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LIBRARY INSTRUCTION ROUND TABLE NEWS

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

LIRT

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From The President

by Anne Houston, annehouston2@hotmail.com

Looking North to Toronto

This is a busy time of year for LIRT officers and committee chairs, as we prepare for the upcoming Annual Conference. We have a great program planned for Toronto, entitled "Critical Thinking: Teaching Thought and Process". The program will be held on Sunday, June 22, and will feature two experts in the area of critical thinking, Craig Gibson and Joyce Kasman Valenza. The program will also include a series of poster sessions. LIRT programs are always among the most stimulating at each Annual conference, so please plan to attend. In addition to the program, we will have a booth in the exhibit hall, and sponsor our Bites with LIRT lunch outings.

Another major LIRT event is in the works: we are hard at work planning our retreat to be held in San Diego, immediately before Midwinter 2004. The retreat will give LIRT leaders a chance to step back and examine where our organization has been and where we want it to go. While the number of participants will be limited, the input of all LIRT members will be welcome before and after the retreat, as we explore these important issues.

In other LIRT news, we have recently established an unrestricted long-term investment (an endowment, that is) to help plan for our future financial health. The endowment is largely the result of work by our treasurer, Trisha Stevenson Medeiros. While the endowment is initially unrestricted, we plan to restrict it in the future so that the resulting proceeds can be used to fund scholarships or awards for LIRT members. LIRT also plans to establish a regular fund-raising event to add to the endowment. A task force will soon begin looking at possibilities for future LIRT scholarships or awards.

As this is my final "From the President" column, I'd like to add that I've been honored to be President of such a fine organization for the past year. I am continually amazed at the energy and dedication of LIRT officers, committee members and chairs, and other LIRT members that I've had a chance to meet and talk with. I'm proud of the work we do!

See you all in Toronto !

LIRT Annual Program



Sunday

June 22 from 10:30 am-12: 30 pm.

Westin Harbour Castle, Metro BR West

Critical Thinking: Teaching Thought and Process

What is your definition of critical thinking?

How does it apply to developing library instruction programs?

Join us as we examine the challenges of teaching critical thinking. Together we will strive to define the theory and practice behind this important component of information literacy.

Craig Gibson, expert theorist from George Mason University and Joyce Kasman Valenza, groundbreaking practitioner from Springfield Township High School (Pennsylvania), will explore these aspects of critical thinking.

The program will include a poster sessions.

About the speakers:

Craig Gibson is Associate University Librarian for Public Services at George Mason University in Fairfax, VA, where he is responsible for reference and instruction, interlibrary loan and document delivery, government documents, and access services in the main library. Craig's previous experience includes positions at Washington State University (1988-1996), Lewis-Clark State College (1986-88), and the University of Texas at Arlington (1985-86). His article, "Critical Thinking: Implications for Instruction," won the Reference Press Service Award in 1997 for best article in *RQ*. He was

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Annual - Toronto

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Inside

Planting the Seeds of Information Literacy

Spring has finally arrived in mountains of southwestern Virginia. The birds are singing and the dogwood and redbud trees are in bloom. We have had a few days when one doubted that spring would ever arrive including a significant snowstorm on March 30! Despite all of the gloomy news whether we are reading about the war in Iraq or concerned about the economy and the effects of budget cuts on our programs, spring encourages us to think about new beginnings.

In this season of new beginnings, I thought I would share a few of the student comments a colleague and I received at the end of last semester. The students, all first semester freshmen, had just completed Professional Perspectives, a one hour, required, introductory course in the College of Human Resources and Education. At the end of the semester the students were asked to write a short reflective paper on what they learned in the course.

For the past two years Susan Ariew and I have been collaborating with the faculty to integrate library instruction into this introductory course. The goal of the library component was to establish a foundation of basic library skills during the freshman year that we could build on in upper level courses. The course instructors shared the comments related to the library component with us. As we read the comments, it was evident that all the time invested in meetings, designing and redesigning the assignment, grading, and assessing the project, was well spent. Not only did we have a positive effect on the students and their opinions of the library, but they were also able to apply these skills in other classes – information literacy its core!

"I cannot stress enough just how helpful the library tour has been to me this semester. I learned a lot about Newman Library and have applied that knowledge a great deal in my studies this first semester. The tour was probably the most valuable half hour I have had here at Tech."

"Research papers did not see so intimidating after I knew how to utilize the library web page and maneuver around the floors and stacks [of the library] to find the desired book."

"To be very honest, I would have to say that the most valuable topic we covered was the actual going to the library and participating in the library tour. At the time, I had no idea that this tour would help me in the long run and frankly I just wanted to get it over with. For a majority of the tour my mind was wandering and I was ready to go to my next class. I'm, extremely surprised at the amount of information I actually retained during the tour. Astonishingly, I've had to go to the library various times this year, including locating information for a final project in 'Clothing and People'; an annotated bibliography (which I already knew how to do, thanks to this class) for English; and an inquiry paper for English (I already knew where to find the books I needed). Meanwhile, other people from my classes said that they spent hours in the library just trying to find their books."

There were 100 students in the class, but based on the student comments I think we have successfully planted the seeds of information literacy. Although most of us would prefer to have the information literacy "garden" ready to harvest at all of our institutions, we need to look for fertile ground (opportunities), we need to prepare the ground (collaborate with faculty), and we need to plant the seeds (design assignments that compliment the course content). Additionally we need to be willing to transplant (make changes based on assessment) and if necessary replant (start all over again). Happy planting and may your information literacy "gardens" produce beautiful flowers!

--- Caryl Gray, editor

Critical Thinking: Teaching Thought and Process: Poster Sessions

Critical Thinking About the 'Politics of Information': Information Literacy Instruction for Undergraduate Journalism Students (Lynn Lampert, California State University, Northridge)

Discovering Self: The Power of Expression (Lothar Spang and Deborah Tucker, Wayne State University)

Evaluate it! (Caroline L. Russom, California State University, Northridge)

Give Them A Clue: Helping Students Distinguish Scholarly from Popular Publications in the Digital Environment (Kathy L. Magarrell, Ericka Raber, and Marsha Forys, University of Iowa Libraries)

InfoGlut: Teaching Students to Think Critically About Information (Barbara J. D'Angelo, Arizona State University East Library)

Introducing Principles of Service Learning Into Information Literacy Instruction (Kendra Van Cleave and Robert Labaree, University of Southern California)

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Midwinter 2003: Transitions to College Committee Discussion Forum

Editor's Note: LIRT sponsored two discussion forums during the midwinter conference in Philadelphia. The report of the Teaching, Learning, and Technology Committee was published in the March issue of LIRT News. The following report is an overview of the second discussion forum sponsored by the Transitions to College Committee.

