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LIBRARY INSTRUCTION ROUND TABLE NEWS

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March 2017

From the Vice President

MARCHING WITH LIRT

"I am here to attend the library conference. The librarians are organizing a poster-making session. We are gathering at the Civil Rights Center together to be part of the Women's March," I shouted in the rain to a local radio station reporter who asked me what brought me to Atlanta. At that moment I realized that, much like I do, my professional organization believes in equality for all.

I joined LIRT in 2007 thanks to its advocacy of library instruction and information literacy as well as its strong support of early-career librarians. I volunteered to serve on the Liaison Committee in order to gain the opportunity to audit selected non-LIRT instruction-related sessions during ALA conferences and be able to publish a brief report in the LIRT Newsletter to share with a larger audience.

LIRT is a great place for librarians to gain leadership skills. After serving as a co-chair on the Membership Committee and participating in Steering Committee meetings, I have become more confident in collaborating with people, managing projects, and thinking creatively in order to enhance communication with committee members. LIRT has numerous committees for you to choose from, so there truly is something for everyone. LIRT is fun and informational! One of my favorite things to do at ALA is attending Bites with LIRT, a lunch gathering where you not only get a taste of local gourmet food but also have the opportunity to chat with librarians from different types of libraries and learn about all the cool things they are doing. I also enjoy going to an LIRT forum and learning something new about teaching, programming, and technology.

Being part of LIRT is a wonderful professional development opportunity that is as educational as it is exciting. Why wait? March with us! Volunteer to serve on a LIRT committee and make a difference in the organization and profession you are passionate about!



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March 2017

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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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From the Production Editor

by Susan Gangl

A friend of mine uses the term “location story” to refer to an event that can’t be adequately described: you simply had to be there. That’s certainly true of our conferences. At ALA Midwinter in Atlanta, we were surrounded by Packers and Falcons fans, women on the March (read more on page one!), and even a Hot Chocolate Race! The energy was palpable everywhere you went. Although attending such a large conference can seem daunting to some of us, there are several ways that you can make new friends and feel more at home away from home. Attending LIRT events, joining us at Bites with LIRT, or serving on a committee will confirm that you’re among friends, and that can transform a new experience into an adventure.

Speaking of adventures, our own LIRT News editor, Barbara Hopkins, has embarked on several world adventures already, and is now moving in new directions - read more in her Member A-LIRT interview on page six. I want to thank her for her time on this publication and for her leadership in various LIRT roles and wish her well on her journey! Our incoming editor is Sherri Brown - welcome aboard!



Diversity is an important part of my work. Atlanta’s new Center for Civil and Human Rights was a short walk across the park from the Georgia World Congress Center, where the conference was held. In one display I saw personal papers of Dr. Martin Luther King, Jr. and a portion of his personal library; other floors had innovative social environments about immigration and other human rights issues. The ALA author events I attended were also focused on diversity – as were some of the meetings I was able to attend. LIRT also seeks diversity among types of libraries represented, and for that reason we are excited to offer our Annual Program on the theme “From Kindergarteners to Collegians: Helping Students Make the Grade.” School librarians are so welcome to share your wealth of experience! We know not every school can offer sufficient financial support for you to

attend conferences; that’s why several of our committees include some virtual members. It’s a way to be involved without necessarily being on location. You can write stories about your teaching ideas and experience, or help brainstorm ideas, and attend when it’s feasible. Watch our website and the newsletter for more information: the Bites get-together, candidates for the upcoming elections, and more. Each issue we share news of the instruction scene and you’ll get a sense of who we are, what we’re about, what we’re doing and why that’s important. You can get the latest Tech Talk and learn from Billie, who never ceases to amaze me with her in-depth coverage of a hot topic in technology. Know always that the members of the fantastic Steering Committee are glad you’re a part of our round table, and we hope to meet you – in person or virtually!

