



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



School

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Academic

Library Instruction Round Table

NEWS

From the President

Hello and welcome to the start of a *most* rad new academic year! For those of us working with students in some capacity or other, I know that the transition from summer to fall can be simultaneously (...or alternately) invigorating and overwhelming. So, I'll focus on the former.



I'm excited to have the opportunity to work with those of you serving on various LIRT committees this year and will support your efforts however I can as president. This roundtable has a strong tradition of collaborating to promote information literacy among students of all levels and to support the librarians that serve them in varying instructional capacities. And I have no doubt we'll keep that tradition alive and well in the coming year.

At this point, if you're now thinking, "hey - I would love to serve on a LIRT committee," then don't hesitate to reach out to me (rlneel@usi.edu) or a committee co-chair. There are always committees ready to happily add members. Likewise, if you currently serve on a committee and would like to step into a vacant leadership role, please let me know!

Have a great year—and thank you for all that you do for library instruction!

Becca



Becca Neel
LIRT President

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From the Past President



Susan Mythen
LIRT Past President

LIRT colleagues, may I take this time to thank you sincerely for your partnership this last year? The 2021-22 academic year was such a year of change and transition. We spent the previous year re-learning how to do our jobs in a completely different environment, and I believe last year was the year many of us regained our footing. And through it all, we kept our library instruction community humming along, supporting one another through the process.

I'm so proud of the work we did together! We had a wonderfully successful ALA conference in June, where many of us got to reunite after two years of virtual meetings. Our LIRT 45th Anniversary Celebration and Awards Ceremony in Washington, D.C., was such a fun (and, dare I say, magical!) way to celebrate how much LIRT has meant to so many over the years. As we find new ways to connect and learn together, it is always rewarding to think about how far we have come.

Thank you so much to all the volunteers, committee members, chairs, and officers that I had the pleasure of serving with this year. A big thanks goes to our Communications team that is reinvigorating our social media presence. If you're not following LIRT on

your favorite social media platform, give us a follow! It's a quick and fun way to stay engaged on all things library instruction, and we want to hear what you have to share!

With sincere gratitude,

Susan

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Contributions to be considered for the **December 2022 issue** must be sent to the editor by **November 1, 2022**.

Production editor: Rachel Mulvihill
University of Central Florida Libraries

From the Editor

I have been feeling somewhat burnt out recently—on instruction, on other work projects, and on the daily grind in libraryland in general. I'm sure I am not alone.

When I get particularly stressed, I tend to pare down on “extras” in my schedule—often choosing to skip a webinar or training I had signed up for—in an attempt to capture back some time. Today, though, I did make time to attend a plenary session I had added to my calendar, and I'm so glad. I won't go into details about the conference or who the speaker was or try to relay their words of wisdom (which I would undoubtedly reduce to sound bites that would not be all that helpful). My takeaway, though, is that sometimes we need to take time to be inspired again. If there's not an event you can attend, try pulling up a TED Talk on a topic important to you or consider chatting with a mentor or colleague with a positive mindset.

Although I don't necessarily have the time or bandwidth to make all of the changes I'd like to for the fall, taking some time and hearing another's inspiring thoughts was just what I needed today. I hope you find something to inspire you also when you need it—perhaps in this month's *LIRT News*.

Sherri



Sherri Brown,
LIRT News Editor

Member A-LIRT

Rachel Mulvihill

**Head of the Downtown Campus Library
University of Central Florida**

What brought you to LIRT?

For most of my career I've had a focus on instruction, sometimes focusing on distance and online students, or first-year or transfer students, but always returning to the basics of helping our users make the most of the library. I appreciate LIRT's broad focus on instruction, and I think I can learn a lot from other types of libraries and how they teach their users. Honestly, I don't remember the initial impetus to join LIRT, but I remember volunteering for committees and thinking LIRT Top 20 would be a great way to keep up with the literature. That was an intense

experience (mostly because I am a procrastinator by nature), but I'm so glad I did it! Then I moved on to the Newsletter Committee and saw a call for someone to step into the production editor role in 2017. That's when I became more involved in the round table's leadership.