This article is a truly collaborative effort by current members of the Committee: Pam Baker, Jennifer Brown, Rachel Fleming May, Trisha Mileham, Cindi Raquepau, Ashley Robinson, Deb Rollins, and Julie Wood.

On Sunday, January 26, 2003, 40-45 people gathered for the Transitions to College Committee Discussion Forum. The discussion forum served to address the overall premise that transitioning to college is a K-20+ issue that also transcends the boundaries of library type (academic, public, or school). While each table had five areas to consider in that premise, the dynamic of those involved at each table determined the final discussion results. The five areas of consideration were:

- 1) Library anxiety: all types of students.
- 2) Commonalities/shared strengths of the AASL *Information Power* and the ACRL *Information Literacy Competency Standards for Higher Education*.
- 3) The role of the public library and public librarians.
- 4) Anticipate (rather than react to) this transitional reality: How do we identify and/or establish those groups in our communities that work with these students?
- 5) Note some possible components of an action plan. If not components, what is one thing you can do upon your return home to address the transition to college?

The following is first an overview of the primary concerns that resonated strongly with the Transitions Committee following the discussion. We've compiled the various table discussions into three areas of report: anxiety issues, needs and problems, and a few action strategies in a broad context. Detailed action strategies and our table notes can be viewed in their entirety at < <http://www.valpo.edu/home/faculty/pmileham/lirt/2003mwtopic.html> >. We look forward to the continuing discussions and actions that this discussion forum prompted.

Overviews

There is a genuine and necessary hunger to identify and consider best practice models in this area. With each campus, school, and community being different, these practices may vary widely but that does not by nature indicate that they aren't suitable for others to use as models. To that end, perhaps best practices should encompass concepts, theories, and practices to meet the needs of this diverse audience.

Many of us are concerned by the lack of discussion regarding the standards' commonalities. It seems that we

are still largely unaware of what the standards have in common and why there are differences. Academic and public library librarians often do not know about *Information Power*, and school and public library librarians do not know about the ACRL *Information Literacy Competency Standards for Higher Education*. We need initiatives to get librarians to know each other, form relationships, know what each does, and then transfer skills and information. We need to find ways to share the wealth and spread the word. A for-instance: Rhode Island capitalizes on its small size, sponsoring a statewide information literacy conference drawing librarians from all types of libraries in the state, a terrific venue for cross-pollination! The independent schools section (ISS) of AASL will be doing a program in Toronto, which will be valuable for all who are interested in their point of view.

How do we work to reduce or eliminate issues experienced by our transitioning patrons and ourselves? One suggestion was made repeatedly and so strongly that it can be considered a mandate: **Collaborate!** Cooperatives and resource sharing between and among many groups was encouraged, and several librarians had success stories to share. Without the model of librarians truly collaborating at our associations' level, though, we fear that the work of assisting students in their transitions will remain scattered and piecemeal throughout our libraries, campuses, and associations. ACRL and AASL have formed an Information Literacy Task Force, and LIRT, adding the public librarians' constituency to the mix, needs to be an aware and active participant in this group as well.

Anxiety Issues

The overall intimidation of "becoming a college student" is powerful. New students are trying to determine their roles as scholars and what exactly that means for them. Balanced with the temptations and responsibilities of living away from their parents for the first time, this can be overwhelming.

Transitions include the entire first year (the time for powerful forms of collaboration), the sophomore/junior major-declaring period, from community college to college or university, returning adults, and distance learners. Traditional, non-traditional, and ESL students may have differing, library-related anxiety issues.

More than ever before, our college students are playing multiple roles in their lives. The stress and time pressures of balancing multiple responsibilities such as being a mother, a father, a homemaker, an employee, a caretaker, and so on, with those of being a student creates its own brand of anxiety ("How can I possibly get all this done before I have to pick my kids up at school?")

Reference desk and librarian anxiety: we must acknowledge that for many of our students, the library is one of the biggest buildings they've ever set foot in. Combined with the popular perceptions of the librarian (shhhhhh!) and the acknowledged lack of quality signage in many library buildings, most students are afraid to approach us for help. Library jargon in signage and electronic resources in particular is confusing and intimidating.

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Member A-LIRT

Janet Sheets

For Janet Sheets, active membership in LIRT has been the professional equivalent of a family thing. Encouraged to participate by colleagues and fellow LIRT members Kari Lucas, Billie Peterson and David Sherwood, she has served as both a member (1996-2000) and Chair (1997-2000) of the Continuing Education Committee; a member of the PR/Membership Committee (2000-2003); and Secretary since 2001-2003 (elected for 2001/02 and appointed for 2002/03). Like many other LIRT members, she has also been active in RUSA (Reference and User Services Association), beginning in 1977 when it was known as RASD, and belonged to ACRL from 1975-1997. Her professional library experience, in reference and instruction, goes back even further, to 1967, when she worked as an adult librarian at the Free Library of Philadelphia. Since then, she has lived and worked in Durham, North Carolina (Duke University); Nashville, Tennessee (Joint University Libraries); and Monroe, Louisiana (Northeast Louisiana University). Since 1977, Janet has been at Baylor University, in Waco, Texas, where she is now Reference Librarian/Coordinator of Instruction for English and Education. In addition to giving a presentation at the 1987 LOEX Conference, she has written and edited many articles and reviews for the *LIRT News*, *Library Journal*, *Choice*, and other publications.

For most of us, that might be enough, but to Janet, instruction is not only a vital component of library service, but also an essential element of her life. For more than two decades, she has devoted her considerable teaching ability and enthusiasm to a preschool Sunday school class at her church, and describes this as not only the hardest but also

the most rewarding instruction work she does! She also offers the following advice to new instruction librarians, based on her own very satisfying experience teaching library-use skills to college students: "Establish a limited number of goals for each session and focus on them while at the same time remembering to relax and have fun." Hearing from students and their professors that her efforts have been invaluable to them is her chief motivation, as it is for many other reference and instruction librarians.

Beyond her love of the library and the classroom, Janet is fond of travel and fine dining, both of which, she points out, she can enjoy in connection with ALA conferences. She also enjoys bird watching and photography, and, like many other librarians, is an avid mystery reader!

