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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

December 2006 volume 29 no.2

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From The President

By Vibiana Bowman

bowman@camden.rutgers.edu

From the President

October 15, 2006

Dear LIRT Friends,

Linda Golian-Lui has resigned from her position as LIRT Vice President/President Elect because of health problems. Linda has been an active LIRT member for a number of years and has worked hard in support of the organization. I know that you join me in wishing her all the best for a speedy recovery.

As you may know, once a member is elected as Vice President (VP), that person is elected to a three year commitment. The first year the person serves as the VP, the second year as President, the third year as Past President. With Linda's resignation there is no one to fill the post of President at the end of Annual 2007.

The Executive Board discussed the problem with our ALA Office Liaisons and reached a solution that will get us through this current situation. The Executive Board will continue on as is until the elections this Spring at which time a new Vice President will be elected by you, the members. The new Vice President will then serve a regular term of office as listed above. I have been asked to extend my term of office as President for an extra year and have agreed to do so. Carol Schuetz, the current Past President, and I will share the tasks of the VP position until the next VP takes office. This solution offers the least disruption for LIRT, gives the most opportunity for training the next VP, and is the most democratic, since the next VP/President elect will be voted on by the membership.

So...when the call for nominations comes for officers, usually around Midwinter conference, please consider running for office.

In other news...

Midwinter in Seattle is drawing near. Committee members check your email for more information from your chairs.

The meeting rooms have not yet been set as this newsletter goes to press but you can check out the timeslots for meetings at the LIRT home page (http://www3.baylor.edu/LIRT/lirt_manual/meeting-schedule.html) and look for the schedule to go live at the ALA Conference Web site (<http://www.ala.org/ala/eventsandconferencesb/midwinter/2007/meetings.htm>)

Be sure to look for information about the LIRT discussion forum tentatively titled, "Smells like Teen Spirit: Teaching Information Literacy to Millennials" (a tip of the hat to Seattle's own Nirvana) which will be held on Sunday morning. Please plan to come and share your ideas, handouts, questions, etc.

Hope to see you in Seattle!

Cordially,
Vib
Vibiana Bowman

LIRT President



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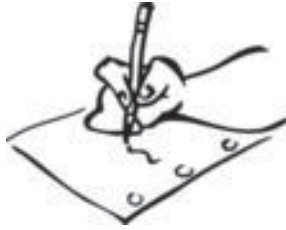
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From the Editor

by Jeff Knapp



Greetings to everyone in LIRT-land! As you read this, Midwinter will be only a month or so away, and those academic librarians among us will be winding down before winter break. As I write this, however, the semester is only halfway done and I'm still trying to find a good way to stay on top of things.

I'll draw your attention to Veronica Bielat's article, "Five Things I do to Teach and Learn with Technology (almost) Every Day!" She discusses some great tips for staying on top of news and developments, including the use of podcasts, and ways to keep your patrons aware of new offerings and services in your library. Personally, I've always been a believer in actively marketing library services to patrons to be sure they are aware of them, rather than just expecting that they will notice them when they visit.

"Web 2.0," which has become quite a buzzword in tech circles, is discussed in Billie Peterson-Lugo's Tech Talk column. In a profession that's as tech-sensitive as ours, we can't afford to fall behind!

I hope you enjoy the issue. Safe travels to Seattle everyone! I look forward to seeing you there.

Jeff

Jeff Knapp
Editor

LIRT News is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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Send claims to Darlena Davis, HRDR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Check These Out!

by Sharon Ladenson (ladenson@msu.edu)

Instruction librarians are increasingly working to develop semester-long courses, as well as systematic course-integrated information literacy activities. What assignments and activities have librarians created for various general education and subject-specific courses? What impact has an information literacy course had on student academic performance overall? What are some of the benefits of teaching semester-long courses? Check these out, and enjoy!

