School Public Special Academic

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 September 2006 volume 29 no.1 issn 0270-6792

From The President

By Vibiana Bowman

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Dear LIRT Members:

Well…another school year begins! As a mom with five teenage/young adult kids, I rejoice when I see the "Back-to-School" ads in August. Now, in September, the kids are back to their school routines and so am I. And so, of course, are all of you!

In my first greeting in LIRT News as president, I would like to thank the hard-working folks who make LIRT an outstanding organization. First, thanks to the outgoing members of the LIRT Executive Board: **Carol Carson Schuetz** (President), **Cynthia Akers** (Immediate Past President), and **Amy Wallace** (Secretary). These folks have all been involved in LIRT for a number of years, mentored many new members (including me), and graciously committed to continue to serve the organization.

I would also like to thank the continuing LIRT officers: **Tim Grimes** (LIRT ALA Councilor), **Caryl Gray** and **Lori Critz** (Co-Treasurers), **Kari Lucas** (Archivist), **Linda Goff** (ALA/LIRT Rep to IFLA Literacy Section), **Billie Peterson** (Electronic Resources Manager), **Stephanie Michel** (LIRT Rep to the Institute for Information Literacy Executive Board), and **Gale Burrow** (Public Relations). Again, all have served LIRT for a number of years and in a variety of roles. They have each volunteered numerous hours, solved countless problems, and generously given of their time and talents.

The LIRT Annual program, "Jazz Up your Teaching with Technology," at New Orleans was outstanding. The attendance was great and the assessment forms from the attendees were overwhelmingly positive. This successful program was the result of over two years of planning by the Conference Program Committee, under the guidance of Co-Chairs **Julie Elliot** and **Kara Gust**. I would also like to acknowledge the contributions of the Teaching, Learning, and Technology Committee (**Eileen Stec**, Chair) for the e-poster session and the Membership Committee (**Gale Burrow**, Chair) for the membership fair, both held in conjunction with the program.

Finally, I would like to thank **Jeff Knapp**, our newsletter editor, and to welcome the new Production Editor, **Jeffrey Gutkin**. Our newsletter is among the most useful and literate publications in the ALA spectrum of resources, due in no small part to the hard work of the editors.

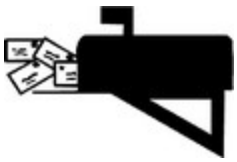
You will find the list of LIRT Officers and Chairpersons inside this issue. If you are a new LIRT member, please consider joining a LIRT committee. I can say from personal experience that you will find the atmosphere welcoming and the work rewarding.

Have a great fall and be sure to check out the December issue for details about Midwinter.

Cordially,

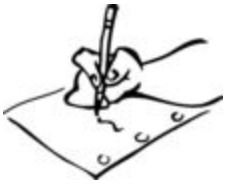
Vibiana

Inside



From the Editor

by Jeff Knapp



Greetings from central Pennsylvania! As I write this, I am consumed by the realization that the summer is almost over, and soon our library will be filled with a new generation of freshmen. What happened? Where did the time go? It seems I greet each new summer as an opportunity to get started on projects for which I'm too busy during the academic year. And it seems that every August I have to come to grips with the fact that I didn't get done nearly as much as I wanted.

Of course, as you read this, it is September, and all of you academic and school librarians have already gotten down to brass tacks with the academic year. Before you get wrapped up too tightly with the upcoming year though, take a moment to review the past year in this issue. We have our Annual Report from our "newly" past president Carol Schuetz, and reports from a number of great programs that took place in New Orleans at ALA Annual.

Have a great academic year, filled with much instructional success—and be sure to share your successes with LIRT News! We're always looking for new things to report on and interesting points of view. You can contact me at knapp@psu.edu.

Cheers!
Jeff Knapp

EDITOR'S CORRECTION:

The article, "Clicking Your Way to Engagement: Investigating Classroom Response Systems" published in the June 2006 issue (vol. 28, no.4), omitted the author's name. The article was written by Justine L. Martin, Instruction Coordinator, Memorial Library, Minnesota State University, Mankato. My apologies for the oversight!

