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LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume 39, No. 2 December 2016

FROM THE PRESIDENT

Jeff Knapp

A hearty greeting to you all!

I'm so happy to be working with the really great people serving on the Steering Committee, who are all coming up with really great ways to connect with our members. As wonderful as it is to attend ALA conferences, I know that travel is a cost that not all of us can afford. That's why I'm really happy that the Teaching, Learning, & Technology Committee held LIRT's first webinar (to my knowledge) this past spring, and are working on another for this coming spring. Providing professional development activities like these are one of the main reasons LIRT exists, and I'm really pleased that LIRT is stepping up to meet this need.

BUT THAT'S NOT ALL! We have other opportunities coming down the 'pike that I'll be announcing later in the year.

I see opportunities like webinars as a continuation of the long record of librarians reaching out to their patrons from the library. Even though our profession is named after the facilities within which we work, I've always argued that we need to be getting out to meet our patrons where they are. Same goes for our LIRT membership—the many online methods we have to communicate today need to be utilized to meet our members where they are.

Have a wonderful end of year and a happy new one. I look forward to seeing you in Atlanta!



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Jeff



LIRT empowers librarians from all types of libraries to become better teachers through sharing best practices, leadership and professional development, and networking.



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by Barbara Hopkins

From the Editor



Midwinter is approaching very quickly! Where did fall go? I hope you are as excited as I am about all of the scheduled, meetings, discussions, and events that we will have the opportunity to choose from in Atlanta.

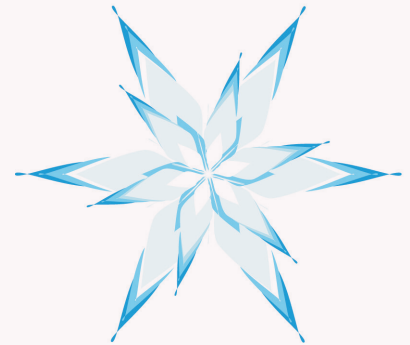
Speaking of inviting discussions, The Library Instruction Round Table will have an engaging and informative offering on Sunday, January 22nd, Bridging Expectations (details are listed on page 4 of this issue). Join us!

LIRT will also be hosting two networking lunches (BITES with LIRT). See the brief article in this newsletter for dates, times and places. We always look forward to discussing library instruction and leadership opportunities with you.

Finally, hang on through these last few weeks of instruction before your well-earned break and enjoy this holiday season!

We'll see you in Atlanta next month!

Barbara



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Production editor: Susan Gangl

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ATLANTA MIDWINTER MEETING & EXHIBITS

JANUARY 20-24, 2017

ALA American Library Association

LIRT Meetings

2017 Midwinter Meeting

Title	Start Time	End Time	Building	Room
Saturday, January 21				
(LIRT) Steering Committee I	8:30 AM	10:00 AM	GWCC	B201
(LIRT) All Committees Meeting	10:30 AM	11:30 AM	GWCC	B201
Sunday, January 22				
(LIRT) Bridging Expectations	1:00 PM	2:30 PM	GWCC	B213
Monday, January 23				
(LIRT) Steering Committee II	8:30 AM	10:00 AM	GWCC	A408
(LIRT) Executive Board Meeting	10:30 AM	11:30 AM	GWCC	A408

GWCC = Georgia World Congress Center



LIRT Transitions to College Committee DISCUSSION SESSION

Bridging Expectations

Sunday, January 22, 2017

1:00-2:30 p.m.

Location: GWCC B213

Join the LIRT Transitions to College Committee as we discuss ideas and difficulties related to bridging different sets of standards across public, school, and academic libraries. The ACRL Framework, AASL's in-revision Standards for the 21st Century Learner, and more will be discussed as we explore how to better teach and serve students in transition.

Please view our **Connecting Librarians for K-20 Transitions** map (<http://www.ala.org/lirt/connecting-librarians-k-20-transitions>) for ideas and potential contacts.

For more information, contact committee co-chairs

Matt Upson (matthew.upson@okstate.edu)

Beth West (bwest@linfield.edu)

BITES WITH LIRT

LIRT will host two tasty gatherings in Atlanta in January, 2017!

LIRT (Library Instruction Round Table) is organizing "Bites with LIRT" groups for lunch during the ALA Midwinter Conference in Atlanta. 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. We will make the arrangements; all you have to do is reserve a spot and come join us!