Auer, Nicole J. and Ellen M. Krupar. "Librarians Grading: Giving A's, B's, C's, D's and F's." Relationships Between Teaching Faculty and Teaching Librarians. Ed. Susan B. Kraat. New York: The Haworth Information Press, 2005. 39-61.

The authors, librarians at Virginia Tech, describe their efforts to become actively involved in teaching and developing assignments for various university credit courses. As the College Librarian for English, Auer has worked to develop and grade assignments for introductory college courses, such as a class in the "First-Year Composition" program, and a "First Year Seminar" course. Instructors for the composition class required students to take a multiple-choice quiz after completing a library tour. Librarians and Instruction department staff worked to correct and calculate scores for nearly 1,000 quizzes, which were subsequently returned to the faculty to incorporate into the final course grades. As part of the bibliographic instruction program for the introductory composition class, librarians also distributed and graded worksheets designed to facilitate the process of finding books and articles. For the "First Year Seminar" course, librarians have become involved in a variety of ways, including participating on committees that worked to create the syllabus and lesson plans; working with the course coordinator to incorporate research skills into the class; designing and grading library assignments (such as the library tour quiz); and serving as course facilitators, which required librarians to grade all course assignments, including weekly journals, writing assignments and a final research paper. In addition, as the College Librarian for Business, Krupar has worked to develop and grade assignments for subject-specific courses, including a "Marketing Skills" class. The library research assignments included in-class exercises and take-home assignments designed to facilitate the process of using search tools such as Factiva, LexisNexis, and RDS (Responsive Database Services). The authors also discuss recommendations and lessons learned from their active roles in the teaching process, such as strategies for managing discipline problems.



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

LIRT Midwinter Meeting Schedule

Saturday, January 20:

8:00 am – 9:30 am	Executive Committee I	(Officers only)
9:30 am – 11:00 am	Steering Committee I	(Officers and Committee Chairs)
11:00 am – 12:30 pm	All Committees I	

Sunday, January 21:

10:30 am – 12:00 pm	LIRT Discussion Forum	(Open to all conference attendees)
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Monday, January 22:

8:30 am – 9:30 am	All Committees II	
9:30 am – 12:00 pm	Steering Committee II	(Officers and Committee Chairs)
12:00 pm – 2:00 pm	Steering Committee Lunch	(optional)

Tuesday, January 23:

9:00 am – 10:30 am	Executive Committee II	(Officers only)
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LIRT Officers and Committee Chairs 2006–2007

LIRT Officers

President - Vibiana Bowman

Vice President Elect - Linda Marie Golian-Lui

Immediate Past President - Carol Carson Schuetz

Treasurers - Lori Critz, Caryl Gray

Secretary - Erin Ellis

LIRT ALA Councilor - Tim Grimes

LIRT Appointed Officers

Archivist - Kari Lucas

Electronic Resources Manager - Billie Peterson

LIRT News Production Editor - Jeffrey Gutkin

Public Relations Coordinator - Gale Burrow

LIRT Committees and Chairs

Adult Learners Committee, Chair
Marya Shepherd

Conference Program 2007, Chair
Kara J. Gust

Conference Program 2008, Chair
Barbara Hopkins

Liaison Committee, Chair
Lori Critz

Newsletter Committee, Chair
Jeffrey A. Knapp

Organization and Planning Committee, Chair
Carol Carson Schuetz

Public Relations/Membership Committee, Chair
Gale Burrow

Research Committee, Co-Chairs
Kristin L. Strohmeyer, Clara Ogbaa

Teaching, Learning, and Technology Committee, Co-Chairs
Mitch Fontenot, Lisa M. Williams

Top Twenty Committee, Chair
Camille McCutcheon

Transitions to College Committee, Chair
Eileen Stec



Isadore Gilbert Mudge—R. R. Bowker Award



by Caryl Gray

Do you know someone who has significantly influenced reference?