Susan

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Candidates for LIRT Offices

CANDIDATES FOR PRESIDENT

Victor Baeza



Victor Dominguez Baeza is an associate professor and the Director of Library Graduate Services for Oklahoma State University. He provides leadership in the areas of services, resources and training for graduate students. He has 20 years of experience in designing, directing and delivering workshops, training sessions, and seminars to the academic community. Victor holds a B.S. with honors in Communication from Eastern New Mexico University and a M.B.A. from Texas Christian University. He earned his M.L.S. from the University of North Texas College of Information, Library Science and Technologies.

Kristen Edson

Kristen Edson has been a librarian for over twelve years, and received her MLIS from Wayne State University in Detroit, MI. Her experience includes being a solo librarian/archivist in a specialized research library, part time librarian at community college and a digital projects librarian. Ms. Edson's current position at the Chicago Public Library, in the Social Science & History department, is where her interest in instruction started. She joined LIRT in 2011, as a way to network and become involved on a national level with ALA. In 2012 she decided to return to school and obtained a Graduate Certificate in Instructional Design from George Washington University.

Ms. Edson served as the co-chair of the Library Instruction Round Table Transitions to College Committee, 2012-2016. Her work on that committee includes initial planning for the Connecting Librarians for K-20 Transitions project and review for approval of social events at conferences to promote further connections among librarians of all types. Ms. Edson is a new member of the Gaming Round Table and serves on the International Game Day subcommittee.



Candidates for LIRT Offices, continued on page 4



CANDIDATE FOR SECRETARY

Rachael Elrod



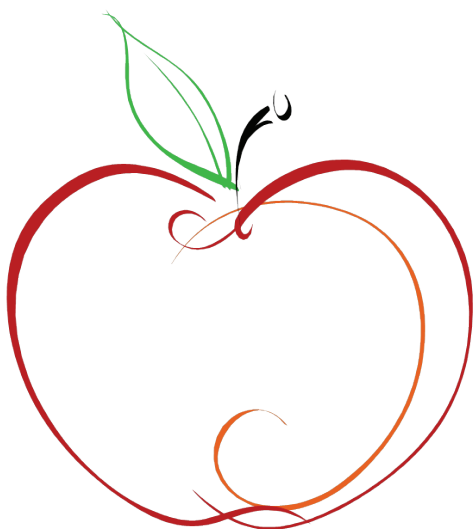
Rachael Elrod is the Head of the Education Library at the University of Florida. She is currently working on an Ed.D. in Higher Education Administration from the University of Florida, and holds an MSLS from the University of Kentucky, an M.Ed. in Counseling Psychology from the University of Louisville, and a B.S. in Psychology and Sociology from Campbellsville University. She is a project team member of an IMLS Grant titled "Researching Students' Information Choices: Determining Identity and Judging Credibility in Digital Spaces" which examines how students select digital items for STEM research use and their understanding of digital document types.

CANDIDATE FOR TREASURER

Hui-Fen Chang



Hui-Fen Chang is an academic liaison librarian in research and learning services at the Oklahoma State University in Stillwater. In this role, she provides discipline-based library instruction, outreach and research services for psychology, philosophy, hospitality, communication sciences and disorders. Hui-Fen joined LIRT in 2009 and served as co-chair for LIRT Conference Program Committee 2010-12, and as LIRT Treasurer 2015-16.



**Have you created an instruction program or
developed a unique classroom strategy?
Please share your experiences with LIRT!**

Send your articles to Sherri Brown

(sherri.brown@ku.edu)



LIRT PROGRAM

From Kindergartners to Collegians, Helping Students Make the Grade



Sunday, June 24, 2017

1:00-2:30 PM

LOCATION TO BE ANNOUNCED

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 learn how librarians can shape and enhance learning goals beyond library walls. As always, the LIRT Conference Program seeks to have a lively presentation by speakers that will share experiences to inform learning in all types of libraries. We hope to see you there.

Additionally: We would like to get others involved in the Conference Programming 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 associated with the conference program. Please email either co-chair of this committee if you would like to volunteer: Jim Walther – jwalthe1@emporia.edu or Meggan Ann Houlihan – meggan.houlihan@nyu.edu.