In addition to her other LIRT activities, Janet is running for LIRT Vice Treasurer/Treasurer-Elect. Having had the honor of holding that office in the recent past, this writer knows that it will give its next holder not only the opportunity to learn about ALA's and LIRT's financial operations, but also the chance to offer other LIRT members answers to questions about these operations that might seem, well, mysterious!

Janet is a natural teacher with an inquiring mind and a wide range of interests. Always anxious to learn and to teach, she is the ideal, dedicated LIRT member, and we all wish her many more years of happy participation.

LIRT Annual Program *continued from page 1*

selected to be a participant in the ACRL Instruction Section's Think Tank III. He is a member of the ACRL Instruction Section and has held several offices. In 1999, he was selected as a faculty member of the Institute for Information Literacy's Immersion Program, and in that same year, he served on the ACRL Task Force on Information Literacy Competency Standards. He developed and taught the inaugural course on information literacy for the Catholic University's graduate program in library and information science. He continues to teach at Catholic University as an adjunct faculty member and he has consulted with the TLT (Teaching and Learning with Technology) Group on numerous instruction-related initiatives and projects. He has given numerous

presentations and workshops on critical thinking and research skills, staff development, and the concept of the learning library, and has written articles on assessment and distance learning.

Joyce Kasman Valenza is the librarian at Springfield Township High School Library and the techlife@school columnist for the *Philadelphia Inquirer*. She was selected as a Milken Educator for 1997/98, has participated as a Library of Congress American Memory Fellow, and has participated in the Fulbright Japan program. ALA Editions published her first book, *Power Tools*, in 1998 and the second edition will be published in late 2003. *Power Research Tools*, which contains information literacy activities and a series of posters, was published this year. Her video, *Internet Searching Skills* (Schlessinger), won a YALSA Top Ten Award. She recently completed work on a new series of

videos for Schlessinger on information skills for elementary children.

Joyce received the IASL School Library Web Page of the Year Award for 2001. She has taught courses on searching skills for Chestnut Hill College and Mansfield University. Joyce speaks nationally on issues relating to libraries, education, and information literacy skills and contributes regularly to *Classroom Connect*, *Voice of Youth Advocates*, *School Library Journal*, and a variety of other educational journals.



Volunteer for a LIRT Committee !

see the online form at
<http://www.baylor.edu/LIRT/>



LIRT's Top Twenty for 2002

Selected and reviewed by the Continuing Education Committee: Terri Holtze, Camille McCutcheon, Jim Millhorn, Frances Nadeau (Chair,) and Ericka Raber.

This year marked the first time that virtual members participated in reading, evaluating and selecting LIRT's Top Twenty. Committee members reviewed over eighty articles relating to information literacy and library instruction. At ALA Midwinter, three members met to select the final Top Twenty.

The committee tried to include articles from school, special and public libraries; from countries other than the United States; from differing points of view on a variety of subjects; and from a variety of journals. Articles from public libraries eluded us. The prominent topic was assessment as instruction librarians analyzed the impact of their teaching on student learning. Although one-fourth of our selections came from The Journal of Academic Librarianship, we believe these articles explore a variety of issues relevant to all library instruction programs.

1. Arp, Lori; Woodard, Beth S. "Recent Trends in Information Literacy and Instruction." Reference & User Service Quarterly 42.2 (Winter 2002): 124-132.

The article announces the resurrection of the former "Library Literacy" column after a five-year hiatus. The authors make up for lost time by examining the five most prominent themes to emerge in information literacy in the last five years. The themes are well-considered and include: emergence of numerous standards and guidelines; changing definitions of information literacy; rise of plagiarism, questions of copyright and ethical use of information; impact of the digital age on teaching and learning; and emergence of new teaching methods and technological delivery of instruction.

2. Bodi, Sonia. "How Do We Bridge the Gap Between What We Teach and What They Do? Some Thoughts on the Place of Questions in the Process of Research." The Journal of Academic Librarianship 28.3 (May 2002): 109-14.

In this article, Bodi explores and lists questions that can serve as a research model because she believes that "knowing how to shape a topic and translate it into search terms" forms the basis for research. This research model may assist students with their research because many students lack the scholarly skills such as knowing the research in the field or taking the time to reflect on their research strategy. The model may also bridge the gap between the interactive searching done by students, in the electronic environment, and the step-by-step, linear teaching of many instruction librarians.

3. Cain, Amanda. "Archimedes, Reading, and the Sustenance of Academic Research Culture in Library Instruction." The Journal of Academic Librarianship 28.3 (May 2002): 115-121.

In this article, Amanda Cain suggests that leisure, reflection and creativity should be reintroduced to undergraduate students as part of library instruction. Cain laments the lack of leisure for both faculty and students; and she believes that library instruction must encompass more than assessing research competencies and teaching database search strategy. Using the story of Archimedes, Cain demonstrates that reading books and reflecting on that reading, has formed the basis for scholarly research throughout history.

4. Carter, Elizabeth W. " 'Doing the Best You Can with What You Have': Lessons Learned From Outcomes Assessment." The Journal of Academic Librarianship 28.1/2 (Jan/Mar 2002): 36-41.

This article discusses the assessment techniques developed to evaluate the learning of Citadel students in three courses: a Psychology course co-developed by Psychology and Library

faculty; and the freshman library instruction course and its later incarnation Citadel 101. The focus is on the assessment techniques for determining student learning and attitudes as a result of the course, including the use of free-response pre- and post-tests scored with a double-blind system.

5. Churkovich, Marion; Oughtred, Christine. "Can an Online Tutorial Pass the Test for Library Instruction? An Evaluation and Comparison of Library Skills Instruction Methods for First Year Students at Deakin University. Smart Searcher versus Face-to-Face Instruction." Australian Academic & Research Libraries 33.1 (Mar. 2002): 25-38.

Churkovich and Oughtred assess and compare the acquisition of basic search skills among three student groups: one that used an online tutorial, one taught with traditional lecture style, and one that used a combination of both. The pre- and post-test instruments consisted of demographic and attitudinal questions, and a set of multiple choice questions to measure skill levels. They conclude that personal contact provided the best learning outcomes and confidence in the participating students.

6. Cothey, Vivian. "A Longitudinal Study of World Wide Web Users' Information-Searching Behavior." Journal of the American Society for Information Science & Technology 53.2 (Jan. 15, 2002): 67-78.