The Isadore Gilbert Mudge—R. R. Bowker award is an annual cash award of \$5,000 and a citation to an individual who has made a distinguished contribution to reference librarianship. Contributions may include library programming in a particular library, or authorship of significant book(s) or articles in the reference field. The award is presented by the Reference and User Services Association (RUSA).

To nominate an individual, write a letter of nomination explaining why the individual deserves this recognition. Be sure to cite specific achievements. Each nomination packet must include three to five letters of recommendation, a copy of the nominee's resume or curriculum vitae, and any other appropriate documentation. Nomination materials must be received no later than December 15, 2006. Please send nomination to:

Donald J. Kenney, Chair
Isadore Gilbert Mudge—R.R. Bowker Award Committee
University Libraries
Virginia Tech
P. O. Box 90001
Blacksburg, VA 24061-9001



Member A-LIRT: Caryl Gray

by Gale Burrow

Caryl Gray has been working with LIRT's budget for a few years, first as Vice Treasurer, then as Treasurer, and now as co-Treasurer. Caryl has also served as Editor of *LIRT News*. About her participation on the LIRT Newsletter Committee, Caryl says, "This gave me a wonderful opportunity to network with other members of LIRT and to become more active in the roundtable. I have learned so much from LIRT members with the added bonus of making new friends. Being invited to participate in the LIRT Retreat was very energizing, and seeing many of the recommendations that were outgrowths of our discussions during the retreat come to fruition has been an enriching experience. This illustrates that a diverse group can come together, discuss, and create a vision, and then follow through with decision. This is one of the wonderful characteristics of LIRT and its members." Caryl has enjoyed the experience of being LIRT Treasurer, but acknowledges that "understanding the ALA budgeting process can be challenging at times!"

In July 1971, having just graduated from the University of Michigan with a MLS, Caryl went to Virginia Tech (Virginia Polytechnic Institute and State University in Blacksburg, or "VT") in July 1971, where her husband had accepted a faculty position in Electrical and Computing Engineering. Caryl has had two careers at the Virginia Tech Libraries, but it looks like more! From 1971 to 1978, she was Science Reference Librarian. She left, but returned part-time in 1987 as a Science Reference Librarian and continued in that position until 1998, when she accepted a 2-year restricted faculty position. In January 2001, she was appointed College Librarian for Human Resources. Her title changed in 2004 to College Librarian for Agriculture and Life Sciences after the university restructured and the major departments she served moved to the College of Agriculture. Currently, she supports academic programs in the College of Agriculture with instruction targeted toward student research assignments, reference assistance to faculty and students, and collection development. She also has liaison responsibilities for the Apparel, Housing, and Resource Management department.

Caryl and her husband have three grown sons; all out of the house. Her husband is retired, so they enjoy extended travel during the summer and weekend visits with their sons throughout the year. Her husband enjoys traveling with her to conferences ("payback time" for all the times she accompanied him to conferences and professional meetings). They also enjoy going to VT football games and women's basketball games. In her spare time, Caryl enjoys counted cross stitch and other needlework, and she's beginning to experiment with quilting.

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

Check These Out!

by Sharon Ladenson (ladenson@msu.edu)



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Macleod, Beth. "A Successful Credit Course in Library Instruction." *MLA Forum* 4.2 (2005): 6 October 2006. <<http://www.mlaforum.org/volumeIV/issue2/article2.html>>

Macleod describes a one-credit undergraduate library and information research course (Library 197), which has been offered at Central Michigan University for more than three decades. The course meets for the first half of the semester, with two fifty-minute sessions per week. Enrollment is limited to 25 students per section. The class normally meets in a room equipped with 28 computers for student use. Reference librarians routinely teach the course, and librarians from other units may also provide instruction if they choose to do so. Instructors must cover the following core topics: online catalog searching; searching indexes and locating articles in various formats; searching and evaluating Web resources; selecting a topic; citing resources; and identifying plagiarism. Instructors normally assign hands-on exercises, quizzes, and a final research project. The library maintains a collection of instructional materials for librarians who teach Library 197 in order to facilitate the preparation process. The library and the university have a variety of methods for promoting the class, including encouraging students who provide campus tours to advertise the class to new students and their parents, and making Library 197 a required course for programs in areas such as Journalism and Social Work.

