertheless, if locally installed, the source of the credentialing is highly transparent and authentic – the badges reside on servers found at MIT or Purdue or the University of Illinois. Take a look around and see which options seem most viable for your environment. Two aggregators of this information are Makewaves Badges for Schools – Platform Options (<http://tinyurl.com/jwydhpy>) and Platforms for Issuing Open Badges (<http://tinyurl.com/mjv8v2r>)

In from the Bell Tower, Steven Bell asks the question, “How can our profession find ways to fit our mission into the academic lifestyle of student swirlers and certificate holders?” He goes on to suggest a couple of options, one of which is that academic librarians create and provide new types of certification or badges that students could apply at any institution in which they enroll. (<http://bit.ly/MwanFr>) From a school librarian perspective, Shauna Masura describes the reality that school librarians have to justify the value of their services. She suggests that “by promoting the accumulation of badges within their instructional practices, librarians can provide quantifiable data to validate the skills that their services transfer to students.” (Masura, 2012) Additionally, this use of digital badges in the K-12 environment then contributes to issues associated with the transition to college or other post-secondary learning environments.

At this time, it's difficult to discern where digital badges are headed – lots of experimentation, but thus far very little research that might get to the heart of the impact digital badges have on achieving learning outcomes; enabling job seekers to obtain good positions because of the granular exposure of their competencies; and providing employers with more specific information that enables them to make the better hiring decisions. However, it seems clear that connected learning (<http://connectedlearning.tv/what-is-connected-learning>) – “where the demand for learning never stops” – has become the norm and traditional mechanisms for recognizing that learning will no longer work in the current limited, siloed environment. For now, digital badges seem to be a good fit for some of the issues and services librarians are trying to address. So experiment – and then evaluate and share the results of the experiments with others.

Additional Resources

YouTube provides a number of videos on digital badges (http://www.youtube.com/results?search_query=%22digital+badges%22&sm=3), some of which are listed below:

- Badges for Lifelong Learning, HASTAC Team (<http://www.youtube.com/watch?v=iqVidWPVBKA>)
- Digital Badges: Unlocking Two Million Better Futures, Clinton Global Initiative (<http://www.youtube.com/watch?v=1Qq7emqzbzA>)
- Passport by Purdue University: Digital Badges for Learning, Purdue IT (http://www.youtube.com/watch?v=O41-BWJ_VE0)
- What is a Badge, Chicago Art Department (www.youtube.com/watch?v=HgLLq7ybDtc)

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[badge/](#)

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ALA MIDWINTER LIRT COMMITTEE REPORTS

TOP TWENTY COMMITTEE

Chair: Jo Angela Oehrli

Committee chair e-mail address: joehrli@umich.edu

Members present: None

Members absent: All

Does your committee need additional members? No

Meeting Minutes:

The committee did not meet in person. The committee has been working on the selection of Top Twenty articles and is on schedule to make this determination in the proscribed time. There is a concern that I have that there will be a major loss of members in two years because so many of the committee members have started on the committee this year. I recommend that a few members that wish to do so, have their committee membership renewed for another two years of service in 2015 so that there will be some institutional memory on the committee.

Current committee goals and new projects: The Committee will be looking at making recommendations for possibly revising the Top Twenty selection process. The Committee will work on this virtually after it completes the selection process in April 2014. When the Committee meets at Annual, we will confirm our recommendations in person.

Anticipated budget needs or plans: If new procedures are recommended, the Committee chairs may want to present this proposal to Steering and the Executive Board during Annual 2014.

Changes or updates to the contact information in the committee roster: Already submitted to Billie. Submitted changes include: 1. Names not on the list that should be on the list: Julie Piacentine (Member, July 1, 2013, to June 30, 2015), Sharon Radcliff (Member, July 1, 2013, to June 30, 2015), Yvonne Mery (Yvonne is a continuing member. I don't know when she started), Amy Pass (Member, July 1, 2013, to June 30, 2015), Ann Marie Smeraldi (Member, July 1, 2013, to June 30, 2015), Eveline Houtman (Member, July 1, 2013, to June 30, 2015), Sherry Tineralla (Member, July 1, 2013, to June 30, 2015). 2. Names on the list that should not be on the list: Mary O'Kelly. 3. Co-Chair: Dr. Ladislava Khailova should be listed as Co-Chair for this year. Next year she will be chair.

New committee members: New Members Julie Piacentine (Member, July 1, 2013, to June 30, 2015), Sharon Radcliff (Member, July 1, 2013, to June 30, 2015), Yvonne Mery (Yvonne is a continuing member. I don't know when she

started), Amy Pass (Member, July 1, 2013, to June 30, 2015), Ann Marie Smeraldi (Member, July 1, 2013, to June 30, 2015), Eveline Houtman (Member, July 1, 2013, to June 30, 2015), Sherry Tineralla (Member, July 1, 2013, to June 30, 2015). New members have indicated to me that they have filled out their forms and paid their LIRT fees.