Continued on next page

Member A-LIRT, continued

Rachel Mulvihill

What was your path to librarianship?

I joke that librarianship is in my blood. I've always been a bit of a generalist—I love learning about many subjects and have always enjoyed “looking things up.” I majored in Anthropology in college and wasn't quite ready to enter the job force after graduation. The idea to be a librarian had been percolating since high school, so I looked into grad school, and here I am!

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

I'm the head of a branch library on UCF's new downtown campus. I really enjoyed the excitement and logistical challenges of opening a new library. I appreciate having our own little domain while also benefitting from the resources of the larger library on UCF's main campus. We're also a joint-use campus, partnering with a local state college, and that keeps things interesting!

In what ways does it challenge you?

The timing of our campus opening was unfortunate. Fall 2019 was our inaugural semester downtown, and the library space opened half-way through the term due to construction delays. The following semester was Spring 2020, when the world changed. We have not had a “normal” semester due to the pandemic, so it's been challenging to really connect with our students and faculty on campus. Building our library's image and reputation has been slow-going. We're looking forward to Fall 2022 and hope it will bring lots more students through our doors.

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

I had some wonderful teachers in high school who taught me that teachers are people too, notably Sandy Erickson and Doc Werthman. But I have also been fortunate to have mentors who taught me an enormous amount about life and librarianship. Stephanie Fazenbaker Race and Penny Beile were some of my teachers in this profession, who believed in me and taught me to believe in myself.

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

Oh the usual: book, phone, chargers. I'm crumbling under the pressure of trying to be witty or original here.

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

I am a do-it-yourselfer, so I want things to be intuitive when I walk into a library. It may sound odd coming from a reference and instruction librarian, but I don't like to ask for help to complete a simple task. I think we could all benefit from some user-centered design in our spaces and services.

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

My hobby is buying all of the supplies for crafts that I seldom actually get around to.

What do you like about LIRT and what would you like to see?

I like LIRT's friendly and open leadership, the opportunities to participate in the work of the organization, and the programming and social events at ALA conferences. I'd like to see more diversity in our ranks—leaders of all backgrounds from all types of libraries. We have a lot to learn from each other!

LIRT Programming at the 2022 ALA Annual Conference

LIRT President's Program

By Alicia G. Vaandering, LIRT Conference Program Planning Committee 2022

While the negative impact of oppressive systems on the creation, production, and dissemination of information is not a new problem in the fields of librarianship and information studies, the COVID-19 pandemic has further exacerbated problems related to information and systemic inequity and injustice. To explore the ways in which librarians engage users in learning about, questioning, and challenging oppressive systems, the 2021-2022 LIRT Conference Program Planning Committee welcomed four librarians to the President's Panel at ALA 2022. The program, "**Critical Information Literacy Applications for Academic, Public, and School Libraries**," was held at the Washington Convention Center in Washington, D.C., on Saturday, June 25, 2022. More than 140 conference-goers attended the program.

The panel included three presentations from four librarians who spoke about their experiences in engaging with and promoting critical information literacy practices at their libraries:

- IdaMae Craddock, Librarian at Albemarle County's Lab School (Charlottesville, Virginia)
- Michelle Nass, Teacher-Librarian at Downingtown West High School (Downingtown, Pennsylvania)
- Jess Hoffman, Instructor/Program Coordinator at Brooklyn Public Library (New York, New York)
- Amy Mikel, Director of Customer Experience at Brooklyn Public Library (New York, New York)

IdaMae Craddock began the program by exploring how initiatives like "Reframing the Narrative" at Albemarle County schools have recentered curriculum around anti-racism. Using Nelson Mandela's famous statement that "Education is the most powerful weapon we can use to change the world" as a guiding principle, Craddock has engaged students in conversations about media bias, filter bubbles, personal bias, and the role of librarians as a lifelong resource. Craddock also highlighted efforts by the faculty to ensure all students knew they could get support from teachers and to empower students by stressing that they matter and how they can be responsible consumers of information through lateral reading.