McFadden, Laurie L. "With Honors: Librarians Benefit From Teaching in Honors Programs." *C&RL News*. 66.7 (2005): 533-534.

The author provides a brief report on the benefits that Alfred University librarians have experienced from teaching semester-long honors seminars on a variety of topics, ranging from storytelling to the Guerrilla Girls. Benefits include: working with students for an extended period of time; learning how to develop a syllabus and assignments; having the opportunity to teach about personal research interests and hobbies; and receiving additional compensation for teaching the seminars. McFadden recommends that librarians teach semester-long courses, especially since such instruction is a natural extension of an academic librarian's regular duties.

Sharkey, Jennifer. "Towards Information Fluency: Applying a Different Model to an Information Literacy Credit Course." *Reference Services Review*. 34.1 (2006): 71-85.

The information fluency model supports the development of key skills specific to critical thinking, information literacy, and technology. Sharkey describes how the information fluency model has been applied to a one-credit undergraduate Purdue University course focusing on library

resources and research (GS 175: Information Strategies). developing annotated descriptions of sources. Consequently, she recommends spending additional class time to make sure that students fully understand how to do this. In order to foster information literacy skills, the instructor required students to complete an online tutorial, which covered instruction in areas such as identifying and evaluating information sources, searching techniques, and using the library catalog and indexes. Additional classroom exercises and assignments, such as hands-on group activities that required students to use and demonstrate specific online research tools, also reinforced information literacy concepts. Students completed various assignments and exercises designed to foster the development of critical thinking skills. For example, while teaching about copyright and plagiarism, the instructor provided examples of various plagiarized and non-plagiarized texts and asked the students to identify and discuss both of them. The discussion not only involved identifying examples of plagiarism, but also analyzing the fundamental impact such issues have upon information and research. In addition, the instructor assigned a final project designed to further develop computer literacy skills. Students had to create a multimedia presentation on a specific research topic, using a program such as iMovie, Windows Movie Maker, or PowerPoint. The author indicates that the class was generally successful, as the students positively confirmed in course evaluations that they had developed many new skills specific to information seeking and technology. For future reference, the author recommends eliminating the option of using PowerPoint for final presentations, in order to ensure that students learn more innovative techniques of developing an online film. Sharkey also notes that students had considerable difficulty



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Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.

Send your articles to Jeff Knapp (jeff.knapp@psu.edu)



Check These Out!

by Sharon Ladenson (ladenson@msu.edu)



Five Things I do to Teach and Learn with Technology (almost) Every Day!



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Wang, Rui. "The Lasting Impact of a Library Credit Course." portal: Libraries and the Academy. 6.1 (2006): 79-92.

Wang sought to measure the long-term impact of Central Michigan University's one-credit undergraduate library and information research course (Library 197). The author conducted a study to review and compare the research papers and grades of two student groups, each comprised of sixty students currently enrolled in 17 different subject courses from disciplines such as sociology, political science, and education. One group had previously completed the Library 197 course approximately one year before participating in the study, while the other group had not. The author examined 836 citations from the students' papers by reviewing the total number of works cited, as well as the specific numbers of citations from scholarly sources, and numbers of incomplete citations. The students who had completed Library 197 cited more scholarly sources and produced a greater number of complete citations than those who had not completed the course. The students who completed the Library 197 course earned higher grades on the research papers as well as higher final grades in the courses for which the research papers were required. Students in both groups were also asked how they learned to cite references, and how they learned research skills (e.g. from taking the Library 197 course; from a one-shot BI session; from a professor; from a librarian; from a tutorial; from a friend; from an online tool; or independently). Nearly half of the students who had taken the Library 197 class learned about citing resources from the library course, and an overwhelming number (90%) indicated that they learned research skills from the course. Most of the students who had not taken Library 197 learned about citing resources from a professor, or independently. Also, most of the students who had not taken Library 197 learned about research skills independently, or from attending a one-shot BI session. The author encourages readers to replicate the same study at other institutions with library instruction credit courses using even larger samples. The appendix includes the survey questions.