—Jeff Knapp

Check These Out!

by Sharon Ladenson (ladenson@msu.edu)

Instruction librarians understand the fundamental need to help patrons develop information literacy competencies. Assessing and promoting health information literacy is a critical area of bibliographic instruction in many public, academic, and school libraries. What resources are available for promoting health information literacy? How can librarians effectively deliver health information instruction to patrons with diverse literacy levels? Why has the demand for consumer health information increased? Check these out, and enjoy!

Ivanitskaya, Lana, Irene O'Boyle, and Anne Marie Casey. "Health Information Literacy and Competencies of Information Age Students: Results from the Interactive Online Research Readiness Self-Assessment (RRSA)." Journal of Medical Internet Research 8.2 (2006). 16 May 2006. <http://www.jmir.org/2006/2/e6/>

In order to assess health information literacy skills of university students, Ivanitskaya, O'Boyle, and Casey utilize the Research Readiness Self-Assessment (RRSA), which measures the ability to locate and evaluate health information, as well as the ability to recognize plagiarism. The authors raise several questions, including the following: Are students accurately aware of their own levels of health information literacy? How well do students understand the differences between peer-reviewed literature and advertising or editorials? The sample group included 400 students enrolled in three courses in a health sciences program. The majority of participants were undergraduates, although one of the courses included graduate students. The study findings indicate that students lack proficiency in searching for and evaluating health information. For example, while students could conduct basic catalog searches, they had difficulty performing advanced searches, and they also had difficulty understanding the use of Boolean operators. Furthermore, when asked to evaluate Web resources, half of the undergraduate students had difficulty evaluating the reliability of the content of specific health sites. Students also had difficulty understanding plagiarism; many participants indicated that using another person's ideas without citing the specific source was acceptable. Students also had difficulty distinguishing between various information sources (e.g., editorials vs. research articles, and primary vs. secondary sources). Yet, students believed that their research skills were strong. Clearly, librarians and other educators need to make students aware of their need to further develop information literacy skills.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Library Instruction Round Table

Annual Report 2005-2006

by Carol Carson Schuetz, Immediate Past President

Summary:
This past year has been one of challenges and accomplishments for LIRT. We are now two years beyond our 2004 LIRT Retreat and several of the goals developed from the Retreat have become realities. Accomplishing these goals has helped to move LIRT forward. Our LIRT Manual has been updated; lists of duties for LIRT officers and committee chairs reside on LIRT's Web site. The Organization and Planning Committee has made the first steps toward the LIRT Retreat which will be held at Midwinter 2009 in Denver. Please look for more on this as the time draws near. Our greatest challenge is securing future leadership for LIRT. Trends, such as reduced support from home institutions, impact the level of commitment which many members are able to give. LIRT continues to seek members to serve on committees and as officers. Aside from the challenges we face, we look forward to the future.

At Midwinter, LIRT sponsored a discussion forum with topics contributed by the attendees. Attendance was good and the discussion was lively. The most popular topic was "Teaching the Unwilling," Which encompassed a discussion of experiences and teaching methods. At Annual, the Conference Program Committee collaborated with the Teaching, Learning and Technology Committee to provide an interesting and informative program entitled "Jazz Up your Teaching with Technology." After the program, the attendees were able to view e-posters which highlighted successful teaching strategies using technology. The Research Committee prepared and distributed at the program a bibliography addressing the topic of technology and instruction.

Financially, LIRT remains in good shape with a healthy bottom line. The end of next fiscal year will see our first contribution to our endowment. With no large projects at the present time, LIRT should in good shape for the financial future.