Membership changes:

Dr. Ladislava Khailova: Ladka's term started this year.

My second term will be up this year. I would be happy to serve in some other capacity. I particularly enjoyed my time on this committee because the work informs my teaching directly.

WEB ADVISORY COMMITTEE

Name of committee chair: Billie Peterson-Lugo

Committee chair e-mail: billie_peterson@baylor.edu

Members present: No meeting at ALA Midwinter

Current committee goals and new projects:

Since the ALA Summer conference, the following activities related to the migration of the LIRT website were completed:

-- LIRT Oral Histories placed on LIRT website at ALA; -- Videotape digitized and available on the LIRT website at ALA; -- Worked through the LIRT website at Baylor, found content not yet at the ALA site, and migrated that content to the LIRT website; -- Changed all links on the LIRT home page at Baylor to point to the content at the LIRT website at ALA and also changed the links for the forms on the ALA LIRT website to point to the forms on the Baylor LIRT website. Between ALA Midwinter and the ALA Annual Conferences, the following will -- Migrate the LIRT Manual to the LIRT website at ALA; -- Contact ALA staff to get instructions on how to update the forms on the ALA site and update the forms (Bites (Midwinter and Annual), Conference Planning, Conference Summary, Housing, Nomination, and Volunteer forms); -- Final check of the LIRT site at Baylor to see if we're missing anything; -- Final check of the LIRT site at ALA to make sure no links are going back to the Baylor site; -- Remove link to LIRT site at Baylor from the LIRT site at ALA; -- Set a "redirect" in place for the LIRT site at Baylor. One other item, all e-mail messages generated since 2005 from the Committee Planning and Committee Conference Summary forms will be converted to PDFs and sent to the current committee chairs so they can upload this documentation to the Committee sites in ALA Connect.

ALA Midwinter Committee Reports, continued on page 18

Changes or updates: I need to check on this, but I suspect we'll need some new/additional committee members.

Continuing members; or members whose term is up and should be reappointed for a second two-year term: I need to check on this, but I suspect we'll need some new/additional committee members.

Members whose term is up and should not be reappointed, and indicate any interest in serving on another LIRT committee or running for LIRT office: I need to check on this, but I suspect we'll need some new/additional committee members.



TRANSITION FROM HIGH SCHOOL TO COLLEGE COMMITTEE

Name of committee chair: Cindy Fisher

Committee chair e-mail: cindyf@austin.utexas.edu

Members present:

Laura Pearl and Joanna Gadsby

Members absent:

Mindy Null, Mitch Fontenot, Kristen Edson, Jessica Critten

Virtual members:

Chris Sweet

Does your committee need additional members?

Yes

Meeting Minutes:

In lieu of a committee meeting during the allotted time, the Transitions Committee began planning for our discussion forum the following day, entitled "Bridging the Terminology: A Collaborative Effort to Help High School Students Transition to College". Because of the fantastic response we received ahead of the discussion forum, the committee also decided to host a simultaneous discussion forum online using Chatzy. The supporting handouts and chat transcript can be viewed at <http://alamw14.ala.org/node/13214>. The discussion forum was a resounding success as over sixty-five people attended representing academic, public, and school libraries. We also received nine participants via the virtual forum. The forum feedback surveys we collected were overwhelmingly positive and the sentiment of the forum was that more discussions like this one were needed and they should be continued with more frequency. The committee chair would like to thank the all of the committee members for their ideas and hard work on making this a very successful and useful discussion forum!

Current committee goals and new projects:

The LIRT Transitions Committee would like to make contact with the AASL/ACRL Interdivisional Committee on

Information Literacy to see if there's a way we can support one another in our cross-divisional goals.

Articles or news items your committee intends to contribute to LIRT News (note in which issue your committee's item will be published):

Please publish the following in the March Issue: Transitions from High School to College Committee Report: In lieu of a committee meeting during the allotted time, the Transitions Committee began planning for our discussion forum the following day, entitled "Bridging the Terminology: A Collaborative Effort to Help High School Students Transition to College". Because of the fantastic response we received ahead of the discussion forum, the committee also decided to host a simultaneous discussion forum online using Chatzy. The supporting handouts and chat transcript can be viewed at <http://alamw14.ala.org/node/13214>. The discussion forum was a resounding success as over sixty-five people attended representing academic, public, and school libraries. We also received nine participants via the virtual forum. The forum feedback surveys we collected were overwhelmingly positive and the sentiment of the forum was that more discussions like this one were needed and they should be continued with more frequency. The committee chair would like to thank the all of the committee members for their ideas and hard work on making this a very successful and useful discussion forum!