With this article, Cothey investigates the web-searching behavior of students and how it changes with experience. She gathered data over a 10-month period that tracked the web usage of 206 students by keeping a transaction log of all URLs accessed by each of the students. This study had interesting and unexpected results.

7. Dunn, Kathleen K. "Assessing Information Literacy Skills in the California State University: A Progress Report." The Journal of

Academic Librarianship 28.1/2

(Jan./March 2002): 26-35.

This article discusses the multi-year assessment of information literacy skills at California State University. Dunn outlines the history of the CSU multi-year assessment plan; defines information competence; describes the three phases of the assessment strategy; and provides her impressions about assessing information competence. In addition to relating what the accomplishments of the project have been so far, Dunn also addresses the future plans of the assessment project and includes representative data from the study's first phase and a sample of findings from the preliminary analysis of the data from the second phase.

8. Durisin, Patricia, ed. "Information Literacy Programs: Successes and Challenges." Journal of Library Administration 36.1/2 (2002): entire issue.

An entire issue of this journal is devoted to the successes and challenges of several, varied information literacy programs in academic libraries. Common themes discussed in the issue include collaboration, assessment, teaching methods, learning styles, and information literacy standards.

9. Emmons, Mark; Martin, Wanda. "Engaging Conversation: Evaluating the Contribution of Library Instruction to the Quality of Student Research." College & Research Libraries 63.6 (Nov. 2002): 545-560.

The authors (University of New Mexico) detail a collaborative project between the library and the English department. The goal was to develop a rigorous set of measures in order to assess the move from a tool-oriented instruction session to an information literacy program focused on inquiry and critical thinking skills. Librarians reviewed more than 250 papers covering a span of ten semesters. What they found was that the transition from one teaching platform to another sparked only a slight increase in students' use of scholarly sources. Although both parties were mildly disappointed with the results, the assessment gave them a positive direction to shoot for and highlighted

the common interests of librarians and English instructors. The assessment also underlined the need for even more intensive collaboration between the departments.

10. Frantz, Paul Allen. "A Scenario-Based Approach to Credit Course Instruction. Library Research Course at the University of Oregon." Reference Services Review 30.1 (2002): 37-42.

Frantz presents a scenario-based approach to a library credit course that integrates into its syllabus real-life situations based on encounters with students at the reference desk. Taught at the University of Oregon, this course, entitled LIB 101—Library Research Methods meets weekly; and library concepts and skills that apply to the real-life scenarios are addressed. Weekly assignments are given to reinforce the scenarios covered during class. In the article, Frantz summarizes ten scenarios used in the credit course and includes advantages and disadvantages of the scenario-based approach along with evaluations from students who had completed the course.

11. Gordon, Carol A. "A Room With a View: Looking at School Library Instruction From a Higher Education Perspective." Knowledge Quest 30.4 (Mar./April 2002): 16-21.

Gordon discusses a survey taken by graduate students, which indicates that respondents had not retained information searching skills. Questions from the first part of Gordon's survey address skills that students more than likely learned in K-12 school library media programs. In the article, she also examines five undergraduate research assignments in order to determine which information skills college students need to know. She concludes that school library media programs can prepare students conceptually by creating opportunities for learners to go beyond the mechanics of searching and reporting to practice the skills and thinking processes of the researcher.

12. Grafstein, Ann. "A Discipline-Based Approach to Information Literacy." The Journal of Academic

Librarianship 28.4 (July 2002): 197-204.

In her article, Grafstein supports the concept of a disciplined-based approach to information literacy. She presents an historical context of librarians and information literacy and argues that librarians and teaching faculty share the responsibility for teaching information literacy. Grafstein states that, based upon their credentials and expertise, librarians and teaching faculty should teach the skills that each is best qualified to teach.

13. Harada, Violet H. "Personalizing the Information Search Process: A Case Study of Journal Writing With Elementary-Age Students." (Computer File) School Library Media Research 5 (2002).

This article offers a report of a case study supported by a 1999 AASL/Highsmith Research Award. The field-based research focused on the effects of journal writing on elementary students' cognitive and affective awareness of the information search process. Journal entries were coded based on their level of cognitive or affective responses.

14. Jacobson, Trudi E.; Xu, Lijuan. "Motivating Students in Credit-Based Information Literacy Courses: Theories and Practice." Portal: Libraries and the Academy 2.3 (July 2002): 423-441.

The authors (University of Albany) detail their experience in developing a semester length information literacy course. It is argued that the program's key to success is founded on properly motivating students. Borrowing from the pedagogical theory of John M. Keller, the authors assert that motivation revolves around four key factors (ARCS): attention, relevance, confidence and satisfaction. The body of the article addresses practical ways in which instructors can enhance intrinsic motivation while paying tribute to ARCS.

15. Marcum, James W. "Rethinking Information Literacy." The Library Quarterly 72.1 (Jan. 2002): 1-26.

This article discusses information literacy as a central purpose for academic librarians, critiques the underlying assumptions of the

information literacy model, and suggests that information literacy be reconceptualized to stress learning and sociotechnical fluency.

16. O'Connor, Lisa G.; Radcliff, Carolyn J.; Gedeon, Julie A. "Applying Systems Design and Item Response Theory to the Problem of Measuring Information Literacy Skills." College & Research Libraries 63.6 (Nov. 2002): 528-543.

These authors describe developing an assessment instrument designed to link information literacy skills to student learning. After reviewing other tests, the authors developed their own, which they named SAILS (Standardized Assessment of Information Literacy Skills.) In order to create a test credible enough to compete for limited university funding, they involved an expert in testing, reviewed the questions in small groups, and carefully considered the placement of the questions. Although the test itself is not provided, many questions are shared, as is the URL for the SAILS web site.

17. Rader, Hannelore B. "Teaching and Assessing Information Skills in the Twenty-first Century: A Global Perspective." Library Trends 51:2 (Fall 2002): entire issue.

These articles examine some of the best practices for teaching information literacy and the assessment strategies used to measure their impact on student learning. Authors from China and South Africa review the latest information literacy initiatives in their respective countries. From the Netherlands, is an article describing the difficulties that mature users encounter with the Internet, even though they are proficient with the subject. The articles describing United States universities focus on the partnerships with subject faculty. In the final article, Rader summarizes information literacy since 1973 and includes URLs for exemplary model programs.