Speakers

Matt Upson

Director, Undergraduate Instruction & Outreach
Oklahoma State University, Stillwater, OK

Cintha Ippolito

Associate Dean for Research and Learning Services
Oklahoma State University, Stillwater, OK

Amy Atkinson

Middle School Librarian
Latin School of Chicago, Chicago, IL

Member A-LIRT: Barbara Hopkins



LIRT Newsletter Editor
Canyons Schools, District Library Media Specialist
Executive Director of the Utah Library Association

What brought you to LIRT?

I was just beginning my professional career and I wanted to get involved in a big way. So I looked at where I might fit in ALA's structure. LIRT seemed like a good fit, and it has been, since 2004. This round table has provided me with many opportunities to serve and has helped me grow in ways my other positions could not.

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

What do you like most about it? I have two positions currently. I manage the Canyons School District Libraries, K-12 and I'm the Executive Director of the Utah Library Association. My response about what I like is the same for both of them; I love the opportunities I have to meet and work with many different people every day. I learn so much from communication and collaboration with colleagues, students, staff members and friends. I'm very lucky.

In what ways does it challenge you?

Like most librarians, I balance a heavy load with multiple demands and deadlines that could consume me, if I'm not careful to carve out time for myself.

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

I can't really pick a specific teacher. There were so many who were influential. I really had the best teachers all the way through my education.

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

A book (of course), and a smile.

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

I'd make sure that all library professionals understood that they are important and that they make a huge difference in many people's lives every day.

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

There are so many things...it's hard to pick. I love adventure and I'm celebrating my 50th birthday this year by starting a whole new adventure – I'm moving to a different state and starting a new job - a new life - a new beginning and I'm very excited about it! You're never too old to learn new things.

LIRT COMMITTEE REPORTS

Awards Committee Report

Chair :Michael Saar

The Awards Committee does not currently need any additional members. Information was passed from the current chair of the committee to the chair-elect so that the committee can continue to function smoothly. The awards ceremony and LIRT's 40th birthday celebration will be combined in June. Plans for hosting these events were discussed. A call for nominees for the coming year was discussed and a strategy was outlined for getting as many nominations as possible. The committee also evaluated the current rubrics used to select award winners and discussed possible modifications. Budget submissions for travel and other awards issues were discussed and next steps were outlined.

Conference Planning Committee

Co-chairs :James (Jim) Walther, Meggan Houlihan

The LIRT Conference Planning Committee met at ALA Mid-winter to discuss preparations for the upcoming 2017 ALA Annual Conference. LIRT will be sponsoring a panel session entitled, "Library Instruction: From Kindergarteners to Collegians, Helping Students Make the Grade." Session time, date, and speakers will be publicized soon.

The committee also solidified plans for ALA Annual 2018, where we will be focusing on critical information literacy. The session tentatively titled, "Moving Beyond the Threshold: Next Steps in Critical Information Literacy," will bring together a school librarian, academic librarian, and LIS professor, to discuss multiple perspectives on the topic. The committee is always looking committee members!

Teaching, Learning, & Technology Committee

Chair: Cinthya Ippoliti

LIRT TLTC sponsored an exciting three-part webinar series for LIRT members on February 17 and 24, and March 3) The series was designed to encourage an interactive and multi-faceted view of digital pedagogy and inspire engaging conversations surrounding the ways in which we integrate technology into our instructional activities from three broad perspectives:

- Part 1: Introduction and examples;
- Part 2: Best practices in instructional design;
- Part 3: Best practices in assessment.

Links to the webinar will be available soon. If you have questions, please contact Cinthya Ippoliti at cinthya.ippoliti@okstate.edu. -See more at: <http://connect.ala.org/node/262953#sthash.ESMu5lpy.dpuf>

Top 20 Committee Report

Chair: Eveline Houtman

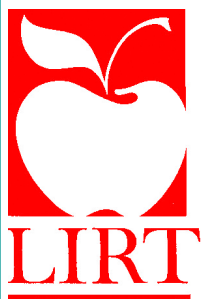
The Top Twenty Committee works virtually to select the best 20 articles related to library instruction from the previous year. This year we put in place some new procedures to help the work go more smoothly. We established a group account in Zotero to help us more easily collect and share articles. We also set up a committee account in Slack to streamline and promote discussion. This gave us a place to, for example, share our reactions to the rubric before we started rating articles.