Reserve your spot at <http://www.ala.org/lirt/bites-midwinter>

- **Saturday, January 21st, 2017 – Noon** *Park Bar* <http://www.parkbaratlanta.com/>
- **Sunday, January 22nd, 2017 – 11:30 a.m.** *Prime Meridian* <https://www.omnihotels.com/hotels/atlanta-cnn-center/dining/prime-meridian>

Member A-LIRT: Mitch Fontenot

Mitch Fontenot
Information Literacy/Outreach Librarian
Louisiana State University.



Hli Mitch, what brought you to LIRT?

After 15 years in law librarianship and a trip around the world on Semester at Sea, I made a career change and took a reference and instruction position at Louisiana State University Middleton Library and have never been happier. LSU is also my alma mater and Louisiana my home state, so that was icing on the cake! I started attending ALA for the first time to find my professional and service niche, and LIRT was the best choice. I love the people I have met and the committees on which I have served!

What was your path to librarianship?

Totally random! I needed a second part time job when I was an undergraduate and went to work at the reading room at the College of Engineering and Business Administration at LSU (newspaper clippings in vertical files), and the rest as they say, is history. I worked as a library assistant at LSU and East Baton Rouge Public Library after graduating for a couple of years and then took off to Austin, Texas in the mid-1980s and library school at the University of Texas.

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

Ten years ago I was asked to be the Outreach Librarian at LSU and it was the best professional decision I ever made. I love all of the different and unique people I meet in my outreach activities.

In what ways does it challenge you?

Keeping up with all of the changes and flood of information after almost 30 years in the profession. It is surely not the same profession as in 1987 when we were just getting introduced to microcomputers and email!

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

My high school English teacher who fostered a love of literature in me (and my undergraduate degree) and my college Latin teacher who is simply the most brilliant person I have ever met.

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

A good book, Louisiana coffee and my LSU flag. I took all three around the world with me and one suitcase and a duffel bag, I always travel as light as possible!

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

Plain and simple, a lot more money!

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

I have 50 first cousins and 14 nieces, nephews, great nieces and great nephews from ages one to 30, my big happy Cajun family!

How to Create 3D Printed Electoral College Maps

David Puller, Lone Star College
North Harris Library, Houston, TX

The US Presidential election system can be a bit confusing—especially the electoral college. For many secondary and college students, two-dimensional maps of electoral college results don't help much. That's why I used equipment in my library's makerspace to create these three-dimensional maps of two Presidential elections as classroom teaching aids at my college.



1968 Presidential Election Map



1932 Presidential Election Map



Dr. Devethia Guillory, Professor of History at Lone Star College—North Harris, using a library-produced election map in class.

These maps show by relative elevation the number of votes that each state had in the electoral college at the time of that election. The importance of a candidate winning large-electoral states, such as California, New York, and Texas, becomes graphically and tactilely clear because those states are physically taller on the map.

I made these maps in my library's makerspace for history and political science professors at my college to use in their classrooms. They pass the maps around their classrooms, giving students the opportunity to literally feel the differences between states with different electoral vote numbers. By doing so, my library directly helps students learn a critical concept for American citizenship.

Raw 3-dimensional design is, to put it mildly, hard. I've learned some design tasks with Blender and Tinkercad. But learning 3-D design software is laborious and difficult, so many librarians avoid it. That's why I developed this project to be clear and achievable for librarians without backgrounds in 3-D design.

How to Create 3D Printed Electoral College Maps, continued on page 6

You can find my files for the 1968 and 1932 Presidential elections on Thingiverse at www.thingiverse.com/dwpuller/designs. You can download these files and print them. To create 3-D printed maps of any Presidential election from 1884 to the present requires a bit more work. But I've arranged it so that librarians who, like me, aren't 3-D design savvy, can do it.

Instructions:

1. Go to the source files for the map created by Thingiverse member TheNewHobbyist at www.thingiverse.com/thing:11178. Download the Google SketchUp files, which are marked with the extension .skp.
2. Download a free copy of Google SketchUp onto your computer. Open that application.
3. Open an individual state .skp file in SketchUp. Use the Push/Pull tool to extrude the top of the state 5 millimeters per electoral vote. So if, say, Alabama has 10 electoral votes, extrude it until the object is 50 mm thick.
4. Download and activate the SketchUp STL extension at extensions.sketchup.com/en/content/sketchup-stl. Doing so will allow you to export .stl files from SketchUp.
5. Open the .stl file in your slicer. I used MakerWare, which I found rendered the resulting files as enormous. I scaled every file down to a uniform 10% of its original size. Your slicer may have different results, but as long as you scale your files in uniform fashion, it shouldn't be a problem.
6. Print the individual states in colors to represent different political parties. Mount the map on a wood board with annotations.