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

by Veronica Bielat
Wayne State University, Detroit, Michigan

Veronica Bielat is a Member of LIRT's Teaching and Learning with Technology Committee, and a Public Services Librarian at Wayne State University. She also co-teaches a course titled "Instructional Methods for Librarians" through WSU's Library & Information Science Program.

We all use technology to some degree in teaching our students, and for our own learning. Here's a description of five ways I use technology *almost* every day to support teaching and my own learning.

1. Post to my blog

Bloggng is a simple way to reach a multitude of users quickly, without the need for setting up and maintaining an electronic discussion list. Short, relevant postings are the best way to draw in readers. Since I am a liaison librarian to our institution's College of Education, my blog was created specifically for faculty and staff of that college. I announce the release of National Center of Education Statistics reports, Department of Education appointments, general education news, and announcements of new library resources and services.

I use Blogger, a free online service available at <<http://www.blogger.com>>, that allows you to create a blog in three easy steps. I include the blog address in my e-mail signature file to encourage new readers. Blogger provides you with a number of templates, and the one I selected allows me to add in links. I've selected a number of links to library resources and to other outside websites I feel my readers will find important.

You can view my blog at <<http://wsucoe.blogspot.com>>.

2. Link up to courseware

It's not always possible (or useful) to provide library instruction to every class offered at your institution. However, if your institution is using courseware, like Blackboard, WebCT, Moodle, etc., here are some ideas on how you can link the library and users through courseware.

You can:

- work with your courseware administrators to make sure there is a link to the library in every course site available.



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Five Things I do to Teach and Learn with Technology (almost) Every Day!



by Veronica Bielat



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- develop a set of materials (handouts, links, and tutorials) and send these directly to your faculty, deans, principals or teachers, with a note encouraging them to post these items in their course site.
- ask the courseware administrators to create a general course site specifically for each librarian, to use for posting materials and testing new ideas.

Check out my Blackboard site:

- Go to <<http://blackboard.wayne.edu>>
- Click on "Preview" button
- Click on the "Course Lists" tab
- Type "Bielat" in the course search box and click "Go"
- Click the "Preview" button to the right of the listing for *Library Resources—Veronica Bielat*

3. Create and maintain a FAQ database

How many times have you explained how to request an article or search a database in response to an e-mail inquiry, or in a message sent via your Virtual Reference or IM reference service? You can create a simple searchable database using Microsoft Office Access or other software that can store such questions and answers so your users get consistent, thorough and correct answers every time. Find out if your institution has a system-wide drive, that allows staff in your library to access the database.

Visit our FAQ database, which was developed using a database utility that is included with our virtual reference software at the URL below (if you leave the search box empty, all entries will come up):
<http://wayne.cb.docutek.com/vr1plus/eb_entries_patron.asp?virtual_desk_id=1>

4. Read my RSS Feeds

How do I keep up with important news to post to my blog or just stay up-to-date on library information and innovation? It's easy to do this by using an RSS reader. An RSS reader can help you organize some of that material bombarding your mailbox everyday, and help you stay on top of library news. Many electronic discussion lists and other e-mail newsletters also allow you to receive the information via an RSS feed set up in your RSS reader.

There are lots of free RSS readers available. I use Bloglines, at <<http://www.bloglines.com>>. Just click the "Sign Up Now" link and you're ready to go!

Want to see an RSS account? You can check out mine here: <<http://www.bloglines.com/public/Dispatch>>

(If you like my choices, you can select the EXPORT SUBSCRIPTIONS link on the bottom left of my bloglines account. Save the file, then once you have created your own bloglines account, and on the left under EXTRAS, click the IMPORT SUBSCRIPTIONS link, and import the file.)