We have completed the first round of ratings, which resulted in a list of the top 50 articles. We're now at work on Round 2, which will identify the top 20. The top 20 authors will be notified in April. Committee members do have reservations about the current rubric. Once the immediate work of identifying the top 20 articles is complete, we plan to return to our rubric discussion to determine whether a revision of the rubric is required.

Transitions to College Committee

Co-Chairs: Matt Upson and Beth West

The committee needs additional members. Discussion of the pre-conference planned at annual in Chicago was discussed and next steps were outlined. Committee member tasks were assigned. The committee successfully hosted the LIRT Discussion at midwinter in Atlanta. Goals for the upcoming presentations were outlined and the committee discussed additional networking events and ongoing as well as future projects.



LIRT Steering Committee ALA Midwinter



Photos by Susan Gangl

Tech Talk

Dear Tech Talk: Periodically in recent years, I overhear people talk about “APIs”, but now it seems that every time I turn around someone or some resource provider is talking about APIs. I’m beginning to think I need a better understanding of this technology; can you help? – *Absolutely Pathetically Ignorant*

Dear API-- API is an acronym for **Application Programming Interface**; and unquestionably APIs – especially web service APIs – are everywhere, seamlessly interconnecting an infinite number of web services. For example, have you encountered the option to log in to a web-based resource by using your Facebook login credentials? In this situation, a web-based service connects to Facebook using the Facebook API, which enables you to use your Facebook credentials to login to the other service. Another scenario with which most are familiar is the travel sites that aggregate data from a variety of websites so consumers can see an assortment of flight, hotel, car rental, etc. options from which to choose, without moving from website to website. In the world of commerce, APIs are all about convenience for the consumer.

Not surprisingly the library environment is a microcosm of the larger ecosystem. APIs are available from a myriad of services and resources used by libraries – as can be seen in the non-exhaustive list below:

- Discovery systems
 - EBSCO Discovery Services (<https://www.ebscohost.com/discovery/api>)
 - Primo (<https://developers.exlibrisgroup.com/primo/apis>)
 - Summon (<http://tinyurl.com/j6pymgu>)
- Library systems
 - Alma (<https://developers.exlibrisgroup.com/alma/apis>)
 - Sierra (<https://sandbox.iii.com/docs/Content/titlePage.htm>)
 - WorldShare Management System (<https://www.oclc.org/developer/search-results.en.html?q=api&rfilter=allfilter>)
- Publishers
 - Elsevier(<https://dev.elsevier.com/>)
 - Springer (<https://dev.springer.com/>)
- Specific Resources
 - Altmetric (<https://api.altmetric.com/>)
 - CONTENTdm (<http://tinyurl.com/jzhtt52>)
 - Digital Public Library of America (<https://dp.la/info/developers/codex/>)
 - DSpace (<https://wiki.duraspace.org/display/DSDOC4x/REST+API>)

TECH TALK, CONTINUED ON PAGE 10

- EBSCO Curriculum Builder (<https://www.ebscohost.com/discovery/customization/curriculum-builder>)
- HathiTrust (<https://www.hathitrust.org/data>)
- LibraryCloud (<http://library.harvard.edu/librarycloud>)
- Open Library/Internet Archive (<https://openlibrary.org/developers/api>)
- ORCID (<https://orcid.org/organizations/integrators/API>)
- OverDrive (<https://developer.overdrive.com/docs/getting-started>)
- PlumX (<https://plu.mx/developers>)
- Scopus (https://dev.elsevier.com/sc_apis.html)
- Ulrich's (<http://tinyurl.com/jmkwzcc>)
- Web of Science (http://wokinfo.com/products_tools/products/related/webservices/)
- WorldCat Metadata (<https://www.oclc.org/developer/develop/web-services/worldcat-metadata-api.en.html>)
- Zotero (https://www.zotero.org/support/dev/web_api/v3/start)

Google almost any library service or vendor along with – api – and you'll more than likely find an API for that entity.