Following Craddock's presentation, Michelle Nass suggested that instead of asking "What is the Library?" we should consider asking "*Who* is the Library?" and explained her role in developing an Academic Resource Collective (A.R.C.) at Downingtown West to address the needs of learners and teachers. Nass outlined how DEI efforts at her library have been guided by a framework of values centered on actions: discover, connect, inspire, and impact. This has led her to work closely with students and others in the community to develop meaningful programming, practices, and goals. As part of this effort, Nass has engaged with genrefying and modifying the library's Dewey classification system, conducting equity audits, helping restart student clubs and organizations, offering makerspace programming, and providing timely book clubs centered on DEI issues.

Finally, Jess Hoffman and Amy Mikel wrapped up the presentations by sharing their experiences with developing and implementing Information Literacy Instruction for Library Professionals, a continuing education course for librarians and library workers that was funded through an IMLS grant. The free online course engages with critical information literacy issues like information equity, data bias, bias in search algorithms, and the role of privilege in the creation and use of information. Their presentation underscored the role that public libraries play in supporting information literacy within their communities.

The program was opened by LIRT President Susan Mythen and Conference Program Planning Committee co-chair Lauren Kehoe. Committee member and incoming co-chair Brad Sietz made closing remarks, and co-chair Julie N. Hornick led a brief Q&A session.

A special thanks goes to the LIRT Conference Planning Committee for all of their hard work. For more information

LIRT @ ALA

LIRT Programming at the 2022 ALA Annual Conference

LIRT President's Program, continued

about the program and access to presenter's slides, please see: <https://tinyurl.com/ala-2022-lirt-program>

Interested in getting involved with the LIRT Conference Planning Committee? Visit

<https://www.ala.org/rt/lirt/membership>

LIRT Discussion Forum

On June 27, 2022, the Library Instructional Round Table hosted a panel discussion forum at the ALA Annual Conference in Washington, D.C. The topic of the panel discussion was **"Applied Adult Learning in Contemporary Libraries: A Theory-Informed Practice and Its Implications for Program Designers, Educators, and Library Leaders."** The program—led by the incoming Adult Learners Committee co-chairs Stan Trembach, Assistant Professor in the School of Library and Information Management at Emporia State University, Liya Deng, Associate Professor and Social Sciences Librarian at Eastern Washington University, and Alissa Droog, Assistant Professor and Education and Social Sciences Librarian at Northern Illinois University—drew substantial interest from Conference attendees.

The focus of the panel was on the need to leverage the diversity of contemporary library service communities and use this diversity as a tool to expand library impact by providing equitable access to information resources to all. A discussion of major adult learning theories including andragogy, constructivism, and self-directed learning stimulated a broader conversation about the central role of libraries in supporting adult learners, particularly in the context of public libraries. In order to address techniques for designing instructional programming that facilitates adult learning, the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model was also discussed, with an emphasis on its application to a broad range of library contexts. Finally, the panelists drew on examples from existing research in the field to contextualize some of the best practices of teaching and supporting adult learning in libraries.

The audience, coming from a wide variety of library settings, also shared their insights for overcoming the challenges of working with adult learners that they have encountered in their own library experiences and exchanged ideas of designing library instructional programming tailored to the unique needs of adult learners. Since this panel was seemingly well-received by the attendees, the Adult Learners Committee plans to explore opportunities to offer similar programming in future conferences.

Bites with LIRT

Bites with LIRT, held on Sunday, June 26, 2022, was a success. Eight attendees enjoyed the dynamic ambience of Espita in Washington, D.C. Espita is part of a restaurant group called Destination Unknown Restaurants, founded as a family business. Food served included tacos, guacamole, salads, and other delicious bites. This was the second time Bites with LIRT chose Espita for their D.C.-dining social event.