List any changes or updates to the contact information in the committee roster: Mark Robison: mdrobison@ua.edu

List any continuing members; or members whose term is up and should be reappointed for a second two-year term: Mindy Null, Mitch Fontenot, Kristen Edson, Jessica Critten, Chris Sweet, Joanna Gadsby, Mark Robison, Cindy Fische



LIAISON COMMITTEE

Name of committee chair: Julia Warga

Committee chair e-mail address: glynnj@kenyon.edu

Does your committee need additional members?

Yes

Meeting Minutes: Most of the meeting was me describing the role of the committee to the new members. Both are quite enthusiastic and signed up to attend at least two non-LIRT programs or meetings.

Current committee goals and new projects: We discussed

also writing up reports from ACRL for the newsletter.

Articles or news items your committee intends to contribute to LIRT News: We will be submitting our notes on non-LIRT programs and meetings for the upcoming newsletter.

Changes or updates to the contact information in the committee roster: Tiffany Baglier has expressed interest in being appointed as co-chair.

New committee members: Sherry Tinerella, Arkansas Tech University and Tiffany Baglier, University of Florida

List any continuing members; or members whose term is up and should be reappointed for a second two-year term: My term is up this year. I am not sure about my appointment status because I became chair in the middle of my 2nd term.

NEWSLETTER COMMITTEE

Committee chair: Teri Shiel

Committee chair e-mail address: shiel@uchc.edu

Members present:

Teri Shiel, Susan Gangl, Jill Sodt, and Robin Brown.

Members absent: Andrea Stanfield

Virtual members: Robin Brown, Sarah Engledow Brown, Yvonne Mery, Elise D. J. Wallace

Does your committee need additional members? Yes

Meeting Minutes:

- We discussed creating a separate Dropbox account to house the LIRT News files. Currently, the account and folder is owned by Teri Shiel and shared with Susan Gangl. - We decided that the Chicago style format should be used for the newsletter. - Although Teri Shiel is leaving the committee after Annual, she will help Susan Gangl with the September issue, which is usually the largest issue of the year.

Committee goals accomplished during conference:

Susan Gangl will be the new Newsletter Chair and LIRT News Editor starting with the September, 2014 issue.

Current committee goals and new projects):

To continue to create and publish LIRT News and to have a few more non-virtual members join the committee.

Anticipated budget needs or plans that would need approval of the Steering Committee or Executive Board: None.

Continuing members; or members whose term is up

and should be reappointed for a second two-year term: Susan Gangl, Jill Sodt, Robin Brown, and Andrea Stanfield.

CONFERENCE PROGRAM COMMITTEE, CURRENT

Name of committee chair: Andrew Revelle

Committee chair e-mail address: revellaa@miamioh.edu

Members present: Andrew Revelle, Kirstin Feist, Kim Copenhagen

Members absent: Kristin Bernet, Kawanna Bright, Ava Iuliano

Does your committee need additional members? No

Meeting Minutes:

1) Discussion of Steering Committee meeting a) Need to review and adjust committee charge 2) Final approval of Kristin's proposal for the 2015 conference 3) Discussion of efforts to recruit public and school librarian proposals for 2014 (we accomplished the majority of committee tasks during our pre-conference online meeting)

Committee goals accomplished during conference:

1) Final approval of the 2015 proposal 2) Set agenda for 2014 annual 3) Tasks for 2014 began to be divided

Current committee goals and new projects (note how the goal or project relates to overall LIRT goals or impacts another committee): 1) Final division of tasks for the 2014 conference 2) Recruitment of proposals from school and public librarians for Vegas 3) Finalizing language of the 2015 proposal

Articles or news items your committee intends to contribute to LIRT News (note in which issue your committee's item will be published):

Announcement of the 2015 program

New committee members:

Kristen Feist, Kim Copenhagen, Kawanna Bright, Ava Iuliano

List any continuing members; or members whose term is up and should be reappointed for a second two-year term:

Andrew Revelle, Kristin Bernet

List any members whose term is up and should not be reappointed, and indicate any interest in serving on another LIRT committee or running for LIRT office: Andrew Revelle



Library Instruction Round Table News
c/o Beatrice Calvin
LIRT Staff Liaison
Program Officer, Placement/Recruitment
Office for Human Resource Development &
Recruitment
American Library Association
50 E. Huron St., Chicago, IL 60611
bcalvin@ala.org
800/545-2433 ext. 4280

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>