So, why should librarians care about APIs? Because, "Before APIs, institutions would have to create custom integration, driving up costs and time [using high level programmers] to implement [integration between systems]" (Berenstein and Katz, 2012 p. 18). Because, "APIs provide an important technical mechanism for integration, interoperability, and the extension of functionality [more easily integrate siloed content and functions]" (Breeding, 2014 p. 24). Because, "APIs provide a way to work with the data in our systems, be they backend inventory or front-end discovery interfaces, in ways that weren't conceived by the software developers. This flexibility enables organizations to respond more rapidly to changing needs [more effectively meet the needs of users]" (Dehmlow, 2010 p. 103). Because, "Increasingly, the quantity and quality of APIs exposed by platforms are factors that libraries consider when selecting new technology products" (Breeding 2015 p. 26).

So, indeed, this is a timely question. As Marshall Breeding (2014) points out: "The increasing availability of APIs among the major applications used by libraries represents an important advancement in technology with many potential benefits. . . [Consequently even] those without a deep technical background should become familiar with the concept of the API" (p. 22).

One could start with the Wikipedia definition of an API: "In computer programming, an **application programming interface (API)** is a set of subroutine definitions, protocols, and tools for building application software". Further followed by more details:

"When used in the context of web development, an API is typically defined as a set of Hypertext Transfer Protocol (HTTP) request messages, along with a definition of the structure of response messages, which is usually in an Extensible Markup Language (XML) or JavaScript Object Notation (JSON) format. While 'web API' historically has been virtually synonymous for web service, the recent trend (so-called Web 2.0) has been moving away from Simple Object Access Protocol (SOAP) based web services and service-oriented architecture (SOA) towards more direct representational state transfer (REST) style web resources and resource-oriented architecture (ROA)" (Wikipedia 2017a).

But, one gets down into the technical weeds pretty quickly with this definition. Wallberg (2014) provides a simpler one: "In **computer programming**, an application programming interface (API) **specifies** how some **software components** should interact with each other." Further emphasizing that, "an API is a computer-computer interface, rather than the human-computer interface with which most are familiar. Keyboard, mouse, and display are generally used to create a visually based human-computer interaction experience, like with a **GUI** or **web browser**. But in general these are difficult for computers to interact with, so separate APIs are created with allow programs to interact with each other."

The MuleSoft video (2015), *What is an API?*, uses the analogy of customers in a restaurant with a menu of options (one system) who provide to the waiter (the API) the food options they want; and the waiter tells the kitchen staff (the other system)

what is needed and delivers the prepared food (the request) to the customers. MuleSoft suggests that “Whenever you think of an API just think of it as your waiter running back and forth between applications, databases, and devices to deliver data and create connectivity that puts the world at our fingertips.”

Without going too far into the weeds, knowledge about the basic elements associated with APIs is useful in order to communicate effectively with those providing or implementing APIs. Using information from Simmons (2016), below are some key basics for APIs:

- There are 4 different types of APIs (JavaScript, RESTful, SOAP, and XML-RPC, which evolved into SOAP). Most APIs are RESTful – meaning large amounts of data are made “available on-demand by sharing references to that data rather than a complete copy of the data itself.” (https://simple.wikipedia.org/wiki/Representational_state_transfer)
- An API is enacted with HTTP requests, using 4 major methods:
 - GET – fetch data
 - PUT – edit existing data
 - POST – add new data
 - DELETE – remove data
- Requests (data) are usually returned as JSON or XML, which means that, although they are human readable and well structured, they are not formatted in HTML. Look at the 2 examples below that return data using the Google maps API for the 76710 ZIP code:
 - <http://maps.googleapis.com/maps/api/geocode/xml?address=76710&sensor=false> (XML)
 - <http://maps.googleapis.com/maps/api/geocode/json?address=76710&sensor=false> (JSON)
- Consequently, PHP or some other scripting language or application must be used to render the data into useable information that is displayed on a web page or otherwise used.

Discussions around APIs can result in a barrage of acronyms, as seen above, some more familiar (HTTP) than others (JSON). However, the above outline does provide context for these acronyms in APIs, which is sufficient for now.