If you follow this streamlined process, then you should be able to produce the results of any Presidential election from 1884 to the present. I've already produced the files for the 2016 election and published them at Thingiverse <https://www.thingiverse.com/>, which I plan to print as soon as the results are in.

You are welcome to use and adapt all of these files for free in order to produce electoral college maps that will help your patrons understand an essential concept in the American form of government. This is one way that the library can serve a direct role in citizen education.

*Have you created an instruction program or developed a unique classroom strategy?
Please share your experiences with LIRT.
Send your articles to Barbara Hopkins (barbaraw.hopkins@gmail.com)*

LIRT

TRANSITIONS TO COLLEGE COMMITTEE

PRECONFERENCE

date and time to be announced



Examining and Supporting Student Transitions Across the Library Spectrum

This Library Instruction Round Table preconference will educate participants on the role of libraries in supporting students' educational transitions. These transitions include not only from high school to college, but also from primary to secondary school, from undergraduate to graduate school, and from formal schooling into adult life. This pre-conference will interest librarians from public, school and academic libraries, combining various types of presenters and session formats. Sessions will include: successful case studies of library programs meant to ease students' transitions; a conversation about school, public and academic library learning standards; a panel of researcher specializing in students' transition behavior and how libraries prepare and support transitions; and opportunities for group discussion and brainstorming. Please view our **Connecting Librarians for K-20 Transitions** map (<http://www.ala.org/lirt/connecting-librarians-k-20-transitions>) for ideas and potential contacts. *Watch the ALA site and the June LIRT News for event details.*

We will be calling for panelists to present on their experiences related to student transitions. If you are interested in being considered, or would simply like more information, please contact committee co-chairs Matt Upson (matthew.upson@okstate.edu) and Beth West (bwest@linfield.edu).





ALA CHICAGO 2017: A PANEL AND GETTING INVOLVED!

LIRT ANNUAL CONFERENCE PROGRAM

date and time to be announced

Library Instruction: From Kindergarteners to Collegians, Helping Students Make the Grade

As librarianship and library instruction continue to evolve across educational settings, library curricular embeddedness is quickly becoming the norm. This presentation will focus on the new fundamentals of library instruction and the growth of liaison responsibilities in various library settings. Discover how to teach information literacy and subject-specific learning skills to an array of patron groups, and how librarians can shape and enhance learning goals beyond library walls. As always, the LIRT Conference Program seeks to have an engaging array of speakers that will share their experiences to inform learning in all types of libraries (academic, school, public and special). We hope to see you there.

Watch the ALA site and the June LIRT News for event details.

Additionally: We would like to get others more involved in the Conference Program Committee and are calling out to you as ALA members to join our work for this event as LIRT Annual Conference Ambassadors. This will involve day-only participation, helping with logistics, etc. only for the day of our Program in Chicago.

if you could be involved in this way, please email either co-chair, Jim Walther (jwalthe1@emporia.edu) or Meggan Ann Houlihan (meggan.houlihan@nyu.edu). Thanks!

2017 LIRT Librarian Recognition Award



Call for Nominations:

The Library Instruction Round Table (LIRT) requests nominations for the 2017 LIRT Librarian Recognition Award. The Librarian Recognition Award is given in recognition of a Librarian's contributions to the any librarian who participates in instruction/information literacy activities, in any type of library. Instruction does not have to be the main focus of the librarian's position. The award will be judged based on any of the following:

- Contributions to library literature on topics related to instruction/information literacy. These contributions can consist of both formal and informal publications (peer-reviewed articles and book chapters, blog postings, newsletter contributions, etc.) Non-traditional forms of publishing will be considered.
- Creation of an instruction/information literacy program or project that has shown potential for wide-spread sharing and replication.
- Impactful participation within local, regional, national, and/or international level professional organizations that are devoted to the support and promotion of library instruction and information literacy in any type of library.
- This award is open to all types of libraries, academic and non-academic alike. Practice(s) will be examined before scholarship, with points given for low-cost and easily reproducible innovation. Only one member of the library nomination group needs to be a librarian.