18. Seamans, Nancy H. "Student Perceptions of Information Literacy: Insights for Librarians."

Reference Services Review 30.2 (2002): 112-123.

In order to improve library instruction for first-year students, Nancy Seamans studied how students acquire and use information. She studied nine students via survey, electronic dialogue, and individual interviews. Seamans organizes the results by themes: consulting with others; search strategies; focusing the information; legal and ethical issues; prior skills information; evaluating information; and evaluating Internet resources. She also includes actual statements by the students. Not only enjoyable to read, these student quotes illustrate how students approach research. Using these themes, Seamans summarizes the implications and relevance for library personnel who teach first-year students.

19. Suarez, Doug. "Designing the Web Interface for Library Instruction Tutorials Using Dreamweaver, Fireworks, and Coursebuilder." Information Technology and Libraries 21.3 (Sept. 2002): 129-134.

This is a nuts-and-bolts article about what the neophyte can expect to encounter when delving into a suite of web-authoring tools. The author does not offer a manual on the workings of each program, but rather outlines a set of hurdles that must be overcome to effectively employ the programs. The article is written in a brisk, non-technical style that emphasizes forethought and planning as opposed to embedded knowledge. Although the author attempts to play down the intimidation factor involved in acquiring web-authoring skills, the overall impression is that a sharp learning curve must take hold in order to implement these programs.

20. Tennant, Michele R.; Miyamoto, Michael M. "The Role of Medical Libraries in Undergraduate Education: A Case Study in Genetics at the University of Florida." Journal of the Medical Library Association 90.2 (April 2002): 181-193.

This article offers a model for course-integrated instruction. The idea for the project originated with a professor of zoology (the second author, Professor

Miyamoto) who wanted to enhance the research and critical thinking element in an upper-level genetics course. Instead of assigned readings, he wanted students to conduct their own research on medical and genetics databases focused on a designated genetics disorder. Librarians played a key role in the project as they offered instruction and support for the students throughout the process. The authors furnish a detailed account of their collaboration and the success of the project. A number of students found the intensive exploration of databases not only profitable, but also greatly enhanced their appreciation of the practice of scientific research.

LIRT Program and Meeting Schedule ALA Annual in Toronto

Saturday, June 21

8 - 9:30 am: Executive Committee I at Toronto Convention Center, 202C/D
9:30 - 11 am: Steering Committee I at Toronto Convention Center, 202C/D
11 a.m. - 12:30 pm: All Committees I at Toronto Convention Center, 202C/D

Sunday, June 22

10:30 – noon: LIRT Program and Poster Session
Critical Thinking: Teaching Thought and Process
Westin Harbour Castle, Metro BR West

Monday, June 23

8:30 - 9:30 am: All Committees II at Colony Hotel, Colony BR West
9:30 – noon: Steering Committee II at Colony Hotel, Colony BR West
Noon - 2 pm: Steering Committee Lunch (restaurant TBA)

Tuesday, June 24:

9:30 - 11 am: Executive Committee II at Fairmont Royal York Hotel, Confederation 5/6

<http://www.baylor.edu/LIRT/lirtnews>



STANDING COMMITTEES

Library Instruction Round Table

Adult Learners - Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

Conference Program - Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

Continuing Education - Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

Liaison - Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.



LIRT 2003

Poster Sessions *continued from page 2*

One Hour to Critical Thinking (Cynthia A. Raquepau and Louise M. Richards, University of Washington, Fisheries-Oceanography Library)

The One-Shot Library Instruction Session: From Traditional Orientation to Critical Thinking Assignments (Pamela Jackson and Susan Kendall, San José State University)

Teaching Information Literacy Course: Moving Beyond Boolean Operators (Yuliya Lef, Colorado Mountain College)

Thinking About the Process: Student Analysis of Their Research Process (Judith A. Downie, California State University, San Marcos)

When Push Comes to SCHEV: State Mandate for Critical Thinking and the Role of the Library (Caryl Gray, Edward Lener, Bruce Pencek, Michelle L. Young, and Nancy H. Seamans, University Libraries - Virginia Tech)

Long Range Planning - Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by president-elect.

Newsletter - Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

Nominations, Organization & Bylaws - Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

Public Relations/Membership Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors

an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

Publications

Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

Research

Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

Teaching, Learning, & Technology

Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College

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



Library Instruction Round table

Committee Volunteer Form

If you are interested in serving on a LIRT Committee, see our online form at the following address:

<http://www.baylor.edu/LIRT/>

LIRT Newsletter Guidelines

While the LIRT Newsletter exists primarily to inform members about activities of the roundtable, the newsletter committee actively seeks and welcomes contributions that address library instruction in any library setting public, school, academic or special.

In the past, the newsletter has heightened awareness of instruction-related literature, provided practical tips for library instructors, offered aids for dealing with instructional technology, alerted readers to regional and state activities related to library instruction, and allowed practitioners the opportunity to showcase their successful instructional programs and to express opinions about the place of instruction in libraries. Authors may wish to browse previous issues on the

web <<http://www.baylor.edu/LIRT/lirtnews/>> to see the range of content appropriate for the newsletter.

Article Types Accepted

Although any submission related to library instruction will be considered for publication, the committee is eager to encourage articles of the following kinds:

- ◆ Teaching Technique articles
- ◆ Successful Assignment articles
- ◆ Technology in Teaching articles
- ◆ Review articles
- ◆ Focus on Academic/Public/School
- ◆ Special Libraries article

For more details, please consult: <http://www.baylor.edu/~LIRT/guidelines.html> or email [LIRT_News editor](mailto:LIRT_News_editor@vt.edu), Caryl Gray, at cegray@vt.edu

Dear Tech Talk— My kids have been talking about weblogs and blogging. A while back I read a bit about weblogs, however, I came to the conclusion that they are just another way to clutter the web with trite, frivolous information. More recently, it has occurred to me that perhaps librarians and libraries could make use of blog technology. What do you think? *Bothersome Blog Beliefs*

Dear BBB— First, what is a weblog? An online diary or journal; an update service; a news aggregator; links to interesting web pages; opinions; a collection of rumors and facts? Blogs can be any and all of these things. The broadest definition of a weblog is a web page with dated entries, usually in reverse chronological order. A fuller definition can be extracted from Cameron Barrett's writing: A weblog as a website that is updated regularly (daily), with a theme and a clean, easy-to-use design and interface; it doesn't patronize the end user; it has a way for users to interact with each other; and there is a community of repeat visitors.