One also needs to be aware of a standard requirement for using APIs – before using a company’s API, one usually has to get permission (even if it’s a publicly available API, as opposed to a closed API that is only available to paying customers). The company generally issues an “authentication key” and possibly some other credentials. This key serves 2 purposes: (1) it allows the company to keep track of who is using the API and how they use it; and (2) perhaps more importantly, if the company deems the use of the API is inappropriate, they disable the key and access to the API is easily terminated. Additionally, before releasing the key the company may want someone to sign a “terms of agreement” document. Long (2012) concisely outlines some common expectations associated with these agreements (p. 205).

And there are some additional caveats. It appears clear from the outline of how APIs function that a level of technological expertise is required in order to use APIs effectively. However, the bar for working with APIs is lower than the one needed when the integration between systems meant understanding the systems at a deep level, as well as having expertise with major programming languages. Breeding (2015) makes this comment, “Lowering the threshold of complexity in the mechanics of programming environments enables a broader range of individuals to participate in the creative process” (p. 27). Some libraries may already have personnel, in addition to systems librarians, who may be working with APIs – data or repository librarians, digital scholarship librarians, digitization personnel, metadata librarians, to name a few. If not, many of the people in these roles have some skills in this realm and may only need a minimal amount of training in order to start using APIs. Additionally Breeding states, “Learning to code has become a growing interest in the library profession. I see this movement as a positive democratization of technology management and support that brings in many new talents and perspectives” (p. 27). So, if a library has programmers available, by all means, use them with API projects; but be aware that the lack of personnel with high-level programming expertise doesn’t eliminate the option to use APIs.

Another caveat is somewhat related to terms of use for APIs. Some APIs place restrictions on how much data can be pulled from the service. If a complete amount of data is required – say for research purposes – the payment of a fee may be required in order to use the API to acquire all the needed data. Some APIs may be “read only” meaning the user can get data from the service but cannot change the data in the service. This limitation is reasonable for something like the *Scopus* API – it’s totally inappropriate for random individuals to make changes to the *Scopus* data. However, if library personnel want to use an API to make changes in their data in their integrated library system – because an API is the most effective way to make the changes – a “read only” API is a problem. Not to mention that using an API to change data can be problematic if there’s not a way to test the API to ensure it behaves as expected – before executing it in the live system. And last, the terms of use for some APIs define how the data from the API can be used, especially whether or not it can be used or how it can be used by a third party – without additional agreements in place. For example, a library may pay for both Resource X and Service Y and would like to use the Resource X API to extract content that will more quickly enable Service Y. However, the API from Resource X can’t be used in this way without Resource X and Service Y having a separate agreement in place.

Curious about some real applications of APIs by libraries?

- Baylor University – used the *Scopus* API to extract citations associated with all Baylor researchers to acquire the initial data from which the final data was culled to populate PlumX profiles for current Baylor researchers.
- IR@UF-Elsevier Collection (<http://ufdc.ufl.edu/elsevier>) – Elsevier and the University of Florida partnered to have Elsevier populate the UF repository with metadata and appropriate versions of faculty publications from Elsevier journals (Russell, et. al., 2016)
- Johns Hopkins Library (<http://www.library.jhu.edu/>) – uses an “API of APIs” to manage their various APIs more effectively to deliver information to the library website (Hannan, 2015)
- Lewis and Clark Watzek Library (<http://accessceramics.org/> and https://www.flickr.com/groups/contemporary_ceramics/) – utilizes “the Flickr API to collect metadata and images from artists for inclusion in a digital [ceramics] collection” (Long, 2012).
- Library of Congress, Chronicling America (<http://chroniclingamerica.loc.gov/about/api/>) – provides a API designed for end-users for this digital collection (Long, 2012)
- Miami University Library (https://www.flickr.com/photos/muohio_digital_collections/) – uses the Flickr API to automate the process of uploading images to their Flickr account, resulting in a significant increase in views of their images from their location in CONTENTdm (Michel and Tzoc, 2010)
- University of Dayton Library – uses the Twitter API to search for #clubroesch for updated Tweets on what students say about the library; to automatically send a Tweet to a new follower of the library Twitter account; to create a bird’s eye view of how the library is being used, and if needed, investigate concerns if API notifications are generated (Kelly and Escobar, 2015)
- University of Leeds Library – uses SierraDNA (Database Navigator Application) to create “People who borrowed. . . also borrowed:” feature (<http://tinyurl.com/h28rv7r>) using patron checkout history; they also identified compromised WAM accounts and improved the acquisitions process for items with holds (Padgett & Hooper, 2015)
- University of New Brunswick (<https://www.lib.unb.ca/>) – uses OCLC’s API with their knowledge base to populate several library home page search tabs associated with different types of e-resources (Wilson, 2016 p. 19-20)
- Villanova University Library – integrated SciVerse (now retired) API with VuFind (Berenstein and Katz, 2011)
- Wayne State University Library – used Copyright Clearance Center API to streamline payment of CONTU-Guidelines-based ILL copyright royalties using borrowing data from 2 systems (Sharpe & Gallagher, 2011)