Nomination Materials:

To nominate a library for the LIRT Librarian Recognition Award, please submit a nomination packet that includes a resume or CV for the individual being nominated, 3 letters of support, and the following identifying information: nominated librarian contact name; current position; address; phone number; email address. If person making the nomination is not affiliated with the library being nominated, please also supply the preceding for the nominator. Packets should include a letter addressing the specific award criteria (see bullet points above), giving concrete examples, and a minimum of three letters of support.

Other supporting materials that show the individual's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Michael Saar to request exceptions. Further information regarding the award and the selection process can be found on the LIRT website: <http://www.ala.org/lirt/awards>.

Send all LIRT Innovation in Instruction Award nomination materials by January 15, 2017 to:

Michael Saar

michael.saar@lamar.edu
409-880-8120

The award winner will be notified following the ALA Midwinter Meetings, no later than February 15, 2017. The award will be presented at the 2017 ALA Annual Conference in Chicago. Award winners will receive a \$1,000 cash award, a plaque, and a \$500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

2017 LIRT Innovation in Instruction Award



Call for Nominations:

The Library Instruction Round Table (LIRT) requests nominations for the 2017 LIRT Innovation in Instruction Award. The Innovation in Instruction Award is given in recognition of a Library's contributions to the development, advancement, and support of information literacy and instruction. The award will be given to a library that has done one (or more) of the following:

- Revamped its public instruction program in response to a new technology, an assessment report, etc.
- Initiated a public program that utilizes best practices of instruction in combination with new methods of delivery.
- Created an original type of instruction, e.g., team-taught interdisciplinary research sessions, a novel form of outreach, etc.

This award is open to all types of libraries, academic and non-academic alike. Practice(s) will be examined before scholarship, with points given for low-cost and easily reproducible innovation. Only one member of the library nomination group needs to be a librarian.

Nomination Materials:

To nominate a library for the LIRT Innovation in Instruction Award, please submit a nomination packet that includes the following identifying information: nominated library contact name; position; address; phone number; email address. If person making the nomination is not affiliated with the library being nominated, please also supply the preceding for the nominator. Packets should include a letter addressing the specific award criteria (see bullet points above), giving concrete descriptions of programs which address its reproducibility, and a minimum of three letters of support.

Other supporting materials that show the library's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Michael Saar to request exceptions. Further information regarding the award and the selection process can be found on the LIRT website: <http://www.ala.org/lirt/awards>.

Send all LIRT Innovation in Instruction Award nomination materials by January 15, 2017 to:

Beth Fuchs

beth.fuchs@uky.edu
859-218-2278

The award winner will be notified following the ALA Midwinter Meetings, no later than February 15, 2017. The award will be presented at the 2017 ALA Annual Conference in Chicago. Award winners will receive a \$1,000 cash award, a plaque, and a \$500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

Tech Talk

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

Dear Tech Talk: Within the library world, we talk about “next generation” library systems. Many librarians use their organization’s learning management system (Blackboard, Canvas, Desire2learn, Moodle, Sakai, etc.) in some form or fashion to assist students with library research. The changes in library systems makes me wonder if similar changes are taking place with learning management systems. What’s on the horizon? –*Looking for More Solutions for Learning Management Systems*

Dear LMSLMS: As it turns out, you’ve asked a very timely question. In partnership with the Bill & Melinda Gates Foundation, EDUCAUSE explored the gaps between current learning management tools and a digital learning environment, consulting with more than 70 community leaders. As a result, in April 2015 EDUCAUSE published *The Next Generation Digital Learning Environment: A Report on Research*. (Brown, Dehoney, & Millichap, 2015a) However, before looking at the report, let’s review the past and identify some reasons for change.

Learning management systems (LMSs) have been around well over twenty years. And, to be honest, *learning management system* is a bit of a misnomer. Course management system may be more appropriate. LMSs don’t really “manage” learning; to a large extent they serve as online filing cabinets – instructors upload documents and content to their courses; and students go to the LMS to look at or retrieve course content, or they upload their own documents/content. How do these actions enable *learning*?