Weblogs, shortened to "blogs" are a phenomenon that has existed since perhaps the mid 90s and certainly since the late 90s. Initially, there were relatively few blogs and those that did exist were created and maintained by people who knew HTML. However, with the development by Pita of the first free, build-your-own-weblog tool (Rebecca Blood) in 1999, it became simple for anyone to create a weblog. At this point, blogging exploded, much in the same way that web pages exploded with the development of the Mosaic web browser.

The early blogs consisted of web sites that culled and synthesized valuable nuggets of information from the Internet. The owners of the blogs would comb the Internet looking for useful information related to the theme or focus of their weblog and provide concise summaries, usually with relevant links, of the newest information. Others with the same interests would discover these themed blogs and follow them daily for the

most current information – akin to reading a topic-oriented digest of the daily newspaper. These types of blogs saved a tremendous amount of time for those with similar interests.

As it became easier for anyone to start a blog – no knowledge of HTML or access to a server required – weblogs proliferated, in the same way that web pages proliferated with the evolution of HTML editors. Blogs are simply a microcosm of the Internet – some still consist of concise, dated entries of finely honed information nuggets while other blogs consist of the seemingly trite meanderings of people who use blogs for online journals. It is the readers' responsibility to find those blogs that are valuable to him/her and ignore others.

But how does one go about finding blogs? Just as there are directories and search engines that help identify valuable "traditional" Internet resources, there are appropriate tools for finding blogs. Use the tools below to find and examine blogs of interest and to get a better idea of what a blog is, what it looks like, and how it functions:

- Blogdex – <http://blogdex.media.mit.edu/>
- Blogging Network – <http://www.bloggingnetwork.com/Blogs/>
- Daypop – <http://www.daypop.com/>
- Library Weblogs – <http://www.libdex.com/weblogs.html>
- Open Directory – http://www.dmoz.org/Computers/Internet/On_the_Web/Weblogs/
- Weblog Bookwatch – <http://www.onfocus.com/bookwatch/>

Once you become familiar with blogs, the next question might be can librarians make use of this technology, and if so, how? Libraries and librarians are already making use of blogs. One of the most common approaches is for libraries to use blogs for a "What's New in the Library" page. Blogs are ideal for this purpose. Simply set up the blog service, provide

text (including links) with the most current news, and upload the new text to the server. The blog software handles most of the formatting of the page and automatically posts the newest information at the top of the blog web page. The "owner" of the blog can control how many dated entries appear on a page. Once the "oldest" item moves off the bottom of the page, it is automatically posted to the blog's archive. The archives are also available for browsing. Some libraries currently using blogs for this purpose are listed below:

- College of DuPage: The Library – <http://www.codlibrary.org/library/blog/>
- Library Daily Agenda (MLK Academic Middle School)– <http://www.bayareawritingproject.org/mlkLibrary/>
- Redwood Public Library: LibLog– <http://www.rcpl.info/services/liblog.html>.
- What's Happening in the Richland Library – <http://rllibrary.blogspot.com/>

In addition, librarians are making use of blogs to share information with each other – much like the original blogs identified and shared valuable information nuggets. Following are some examples of these types of blogs:

- AcqWeblog – http://acqweb.library.vanderbilt.edu/acqweb/ms_acqs.html (currently not being updated)
- Cohen, Steven M. "Library Stuff" – <http://www.librarystuff.net/> (news of interest to librarians)
- Librarian.net – <http://www.librarian.net> (news of interest to librarians)
- NewPages Weblog – <http://www.newpages.com/weblog/default.htm> (an alternative guide to new books, magazines, and music)
- "Peter Scott's Library Blog" – <http://blog.xrefer.com>

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HRDR Schedule of Meetings
Annual Conference Toronto, Canada
 June 19-25, 2003

NOTE: A full list of all ALA meetings can be found on the following website
<http://www.ala.org/memberscheduling>

<u>Day/Time</u>	<u>Event</u>	<u>Location</u>
Friday, June 20		
8:00-11:00am	SORT Walking Tour	
11:00am-12:00pm	Placement Orientation	Sheraton Hotel-Placement
12:00-2:00pm	Leaders Lunch	MTCC-201D
12:30-1:30pm	Career Workshop	SHER-City Hall
2:00-4:00pm	Committee on Pay Equity	MTCC 810
3:00-6:00pm	LSSIRT Business/Membership Meeting	MTCC-712
5:00-6:00pm	HRDR 30 th Anniversary Reception	Sheraton Hotel-Placement
Saturday, June 21		
8:00-9:00am	COSWL Board Meeting	SUT-Venice
8:00-9:00am	LIRT Executive Board I	MTCC-202C/D
9:30-11:00am	LIRT Steering Committee I	MTCC-202C/D
11:00am-12:30pm	LIRT All Committee Meeting I	MTCC-202C/D
9:00am-12:00pm	LSSIRT Business Meeting (9-10a-)	HIL-Forsythe
9:30am-12:30pm	CLENERT Board Meeting (10:30-11a)	HOL-Maple
1:30-3:30pm.	LSSIRT PROGRAM	
		SUT-Wellesley
12:30-1:30pm	Career Workshop	SHER-Elgin
2:00-4:00pm	Committee on Education (COE)	MTCC -104A
7:00-9:00pm	LSSIRT Dinner Cruise	Jubilee Queen
Sunday, June 22		
8:00am	Office Area and Placement Center	Sheraton
10:30am-12:00pm	LIRT PROGRAM	WEST-Metro BR West
12:30-1:30pm	Career Workshop	SHER-Conference Room D
10:30am-12:00pm	CLENERT PROGRAM	MTCC-717A/B
1:30-3:30pm	LSSIRT PROGRAM	MTCC-201D
2:00-4:30pm	HRDR Advisory Committee	MTCC-802B
Monday, June 23		
8:00-11:00am	SORT Walking Tour	

8:30-9:30am	LIRT All Committees II	COL-Colony BR West
9:30am-12:00pm	LIRT Steering II	COL-Colony BR West
9:00-11:00am	Recruitment Assembly	MTCC-201C/D
11:30am-12:30pm	Library Education	MTCC-705
Assembly	COSWL PROGRAM	
1:30-5:30pm		SHER-Essex
2:00-4:00pm	CLENERT Staff Development	Disc. Grp.
2:00-4:00pm	Committee on Education (COE)	MET-Tokyo
4:00-5:00pm	LIRT Officer	MTCC-202B
	Sheraton-Placement	
Tuesday, June 24		
8:00-9:00am	COSWL Board Meeting	SHER-Spindrift
9:00-11:00am	Recruitment Assembly	MTCC-201C/D
9:30am-11:00am	LIRT Executive Board II	ROY-Confederation 5/6
3:00-4:00pm	Committee on Pay Equity	MTCC 706



Can you lend LIRT a hand?