Starting to see some practical applications for APIs in the library? Below are some basic steps to consider, mostly identified by Marshall Breeding (2014):

- Define the need for and location of the API – simple or complex?
- Identify someone with or who can develop the technological expertise.
- Review the API documentation – will it meet the defined needs?
- Review the business model:
 - Included with base cost or additional fee to use?
 - Availability to third parties beyond the library (library vendor partners)?
 - Agreements to be signed?
- Obtain API key and any other security authorizations.
- Investigate the amount of support offered by the vendor – development communities, sandboxes for development, repositories for code, conferences/events, etc.

For those whose API appetite has been whetted, Jason Michel's book, *Web Service APIs and Libraries* (2013), provides "recipes" with which to experiment, using APIs from the following: Flickr, Goodreads, Google Books, Google Charts, HathiTrust, Library Thing, OCLC Web Services, Open Library, Twitter, and Vimeo. In addition to a technical primer for HTML and PHP in the introduction, "each chapter offers:

- Potential services achieved through use of the API
- Real-life examples of how the API is being used in libraries
- Technical explanation of the API
- API in Action: a step-by-step construction of the application" (p. xxi)

In spite of the fact that some of the API versions have changed, this book provides enough information for someone with a minimal technological aptitude to get started with APIs.

In addition to Michel's book, many web-based tutorials are available, a few of which are listed below:

- CrossRef TDM API Tour (https://github.com/CrossRef/rest-api-doc/blob/master/rest_api_tour.md)
- Google API Tutorial (http://www.w3schools.com/graphics/google_maps_intro.asp)
- Learn APIs (<https://www.codecademy.com/apis>)
- List of 40 tutorials on How to Create an API (<http://blog.mashape.com/list-of-40-tutorials-on-how-to-create-an-api/>)
- Your First API Program (http://hyperorg.com/misc/myFirstApiScript/myFirstAPIScript-HarvardLibCloud/myFirstApiScript_article.html)

At the beginning of this column, I provided a lengthy list of library-related services and vendors that have APIs, which didn't even address non-library services with public APIs – Amazon, Facebook, Flickr, Google (and all of its subsidiaries), Instagram, LinkedIn, Twitter, Vimeo, etc. – that many libraries view as valuable partners. So – APIs are everywhere – and they aren't going away any time soon! Ending with Marshall Breeding,

"refocusing the creative efforts on those working with technology to higher-level services strengthens the library's position. Hacks, mash-ups, and other informal tech creations supplement the more intensive programming projects as libraries work toward the best technology infrastructure to serve their communities. This more broad-based and open approach toward technology involvement has the potential to empower libraries to take more control over their data and systems" (p. 27).

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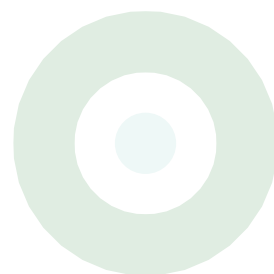




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LIRT STANDING COMMITTEES

Adult Learners

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.

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>

Library Instruction Round Table News



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