5. Use my iPod as a learning tool

I have a pretty short commute, but I still want to use the time wisely. I have an iPod Nano (but any MP3 player will do) and recently purchased an FM transmitter so I can listen to it using my car radio. I download audio presentations to my iTunes Podcast folder and transfer them to my iPod (this process may sound complicated, but iTunes does the transferring automatically). Listening to these audio presentations helps me keep up with what's happening with libraries, education and technology. I've downloaded some from Educause (<<http://connect.educause.edu/>>), TalkCrunch (<<http://talkcrunch.com/>>) and Talking with Talis (<<http://talk.talis.com/>>). There's even an education podcasting news site, with lots of links to podcasts from, by and for educators: <http://www.podcastnews.com/forum/link_6.htm>

Librarians involved with instruction need to keep up with trends in education, resources and technology. This can be exhausting. Using technology can help you sift through and organize that information. Incorporating the technology our library patrons are using into our own daily workflow helps us to think about creative ways to incorporate new technologies into our instructional activities.

My next project: figuring out a way to use text messaging for library instruction! What's yours?



Tech Talk
By Billie Peterson-Lugo

Dear Tech Talk: So what is this "Web 2.0" that I've been hearing about? It sounds like a new version of software, but it just doesn't make sense that someone is upgrading the World Wide Web to a new version!! —Wondering Whassup with Web 2.0

Dear WWW: Your confusion is completely understandable! The definition of "Web 2.0," which was coined during a brain storming session between Dale Dougherty (Vice President of O'Reilly Media, Inc.) and MediaLive International (a producer of information technology trade shows and conferences) in October 2004, is often fuzzy, varied, and inaccurate, depending on the source. Three definition variants seem to predominate:

Tim O'Reilly's perspective
Technological perspective
Business perspective

Tim O'Reilly has written a lengthy explanation (What is Web 2.0) including a visual presentation (Web 2.0 Meme Map) of the concept and has followed up with a shorter definition (<http://radar.oreilly.com/archives/2005/10/web_20_compact_definition.html>). In his explanation, O'Reilly identifies seven Web 2.0 principles:

- The Web as Platform:* Services/applications are located on the web, not on the desk top;
- Harnessing Collective Intelligence:* Information is openly shared, edited, tagged, and commented upon in a live, interactive environment, resulting in participatory information management in which the users add value; the more the users participate, the more the application/service improves;
- Data is the Next 'Intel Inside':* A core Web 2.0 functionality is taking the content stored in databases and remixing it with the content found in other databases, creating new applications and services;
- End of the Software Release Cycle:* The use of new features/functions is tracked and the applications/services are updated continuously generating an ongoing cycle: make changes → observe/evaluate impact of changes → make changes;
- Lightweight Programming Models:* The programs used to create services are accessible and easily modified, with components reused by others to create new applications/services;
- Software Above the level of a Single Device:* More than "platform independent," these "applications [are] designed from the ground up to span multiple devices;"
- Rich User Experiences:* Implementation of the above six principles will result in a substantially different and improved user experience.

To further illustrate, O'Reilly provides a chart that maps "Web 1.0" services to "Web 2.0;" an abbreviated version of this chart is provided below:

Web 1.0	Web 2.0
Britannica Online	→ Wikipedia
Personal Website	→ Blogging
Publishing	→ Participation
Content Management Systems	→ Wikis
Directories (taxonomy)	→ Tagging (folksonomy)
Stickiness [bookmarks]	→ Syndication [RSS Feeds]



Using O'Reilly's explanation, there are many Web 2.0 services with which people are already familiar and using, including: blogs; iTunes; rearranging page displays by "dragging" components around the display; RSS; social spaces like Facebook and MySpace; tagging; Tivo; user-driven reviews/ratings; wikis; word clouds; etc.