Sign up to be a LIRT Booth Volunteer!

We need friendly faces to meet & greet those who will be stopping by the LIRT booth in Toronto. Pick a time that you're free and send your name and contact information to:

Linda J. Goff, Head of Instructional Services, Library 2021
 California State University, Sacramento
 2000 State University Drive,
 East Sacramento, CA 96819-6039
 (916) 278-5981 FAX (916) 278-5661
 ljgoff@csus.edu

9-11 AM 11-1 PM 1-3 PM 3-5 PM

Saturday, June 21

Sunday, June 22

Monday, June 23

Tuesday, June 24

*Exhibits close at 4 PM on Tues. Please indicate if you can help pack up the booth.

You don't have to be a LIRT member to participate, so please bring a friend!



ALA/CLA ANNUAL CONFERENCE
JUNE 19-25, 2003

Join us for BITES with LIRT in Toronto, Ontario June 21-22-23, 2003

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference, but this year you might get to sit next to a Canadian Librarian at the joint ALA-CLA meeting in Toronto. This is your opportunity to meet and eat with other librarians interested in library instruction from two countries!

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. The CLA local arrangements group will help us pick the restaurants and as soon as the selection is made we will be post details and maps on the LIRT website. 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 your spot and show up! Deadline is June 13, 2003. Confirmations will be sent by e-mail.

Send requests for reservations to: ssc@lib-mail.humboldt.edu
Sharon Chadwick, Science Librarian
The Library, Humboldt State University, One Harpst St.
Arcata, CA 95521-8299 (707) 826-4955 (w) (707) 826-4900 (f)

BITES REGISTRATION FORM

Name: _____
Institution: _____
Phone: _____
E-mail : _____

Join us as many times as you'd like. Please mark your preference(s) below:

Saturday, June 21, 2003, 12:30 p.m.

Sunday, June 22, 2003, 12:30 p.m.

Monday June 23, 2003, 12:30 p.m.

Are you a LIRT member? yes _____ no _____

Would you like to join LIRT and become active in a committee? yes _____ no _____



We need you!

Please send us your contributions from

- ✓ **Public libraries**
- ✓ **Academic libraries**
- ✓ **School libraries**
- ✓ **Special libraries**

Special tips and success stories, we would like to have articles about teaching strategies that have worked for you. Please contact our editor at cegray@vt.edu. See our guidelines page at <http://www.baylor.edu/~LIRTguidelines.html>

(news of interest to librarians)

- Sitelines – <http://www.workingfaster.com/sitelines/> (updates searchers on key search tools and developments)
- Other Similar Weblogs — <http://www.rcpl.info/services/liblog.html#blogs>

However blogs hold even more potential for libraries and enhanced services. Consider some of these possibilities:

- Develop multiple blogs that focus on information or resources in specific content areas. Two current examples are:
 - The Education Librarian – <http://www.educationlibrarian.com/>
 - EngLib – <http://www.englishlib.info/>
- Use blogs to announce new electronic resources.
- Use blogs to announce trials for electronic resources, perhaps even providing users with the opportunity to comment on the resources, read the comments of others, thereby setting up an online record that discusses the value of trialed resources.
- Use blogs as library suggestion/comment “boxes”, once again providing the opportunity for interactive responses between library staff and the users.
- Incorporate blogs into library instruction classes, perhaps by setting up a pre-class-meeting exercise through a blog and using the blog to gather students’ experiences. During the class session, use the blog experiences as a focus for discussion as well as a tool which the students can use later.
- Set up blogs as collaborative work space for

library staff working on specific projects; or as places to post updated information and resources related to the activities of library committees and task forces.

So, perhaps now you are beginning to think of ways that blogs might be valuable in your library. How do you get started? Is it difficult? What costs are involved? The good news is that, as mentioned earlier, it’s fairly easy to start a simple weblog. No special expertise, software, or hardware is needed, especially if a hosted weblog site is used. One of the sites used the most to establish a weblog is Blogger.com. It takes only a matter of minutes to establish a basic blog account; it can be hosted at Blogger.com or on any web server to which you have access; it can be listed as a private or public blog; and you can incorporate as much or as little HTML as you are comfortable with. However, Blogger.com is only one of many web sites that provide blogging services. Use the list below to explore some. The Yahoo! Directory leads to many, many more.

- Blog – <http://cyberian.tripod.com/Blog.htm>
- Blogger.com (hosted) <http://www.blogger.com/>
- Blog Software types – <http://radio.weblogs.com/0107846/stories/2002/11/12/blogSoftwareTypes.html>
- LISHost.com – <http://www.lishost.com>
- Live Journal (hosted) – <http://www.livejournal.com>
- Movable type – <http://www.movabletype.org/>
- Pitas – <http://www.pitas.com/>
- Radio Userland (hosted) – <http://radio.userland.com>
- Schoolblogs (hosted) – <http://www.schoolblogs.com/createASchoolBlog>
- Yahoo! Directory: Web Log Software – http://www.yahoo.com/Computers_and_Internet/Internet/World_Wide_Web/Site_Development/Web_Log_Software

Once you are familiar with blogs and how they work, there is another new

tool that complements blogs very nicely – Rich Site Summary (RSS). Read the next Tech Talk column to learn about this topic.