This distinction has been addressed by many. Back in 2010, Mott (2010) stated “usage patterns suggest that the LMS is primarily a tool set for administrative efficiency rather than a platform for substantive teaching and learning activities”. More recently, Keller (2014) echoes this sentiment, saying, “The problem is that these systems don’t manage learning. They manage courses. This is a very important distinction everyone seems to overlook, and is the paradigm the LMS domain has been stuck in from the beginning”. (p. 52) The EDUCAUSE report (Brown, Dehoney, & Millichap, 2015a) states, “What is clear is that the LMS has been highly successful in enabling the administration of learning but less so in enabling learning itself”. (p. 2) Recent research at Texas A&M University provides some concrete evidence through a list of the top 5 LMS features used by Texas A&M faculty who responded to a survey:

- Grade Book – 92%
- Syllabus – 89%
- Assignments – 87%
- Announcements – 78%
- Email – 73%

Tech Talk, continued on page 13

Faculty used technologies that might enable learning significantly less:

- Learning Modules – 38%
- Student Response Clickers – 25%
- Chat Rooms – 19% (Walker & Lindner, 2015 p. 5)

Nevertheless – whatever you choose to call them – LMSs are used in all kinds of educational environments: colleges and universities, corporations, schools; and they are used by many. Adoption rates are reported from a variety of sources, but they tend to reflect the same data that Dahlstrom, Brooks, & Bichsel (2014) reported:

- 99% of institutions have an LMS in place
- 85% of faculty use the LMS
- 56% of faculty use it daily
- 83% of students use the LMS and
- 56% say they use it in most or all courses (p. 4)

In spite of the pervasiveness of LMSs, instructors (and students) have a love/hate relationship with them, which Mahoney (2015) codifies:

- **Reports** – Nearly an endless combination of reports, **but** it's difficult to customize reports exactly the way we want them and there's some doubt about the data.
- **One-to-many solution** – All learners receive all content in the same way, **but** this model doesn't necessarily work for **all** learners, leading to reduced course completions, reduced levels of learning transfer, and retention issues.
- **Real-time updates** – Very easy to correct typos or append content updates on the fly, **but** updating on the fly could adversely the learners. (p. 67)

But wait – there are more issues with LMSs, especially in the 21st century learning environment:

- The *walled-garden* – What happens in a course, stays in a course because the course is a private community. (Brown, Dehoney, & Millichap, 2015b, p. 46-47 and Hill, 2014c);
- Analytics – “Organizational processes are too rigid to make use of data that could improve the teaching and learning environment”. (Bill & Melinda Gates Foundation, 2010, p.1)
- Flexibility – “Many students, teachers, instructional technologists, and administrators consider the LMS too inflexible and are turning to the web for tools that support their everyday communication, productivity, and collaboration needs”. (Mott, 2010)
- Course/instructor-centric vs. a learner-centric focus.

In fact, Sean Morris (2013) lamented:

“The LMS was a mistake because it was premature. In a world that was just waking up to the Internet and the possibility of widely-networked culture, the LMS played to the lowest common denominator, creating a ‘classroom’ that allowed learning – or something like learning – to happen behind tabs, in threaded discussions, and through automated quizzes. The LMS was not a creative decision, it was not pushing the capabilities of the Internet, it was settling for the least innovative classroom practice and repositioning that digitally. As a result classes taught within its structure generally land with a dull thud. No matter how creative and inspired the teacher or pedagogue behind the wheel, the LMS is no match for the wideness of the Internet. It was born a relic – at its launch utterly irrelevant to its environment and its user.”

Enter the partnership between the Bill & Melinda Gates Foundation and EDUCAUSE to explore the gaps between the current LMSs and a new digital learning environment. EDUCAUSE spoke to educators, campus-based technologists, and developers from the private sector, resulting in the aforementioned report – *The Next Generation Digital Learning Environment* (NGDLE).