Not surprisingly, the technological perspective focuses on the technology that resides behind these Web 2.0 principles, stating that a site or service is Web 2.0 because it uses technology such as: AJAX (Asynchronous JavaScript and XML); APIs (Application Programming Interface); Mashups or web application hybrids; and Ruby on Rails.





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All of these technologies, and others, provide the ability to create highly interactive web sites that perform very much like desktop applications. When AJAX web development techniques are used, small bits of data are exchanged between the desktop and the server so the web page changes without having to be completely reloaded, which results in improved "interactivity, speed, and usability." (<http://en.wikipedia.org/wiki/Ajax_%28programming%29>) APIs allow software developers to access and use a set of (usually) third party functions, which allows "requests for services to be made. . . by other computer programs, and/or allows data to be exchanged between them." (<http://en.wikipedia.org/wiki/Application_programming_interface>). A mashup "is a website or web application that seamlessly combines content from more than one source into an integrated experience." (<http://en.wikipedia.org/wiki/Mashup_%28web_application_hybrid%29>) Ruby on Rails "strives for simplicity and allows real-world applications to be developed in less code . . . and with a minimum of configuration." (<http://en.wikipedia.org/wiki/Ruby_on_rails>).

O'Reilly and others argue that although the technology behind the principles is important, it is short-sighted to use this technology as the sole defining point of Web 2.0. This technology is perhaps better described as the "engine" for the Web 2.0 car.

Then there is the business perspective: the notion that Web 2.0 is the next dot-com bubble on the horizon that may or may not burst. Everyone remembers the fast and furious growth of the dot-com companies during the 1990s and their subsequent collapse as economic realities set in. Now it is the Web 2.0 services and applications that are growing fast and furiously. Google, Yahoo!, and others are competing against each other and against Microsoft. Microsoft interprets "the web as platform" as being antithetical to the very heart of Microsoft: integrated desktop software. So Google, Yahoo!, and others pick and choose Web 2.0 start-up companies to add to their suite of services. Google purchases Dodgeball, Writely, and YouTube; Yahoo! purchases de.li.cio.us, Flickr, upcoming.org; and Rupert Murdoch purchases MySpace. Some argue that the rise of Web 2.0 is nothing more than a multitude of start-up companies with owner-developers who hope to "flip" their Web 2.0 application/service, generating millions of dollars for them as their company is gobbled up by one of the big players. There is the notion that "this, too, shall pass," but entrepreneurs want to reap their financial rewards while they can.

And of course there are those (Boutin, Breeding, Graham, Greenbaum, Manes, Preston) who have identified some problems with the Web 2.0 concept: issues that go beyond the possibility that it's another bubble waiting to burst.

Some of these issues may be considered relatively minor, such as the need to be connected to the Internet to use Web 2.0 services, or that handheld devices still present challenges with small keyboards and screens, or that the phrase is simply overused. However, others raise bigger issues:

As personal information is shared in social environments, harvested, and remixed to create other environments, will privacy become quaint and archaic? Does privacy even matter any more in a Web 2.0 world?

As innovators experiment with different mashups and other technologies, which ones are truly useful versus "cool" or "fun?"

Does Web 2.0 only present more opportunities to invade the users' lives with unwanted advertisements and spam, even though the commercials are tailored more and more for each user's perceived interests?

Many Web sites currently display okay in most web browsers even though the underlying code is not well formed. What happens when these same sites move into an XML environment and continue to produce content using poor code, which, because of the more rigorous XML technologies can't be displayed by web browsers? What about those sites with poor content and design? Web 2.0 won't improve them; just like the use of instructional technology doesn't improve bad teaching.