LIRT @ ALA

LIRT Programming at the 2022 ALA Annual Conference

LIRT Awards Ceremony and 45th Anniversary Celebration

On Sunday, June 26, at ALA Annual in Washington, D.C., LIRT hosted a combined Awards Ceremony and 45th Anniversary Celebration at Capitol City Brewing Company. The LIRT Awards Committee honored this year's awardees, presenting the Librarian Recognition Award to Sara Lowe, Associate Librarian at IUPUI University Library, and the Innovation in Instruction Award to Baylor University Libraries, accepted by team member Beth Farwell.

The celebration was well attended, and LIRT members enjoyed a buffet of appetizers and some local brews. We also enjoyed hours of entertainment from Ryan Oakes, a professional magician and mentalist from New York. Many thanks to all who attended, and we hope to see many of you at the 2023 awards ceremony in Chicago!



2022 LIRT Awards Recipients
Beth Farwell (for Baylor
University) and Sara Lowe



Balancing and Flowing with Library Instruction

By Christine Woods

Many people have heard of sun salutations done during yoga as a sequence of moves designed to start your day or lunar salutations designed to help you relax in the evening. Water salutations are not as common. All yoga sequences are designed to connect or flow, but a water salutation involves a series of interweaving movements like a figure eight. The interweaving motion going from right to left and continually crisscrossing your arms or legs is designed to help balance and develop strength equally on both sides. Looking at the water element of a yoga flow or in nature can help us understand several key principles and achieve balance in our library instruction.

We should seek to achieve a balance between one-shot lessons versus deeper collaboration with faculty and employ instructional strategies during class or individual instruction, which can help students with the flow of new information and skills.



Christine Woods demonstrates a yoga pose-known as Natarajasana or dancer pose.

Balancing One-Shot vs. Collaboration

A one-shot lesson means that a professor has requested library instruction for one lesson during a semester. Because librarians get one chance to impart vital information about library resources, the typical lesson is akin to opening the flood gates. What happens when water flows too much in one direction or releases a large volume? Erosion and damage can occur. Librarians may feel rushed to cover a large amount of information in a limited time, and students may feel overwhelmed.

Although one-shot is better than no-shot, ACRL Standards for Libraries in Higher Education (2018) indicate that academic librarians should endeavor to collaborate with faculty. Deeper connections with students can be facilitated through a series of lessons. Librarians can also work with faculty on creating a scaffolded approach to research papers with a series of mini-lessons or activities designed to help students succeed without feeling overwhelmed. Collaborating with faculty on creating courses and assignments can also help by ensuring that

Balancing and Flowing with Library Instruction By Christine Woods, continued

information literacy skills are included in a logical, flowing manner. Being embedded in courses and having access to the learning management system is another way to reach students and collaborate with faculty. One-shot lessons may still be part of the embedded librarian's interaction with courses. Following up with asynchronous learning materials, emailing students, and posting vital information in courses may provide an opportunity to improve the flow of information literacy instruction beyond the one-shots.

Flowing with Instructional Strategies

During instruction sessions, consider employing a "chunk and chew" strategy. I always try to teach new content for about five to ten minutes then pause and interact with students. Pausing to ask a question, take a poll, or give a mini-quiz gives students a chance to process what they have heard and learned and apply new skills. Rather than going long stretches with no interaction, breaking up the content into logical, smaller units can help students go with the flow rather than feel like they are drowning in new information.

Scaffolded instruction (connecting to prior knowledge, guided practice, independent practice) can help students with the flow of learning new information. Making a connection with prior knowledge is akin to testing the water with your big toe. Before diving into the deep end, let your students dip a toe or wade in. Connect information literacy topics to the real world or students' personal experiences. Consider a "discussion board" type of activity where all students can share without having to unmute or raise their hand. As you continue with your lesson, try to refer to what students shared to help make connections. Scaffolded instruction also includes guided practice, which means that students have a chance to practice new skills with guidance. During lessons ask questions or have mini-quizzes so that students can test out their new knowledge while you give them immediate feedback. Provide some flotation devices for students after lessons by creating LibGuides, video tutorials, and other learning materials to help students complete assignments and research. Independent practice is the final step in the scaffolding process. Ensure that students feel confident and ready to tackle assignments independently, but always remind students that private lessons for swimming are available.