The name, much less the acronym, may seem a bit unwieldy at first, but the components were intentionally chosen:

- *next generation* – informed by a learning-centric model, not jumping to develop code or applications to address issues
- *digital* – digital technology is a component of all teaching and learning practices
- *learning* – focused on “learning”, which ties together the learner and instructor
- *environment* – a dynamic, interconnected, ever-evolving community of learners, instructors, tools, and content (Brown, Dehoney, & Millichap, 2015b p. 42-43)

The NGDLE contains 5 domains of core functionality, which are described in depth in the report:

- Interoperability and Integration
- Personalization
- Analytics, Advising, and Learning Assessment
- Collaboration
- Accessibility and University Design (Brown, Dehoney, & Millichap, 2015a, p. 4)

The authors make it clear that “All five are core functional dimensions of the NGDLE, meaning that progress toward the full realization of the NGDLE is possible only if the whole set is addressed”. Additionally, they identify the first domain – interoperability and integration – as the **linchpin** upon which all the others are built. (Brown, Dehoney, & Millichap, 2015a, p. 4)

However, they don’t recommend discarding the current LMS and building the NGDLE from scratch. Many acknowledge that the current LMS **does have strengths** that should be retained. Mott (2010) outlines some of them: simple, consistent, structured; integration with institutional systems; private and secure (FERPA compliant); simple and inexpensive for training and support; tight tool integration; supports sophisticated content branching. The report states “that although the NGDLE might include a traditional LMS as a component, it will not itself be a single application like the current LMS or other enterprise applications. Rather the NGDLE will be an ecosystem of sorts”, characterized by a new architecture that includes:

- A confederation of IT systems;
- Full adherence to standards for interoperability, as well as for data and content exchange;
- Support of personalization;
- A cloud-like space for users to aggregate and connect content and functionality, comparable to how they personalize their smart phones;
- A mash-up at both the individual and institutional levels. (Brown, Dehoney, & Millichap, 2015a, p. 3)

Ultimately, they use a Lego™ analogy to represent the overall framework of the NGDLE: “. . . if the mash-up is the way that individuals and institutions assemble their own NGDLE, then one way to enable that model is to populate the landscape with a set of tools and resources that are NGDLE conformant. This would result in a toolbox of applications, content, and platforms that could be assembled in custom ways”. (Brown, Dehoney, & Millichap, 2015a, p. 9)

Not everyone is happy with this analogy – Legos™ are hard and rigid, with very precise holes and pegs. Rob Able, CEO of the IMS Global Learning Consortium suggests, “a configurable constellation of connected apps”. (Able, 2016f) Morrison (2015) suggests a “Geemo, a stretchy, flexible, connectable set of pieces that can build a variety of shapes and structures by attaching the ‘arms’ to other pieces”. (Morrison, 2015) Whatever analogy one chooses, the larger concept works – taking apart and putting together the pieces that form individual teaching and learning environments within a single unifying framework.

Somewhat related to the Legos™ analogy, some express concern about the concept of *NGDLE conformance* – the use of standards. The fear is that standards will inhibit pedagogy and only be of benefit to administrators. Rees (2015) suggests: “Standardization over variety. Order over chaos. Anonymous adjunct’s experience over Laura Gibbs’ – not necessarily because it will save money (although it will), but because it allows administrators to exercise control over how courses get taught, which in turn will greatly increase executive power”. However, Feldstein (2015) provides a telling analogy: “Try to remember what your smart phone was like before you installed any apps on it. Pretty boring, right? But it was just the right kind of standardized boring stuff that enabled such miracles of modern life as Angry Birds™ and Instagram. That’s what we wanted, but for teaching and learning”. Standards that enable, not restrict. Feldstein (2015) makes the point that “Standards are usually created when the pain of not having a standard exceeds the pain of creating and living with one.”

Is the NGDLE – as outlined in the EDUCAUSE report – far in the future? Perhaps not. In ELI’s *7 Things You Should Know About . . . NGDLE*, they make it clear that “creating the NGDLE will require coordinated efforts among vendors, colleges and universities, and standards bodies”. (EDUCAUSE Learning Initiative, 2015, p. 2) To this end, Able (2016c) believes that 4 areas needed to make NGDLE a reality are already in varying stages of readiness, due largely to the work of the IMS Global Learning Consortium:

- Accessibility and personalization – IMS Global standard *Access for All* (<https://www.imsglobal.org/activity/accessibility>), “which allows individuals to create global preferences that will work across all tools and content solutions” (p. 58-59)
- Analytics – IMS Global Caliper Analytics (<http://www.imsglobal.org/activity/caliperram>), which “will allow institutions to get interoperable data on how students use content and tools provided in a course” (p. 59)
- Interoperability and integration – LTI2 (<http://www.imsglobal.org/lti-v2-introduction>), which enables a “much richer integration. . . between the LMS and tools or content” (p. 59)
- Collaboration and personalization – IMS Global Community App Sharing Architecture (<http://www.imsglobal.org/activity/community-app-sharing-architecture-casa>), which will “give faculty the control to add new learning tools and content in their courses” (p. 59)