And what does Tim Berners-Lee have to say about Web 2.0? In a IBM developerWorks interview he stated, "Web 1.0 was all about connecting people. It was an interactive space, and I think Web 2.0 is of course a piece of jargon, nobody even knows what it means. If Web 2.0 for you is blogs and wikis, then that is people to people. But that was what the Web was supposed to be all along." (<<http://www-128.ibm.com/developerworks/podcast/dwi/cm-int082206.txt>>)

At this point, even with all of its complexities, a general sense of concepts associated with Web 2.0 should be emerging: Web 2.0 is "people centric;" interactive; participative; functional; content driven; democratic; and it assumes trust. Examine a few Web 2.0 resources with which you may be less familiar:

Basecamp (<<http://basecamp.com/>>): a tool that facilitates communication and collaboration on projects;
Best Web 2.0 Software of 2005 (<http://web2.wsj2.com/the_best_web_20_software_of_2005.htm>);
Book Burro (<<http://bookburro.org>>): install this Firefox extension, search your favorite online book store for a title, and seamlessly connect to other online bookstores and libraries that also have the title;
Chicago Crime (<<http://www.chicagocrime.org/>>): a mashup of Google maps and Chicago crime statistics;
Dodgeball (<<http://www.dodgeball.com/>>): integrates mobile technology and social networking;



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housingmaps.com (<<http://www.housingmaps.com/>>): a mashup of Google maps and craigslist.com to provide available housing information;

Flock (<<http://www.flock.com/>>): not necessarily a Web 2.0 application, but a new browser that integrates web browsing, blogging, RSS feeds, sharing photos, social bookmarking, etc.

Google Custom Search Engine (<<http://www.google.com/coop/cse/>>): "create a free Custom Search Engine that reflects your knowledge and interests";

last.fm (<<http://www.last.fm/>>): "as you listen (with iTunes, Winamp, Windows Media Player, or others), your tracks automatically appear in your online musical profile which can be shared with others";

Literature Map (<<http://literature-map.com/>>): search for authors and use the resulting word clouds to find authors liked by other readers who like the author you searched;

More Great Web 2.0 Software (<http://web2.wsj2.com/more_great_web_20_software.htm>);

The Most Promising Web 2.0 Software of 2006 (<http://web2.wsj2.com/the_most_promising_web_20_software_of_2006.htm>);

Pandora (<<http://www.pandora.com/>>): analyzes specified music or artists to find "more like this";

ProgrammableWeb: Mashup Dashboard (<<http://programmableweb.com/mashups/>>): see many examples of mashups, some more useful than others;

Rollyo (<<http://rollyo.com/>>): create and provide access to custom search engine for pages you deem valuable;

Upcoming.org (<<http://upcoming.org/>>): a collaborative social events calendar;

Writely (<<http://www.writely.com/>>): collaborative word processing and spreadsheet applications from Google.

To keep up with this topic, also check out these sites:

Dion Hinchcliffe's Web 2.0 Blog (<<http://web2.wsj2.com/>>)

ProgrammableWeb: Blog – (<<http://blog.programmableweb.com/>>)

Technorati: Web 2.0 tags (<<http://www.technorati.com/tag/web+2.0>>): Keep track of web 2.0 blog discussions

Web2.0 Workgroup (<<http://web20workgroup.com/>>): "...network of premium weblogs that write content about the new generation of the Web."

And what about libraries and Web 2.0? Hinchcliffe's article provides many examples of Web 2.0 offshoots, some more defined than others. About Library 2.0, Hinchcliffe states that the movement is "well underway and is generally accepted by early adopters," but more on Library 2.0 in the next column.

In the meantime consider this comment by Richard MacManus (<<http://blogs.zdnet.com/web2explorer/?p=5>>): "Web 2.0 is social, it's open (or at least it *should* be), it's letting go of control over your data, it's mixing the global with the local. Web 2.0 is about new interfaces—new ways of searching and accessing Web content. And last but not least, Web 2.0 is a platform—and not just for developers to create web applications like Gmail and Flickr. The Web is a platform to build on for educators, media, politics, community, for virtually everyone in fact!"

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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.

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.

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

Organization & Planning - Is responsible for long range planning and making recommendations to guide the future direction of LIRT. 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 dates, 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.environment.

***Please see our online committee volunteer form at
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