Easing Into Deeper Water with Individual Instruction

Whether we are answering questions by email, text, phone, social media, discussion boards, or chat, valuable instruction time is spent helping individual students. Ensure that your individual instruction sessions are also designed not to overwhelm students. Give students your full attention and compassion. Praise them for seeking help, ask questions about what they need, and empathize with them. Most importantly, rather than just showing them what to do, ask the student to demonstrate or apply new skills while you provide immediate guidance and feedback. Answering questions asynchronously means that instructions must be clear. Utilize screenshots or create a short video to send to students. Although sending links to video tutorials, LibGuides, and other learning materials is a great option, creating a short video that is personalized and directly related to the student and their questions is a great way to ease students into the flow of doing research and other information literacy skills independently.

There are many ways that we can work on balancing and flowing within our instructional practice. As the new academic year starts, take a few moments to reflect on your instructional strategies and how you can create a better flow for your students.

Association of College & Research Libraries. (2018). Standards for libraries in higher education.
<https://www.ala.org/acrl/standards/standardslibraries>

Divine Light Yoga. (2019, December 7). Vinyasa flow sequence: Water salutations.
<https://www.youtube.com/watch?v=55osWSLqIAU>

Author note: Christine Woods is the Online Reference and Instruction Librarian at Saint Leo University. Contact: christine.woods@saintleo.edu



2023 LIRT Librarian Recognition Award Call for Nominations

We are pleased to invite nominations for the 2023 LIRT Librarian Recognition Award. The Librarian Recognition Award is given in acknowledgement of a practicing librarian's contribution to the development, advancement, and support of information literacy and/or instruction in any type of library. Self-nominations are welcome.

The award will be judged based on 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.
- Key role in the 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.

Nomination Materials:

To nominate a practicing librarian for the LIRT Librarian Recognition Award, please submit a nomination packet that includes:

- Completed nomination sheet (available on LIRT Awards website)
- Letter from the nominator addressing the award criteria (see rubric on LIRT Awards website), providing concrete examples
- 3 letters of support
- Resume or CV for the individual being nominated
- A brief letter from the nominee acknowledging their consent to be nominated for the award

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

Deadline

Send all LIRT Librarian Recognition Award nomination materials **by January 15, 2023** to:

Bridget Farrell
bridget.farrell@du.edu

The award winner will be notified following the ALA LibLearnX Conference, no later than February 15, 2023.

The award will be presented at the 2023 ALA Annual Conference. 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.

If you have any questions, please contact the LIRT Awards Committee Co-Chair, Wayne Finley (wfinley@niu.edu)



2023 LIRT Innovation in Instruction Award Call for Nominations

We are pleased to invite nominations for the 2022 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/or instruction in any type of library. Self-nominations are welcome.

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.
- Practice(s) will be prioritized over scholarship with preference for innovative practices that are low-cost and can be easily reproduced elsewhere.

Nomination Materials:

To nominate a library for the LIRT Innovation in Instruction Award, please submit a nomination packet that includes the following:

- Completed nomination sheet (available on LIRT Awards website)
- Letter from the nominator addressing the award criteria (see rubric on LIRT Awards website), providing concrete examples
- 3 letters of support

Other supporting materials that show the library's contributions to information literacy and instruction are encouraged. Only one member of the library nomination group needs to be a librarian. Electronic submission of nomination materials is expected. Further information regarding the award and the selection process can be found on the LIRT Awards website: <http://www.ala.org/rt/lirt/awards>.

Deadline

Send all LIRT Innovation in Instruction Award nomination materials **by January 15, 2023** to:

Wayne Finley
wfinley@niu.edu

The award winner will be notified following the ALA LibLearnX Conference, no later than February 15, 2023.

The award will be presented at the 2023 ALA Annual Conference. 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.