So, it appears that the development of the NGDLE is moving forward; but what about adoption? Perhaps the greatest barrier for progress lies within the culture of educational institutions. Both the report by Brown, Dehoney, & Millichap (2015a) and SurfNet (2015) address this concern – SurfNet stating that “The culture at higher education institutions will sometimes also constitute a hurdle” (p. 35), and Brown, Dehoney, & Millichap suggesting that “Allowing evolution in our thinking about the nature, purpose, and conduct of higher education teaching and learning is one of the best ways to ensure the arrival of the NGDLE”. (p. 11) Likewise, Rob Able (2016d) writes, “education sector leaders need to decide if NGDLE (or whatever comes next) is something that is happening to us or something that we are going to make happen”.

With a better understanding of the NGDLE, the question becomes how does this change impact libraries and librarians?

Librarians in educational environments with LMSs realize that when embedded in courses in the LMS, they reach many more students (and perhaps more effectively) than they do with traditional one-shot information literacy sessions. For example, Tumbleson (2016) states that at Miami University “In 2014, 3 librarians collaborating with 35 faculty were embedded in 90 courses, reaching over 2000 students”. (p. 228) She further states that “A customized LMS embedded librarian page may include contact information and links to the library’s discovery service, subject databases, digital collections, reference eBooks, and open access content”. (Tumbleson, 2016, p. 229) The LMS-embedded librarian speaks to at least two of the five core functionalities of an NGDLE: personalization and collaboration.

Right now, librarians obtain permission to be added to courses at an appropriate level and then manually add specific tutorials, links to guides, discovery services, appropriate databases, or other e-content. Since the linchpin core functionality of NGDLE is *interoperability and integration*, what is the potential for a more robust LMS-embedded librarian – a level of service that

takes place automatically because of interoperability and integration happening transparently in the background, bringing specific library services and content into each course? In the *Ithaka S+R US Library Survey 2013*, fewer than half of the surveyed library directors reported that their library was fully prepared to support undergraduate students enrolled in online classes. (Long & Schonfeld, 2014, p. 34) That report was 3 plus years ago, and perhaps that number has increased by now, but perhaps the NGDLE will more effectively enable this library service in the future.

Burke and Tumbleson (2016b) indicate that it's good to be aware of the various LMSs because institutions "are prone to change systems, driven largely by economics and user experience", stating that "the library will have little input into the choice of an LMS". (p. 7-8). They also list a set of features – content pages; e-mailing; discussion boards/forums; and web conferencing tools – that more closely align with the current LMS, not the NGDLE. (Burke & Tumbleson, 2016b, p. 8) With the advent of the NGDLE, librarians **do** need to seek out conversations with those who manage the LMS and advocate for involvement in the selection of the next LMS for their institution. Look at these systems from the perspective of an LMS-embedded librarian. Think about and ask how the content-creation tools identified by Burke & Tumbleson (2016a) might be integrated into a NGDLE. Help inform a decision that will have a significant impact on successful outcomes for future students because of the transparently embedded availability of knowledge experts (librarians) and cultivated resources designed for specific courses.

To watch the development/evolution of the NGDLE, follow the activities of these organizations and initiatives:

- Apereo (<https://www.apereo.org/>)
- Eureka (<http://www.eureka.com>)
- IMS Global Learning Consortium (<http://www.imsglobal.org>)
- LINK Research Lab (<https://linkresearchlab.org/>)
- Next Generation Learning Challenges (<http://nextgenlearning.org/>)
- Personal Learning Consortium from the Association of Public and Land-grant Universities (<http://www.aplu.org/projects-and-initiatives/personalized-learning-consortium>)
- Texas Education Experience – TEx (<http://utx.edu/initiatives/tex/>)
- Unizin (<http://www.unizin.org>)

Additional Resources

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

Awards

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

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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.

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

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This committee will be responsible for identifying and promoting the use of technology in library instruction.

Top 20

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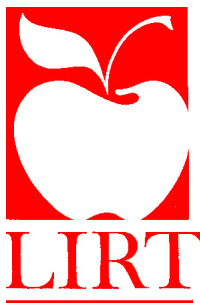
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Library Instruction Round Table News



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