Additional Resources (articles and web pages):

- Barnett, Cameron. “Anatomy of a Weblog”. <http://www.camworld.com/journal/rants/99/01/26.html>
- Block, Marylaine. “Communicating Off the Page”. Library Journal (September 15, 2001): 50-52.
- Blood, Rebecca. “History of Weblogs”. http://www.rebeccablood.net/essays/weblog_history.html
- Carver, Blake. “Is It Time to Get Blogging?”. Netconnect (Winter 2003); 30-32.
- Clyde, Anne. “Shall We Blog?”. Teacher Librarian (October 2002): 44-46.
- Crawford, Walt. “‘You Must Read This’: Library Weblogs”. American Libraries (October 2001): 74-76.
- Fichter, Darlene. “Internet Librarian: Blogging Your Life Away”. Online (May/June 2001): 68-71.
- Harder, Geoffrey and Randy Reichardt. “Throw Another Blog on the Wire: Libraries and the Weblogging Phenomena”. Felicitier (2003): 85-88.
- Levine, Jenny. “Portals, Blogs, & RSS: Why They Are Your Future.” <http://www.sls.lib.il.us/infotech/presentations/blogging>.
- Notess, Greg, R. “The Blog Real: News Sources, Searching with Daypop, and Content Management”. Online (September/October 2002): xx-xx. <http://www.infotoday.com/online/sep02/OnTheNet.htm>
- Ross-Embrey, Thresea. “You Blog, We Blog: A Guide to How Teacher-Librarians Can Use Weblogs to Build Communication and Research Skills”. Teacher Librarian (December 2002): 7-9.
- “The Weblog Review: A Peer to Peer Review of Weblogs”. <http://www.theweblogreview.com/>
- “Weblogs Compendium”. <http://www.lights.com/weblogs/>

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Resource anxiety: even if students are computer literate or skilled, chances are that they have not had much experience with subscription databases and other reference materials. Even more dangerous, this group may be even less likely than those without computer skills to actually seek our help. They may believe that they can find everything they need by themselves, "on the web." "Vastly different" interfaces of our electronic resources create anxiety and a high learning curve for new library users.

Techno-anxiety: many librarians agreed that we often ascribe to "Generation Y" a greater level of comfort and skill in the area of technology than is appropriate. It's worth remembering that not all Americans under the age of twenty have high levels of experience with and knowledge of computer applications, mousing, keyboarding, email, and Internet usage. We tend to look out for this with returning students, but this causes stress for many younger students as well.

Librarians need to carefully evaluate their working assumptions related to student computer skills/student comfort with using computers. We appear to make a lot of assumptions.

The transition from high school to college is an institution-wide challenge with bearing on recruitment and retention

Needs and Problems

We need to update articles written and research done in past years, particularly in regard to what college freshmen know about information. More data is needed to assess college student information literacy skills to serve as a baseline. Surveying freshmen might be a way to find out where they think they are and where they really are. It would be great to have that information and to be able to hand students a document telling them where we want them to be as grads and provide a curriculum of baseline skills. Such instruments would also provide a basis for teaching in context as well as demonstrating to students that we might actually have something to teach them.

One common call of media specialists is that they need to hear how information literacy will improve their school's test scores. Information literacy needs to be practical and explainable to various school administrators and boards.

We need practical means of implementing standards – sharing ideas, techniques, what works, ways around problems of time and money, identifying problems at the high school level that can rear their heads in college, tailoring ideas, and programs to meet needs of specific institutions.

The need is to develop a common language for dialog between all who assist students in research and instruction; establish and encourage dialog between the instructional technology faculty/staff, the counseling faculty/staff, and the librarians. Librarians have a responsibility to identify and reach out to all groups to help them make this information literacy transition, but there is not "one-size-fits-all" fix.

Various other problems identified and discussed: become teachers who do not use school libraries

- faculty who themselves struggle with technology and/or with library resources
- lack of accreditation by many of the people who run school libraries, i.e. lack of state standards (and these have greatly eroded over the past ten years or so)
- time
- money
- low salaries for librarians
- the perception that academic librarians are at the "top of the food chain"

Action Strategies

Across communities:

- Outreach between high school groups, public libraries, and academic libraries is an essential component to improving the transitional issues in a community.
- Academic librarians need to realize the pressures that school media specialists are under: time, money, resources and the growing pressure for schools to achieve success on standardized tests. Academic librarians usually have a little more say about their daily scheduling than do school media specialists and public librarians.
- Collaborate and share information with other librarians. All librarians in communities have a role to play in this transition: media specialists, community college, college and university, and public librarians have information and resources to share. Share information about students and their stresses with other faculty and staff in the students' life, such as staff from counseling centers, teaching faculty, and so on.
- Collaborate with high school guidance counselors to get a "heads up" about incoming students and their skill levels. Work with AP/honors teachers as well as media specialists, to form partnerships for school visits/field trips to campus as well as by making school visits.
- Academic librarians need to help teach the teachers: K-12 teachers, school media specialists, and education majors, who can then pass library skills on to their students.

Within a library setting:

- Empowering peers to teach peers is one way we can make an impact over anxiety.
- Improve day-to-day communication, or take steps to prevent miscommunication. Identify common misspellings in OPACs and submit, "see instead" records for them, improve signage and help sheets, try to steer clear of jargon, especially at the entry-level.
- Communicate with students on their level. This may mean recognizing the importance and timeliness of chat/instant messaging and "letting go" of our desire to get everyone into the physical library.
- As noted above, this is just a digest version of the forum's discussion. Detailed action strategies and our table notes can be viewed in their entirety at < <http://www.valpo.edu/home/faculty/pmileham/lirt/2003mwtopic.html> >.

Additional Resources (books):

More information is available for these books at <http://www.amazon.com>

Bausch, Paul, Matthew Haughey, Meg Hourihan. We Blog: Publishing Online with Weblogs. Hoboken, NJ: John Wiley & Sons, 2002.

Blood, Rebecca. The Weblog Handbook: Practical Advice on Creating and Maintaining Your Blog. Cambridge, MA: Perseus Publishing, 2002.

Blood, Rebecca and the Editors of Perseus Publishing. We've Got Blog: How Weblogs are Changing Our Culture. Cambridge, MA: Perseus Publishing, 2002

Chromatic, Brian Aker, and David Krieger. Running Weblogs with Slash. Sebastopol, CA: O'Reilly, 2002.
Hill, Brad. Weblogs for Dummies. Hungry Minds, 2003.

Powers, Shelley, Cory Doctorow, J. Scott Johnson, Mena G. Trott, Benjamin Trott. Essential Blogging. Sebastopol, CA: O'Reilly, 2002.

Stauffer, Todd. Blog On: Building Online Communities with Web Logs. McGraw-Hill Osborne Media, 2002. Media

Stone, Biz. Bloggng: Genius Strategies for Instant Web Content. Indianapolis, IN: New Riders, 2002.

As always, send questions and comments to:

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Library Instruction Round Table News
c/o Lorelle Swader
American Library Association
50 E. Huron Street
Chicago, IL 60611