If you have any questions, please contact the LIRT Awards Committee Co-Chair: Wayne Finley (wfinley@niu.edu)

Who's Who in LIRT 2022-2023

LIRT Elected Officers

President

Becca Neel, Assistant Director for Resource Management & User Experience
University of Southern Indiana

Vice President/President-Elect

Victor Baeza, Library Graduate Initiatives and Engagement Coordinator
Oklahoma State University

Secretary

Rachel Mulvihill, Head of the Downtown Campus Library
University of Central Florida

Treasurer

Fagdeba Bakoyema (Bako), Information Literacy and Learning Assistance Coordinator
Alabama State University

Vice Treasurer/Treasurer-Elect

Trina McCowan, Assessment Librarian
University of North Florida

LIRT ALA Councilor

Samantha Kannegiser, Student Success Librarian
Rutgers University

Appointed Officers

Archivist

Leanna Fry Balci, Instructional Design Librarian
Brigham Young University

Electronic Resources Manager

Billie Peterson-Lugo, Associate Dean for Library Collections, Systems, and Digital Services
Baylor University

LIRT News Editor

Sherri Brown, Research Librarian for English and Digital Humanities
University of Virginia

LIRT News Production Editor

Rachel Mulvihill, Head of the Downtown Campus Library
University of Central Florida

Who's Who in LIRT 2022-2023, continued

LIRT Committee Leadership

Adult Learners Co-Chairs

Alissa Droog, Assistant Professor, Education & Social Sciences Librarian
Northern Illinois University

Stan Trembach, Assistant Professor, School of Library and Information Management
Emporia State University

Liya Deng, Associate Professor, Social Sciences Librarian
Eastern Washington University

Awards Co-Chairs

Wayne Finley, Associate Professor, Business Librarian
Northern Illinois University Libraries

Bridget Farrell, Coordinator of Library Instruction and Reference Services
University of Denver

Communications Chair

Renee Kiner, Public Services Librarian
University of Pittsburgh at Greensburg

Conference Program 2023 Co-Chairs

Julie Hornick, Instructional Services Librarian
Florida Southern College

Brad Sietz, LOEX Director & Lecturer
Eastern Michigan University

Liaison Co-Chairs

Laura Pearle, Director of the Cox Library
Milton Academy, Massachusetts

Sarah Schmidt, Research & Instruction Librarian & Chair of Library Services
Keyano College

Membership Co-Chairs

Lily Dubach, Textbook Affordability Librarian
University of Central Florida

Blake Klimasara, Academic/Reference Librarian
El Paso Community College

Organization & Planning Chair

Susan Mythen, Director of Campus Library Services
Florida State College at Jacksonville

Teaching, Learning, and Technology Co-Chairs

April Akins, Teaching & Learning Librarian
Lander University

Aimee Copple, Media Director
Redbud Elementary School, Oklahoma

Top 20 Chair

Virginia Seymour, Head Librarian of Research & Instruction
Savannah College of Art and Design

Transitions to College Co-Chairs

Brendan Johnson, Outreach and Engagement Librarian
Penn State Abington

Sarah Simms, Undergraduate & Student Success Librarian
Louisiana State University

Get Involved with LIRT

LIRT Standing Committees

Use the online [form](#) to volunteer

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.

Communications

This committee is responsible for soliciting and distributing content, in both written and visual formats, for all avenues of communication with LIRT membership. This includes, but is not limited to, preparing and distributing the round table's newsletter, curating all social media accounts, and providing oversight of LIRT's online presence. The committee may create and update content, as well as solicit content and advise other committees regarding the creation and maintenance of content.

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.

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. Special attention will be given to technologies that enhance learning and can be easily adapted to a variety of different learning environments. Activities will include assisting with programs, writing reviews and articles for the newsletter, and promoting research that relates to our charge.

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. Annually, this committee shall prepare and publish in the *LIRT News* a list of the Top 20 articles on library instruction.

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.

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



Library Instruction Round Table News

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