LIRT committees are to be commended for the outstanding work they have done.. The Newsletter Committee has published four terrific issues of LIRT News. The Top Twenty Committee has looked over numerous articles and picked the top twenty instruction articles for this year. You will see this list in the June 2006 newsletter. The Membership Committee hosted a membership fair preceding the LIRT Annual Program and planned two Bites with LIRT events. The Liaison Committee continues to attend and report on instructional programs. This Committee has also worked in the past year to build connections with other ALA units and will have liaisons with other ALA units in place by Midwinter 2009. The Teaching, Learning, and Technology Committee investigated different ways of technologically connecting all of its committee members to enable more of its members who are unable to travel to participate in meetings. This Committee and the Transitions to College Committee hope to test their findings at Midwinter 2007 in Seattle. These two committees will use technology to connect with members who are unable to make the trip to ALA Midwinter. All these committee activities keep LIRT in touch with key trends in library instruction.

LIRT Membership Report:

LIRT membership continues to grow and has increased steadily over the past five years.

Date	Total LIRT Membership
2000	1,050
2001	1,182
2002	1,240
2003	1,282
2004	1,412
2005	1,477
May 2006	1,627

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)

Past Officers:

Serving as elected officers this year were: Carol Schuetz, President; Vibiana Bowman, Vice President/ President-Elect; Cynthia Akers, Immediate past President, Caryl Gray, Treasurer; Lori Critz, Vice Treasurer/ Treasurer-Elect; Amy Wallace, Secretary; and Tim Grimes, LIRT ALA Councilor.

Appointed officers were: Kari Lucas, Archivist; Billie Peterson-Lugo, Electronic Resources Manager; Carol Schuetz, LIRT Newsletter Production Editor; and Gale Burrow, Public Relations Coordinator. We had the following individuals serve as appointed representatives: Linda Goff, IFLA Information Literacy Section Standing Committee; Stephanie Michel, Institute for Information Literacy Executive Board; Anne Houston, ALA Literacy Assembly; Gale Burrow, ALA Membership Promotion Task Force; Linda Marie Golian-Lui, ALA Recruitment Assembly.

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Non-LIRT Program Summaries
by the LIRT Liaison Committee

"Preservation Education for 21st Century Librarians"
ALCTS-PARS Education Committee
Saturday, June 24, 2006, 4:00–5:00 P.M.

Preservation courses are being dropped by many library schools and, as a result, this introductory (not management) preservation course was put together to keep some aspect of preservation education in library schools' curricula. The history of the project harkens back to 2004 when the Northeast Document Conservation Center, in partnership with the Simmons College Graduate School of Library and Information Science, was awarded an IMLS "Librarians for the 21st Century" grant to produce, test, and disseminate planning tools for a preservation curriculum that can be widely used in library schools. The content for the three-year project, which began in January 2005, has been developed by an advisory committee composed of leaders in the field of preservation. The ALCTS-PARS discussion centered around presentation of a course structure for a semester-long "Introduction to Preservation" course. The proposed course is divided into 13 three-hour classes, leaving room for the instructor to incorporate guest speakers, field trips, or expansion of particular topics. The curriculum is designed for adjuncts and existing faculty at MLS programs. Instructors are invited to condense or expand the classes to accommodate their teaching strengths. The curriculum will be tested in the fall of 2006 and spring of 2007 at several sites including the University of Texas at Austin. *—Cynthia Dottin*

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Committee Conference Reports

Adult Learners
Carole R. Burke (burke_carole@colstate.edu), Chair
The Resource Center Web pages were discussed, particularly the current bibliography. A recommendation was made and accepted to replace the current bibliography with a core list of books and an annotated list of useful articles. Marya Shepherd is the incoming chair.

Liaison
Lori Critz (lori.critz@library.gatech.edu), Chair
The committee reviewed the "contact letter" sent to other ALA units in order to begin a liaison relationship. Revisions were made to the letter and it will be sent to the other committee members to see if additional changes are needed. After this, committee members will begin contacting their assigned units. The list of non-LIRT education-related programs was also reviewed, and members were assigned meetings and programs to attend.

Teaching, Learning, & Technology
Eileen Stec (estec@rci.rutgers.edu), Chair
The TLT committee assigned newsletter article writers for the coming year. Julie Elliot of the Program Planning Committee discussed preparations for the annual program. "Elluminate," the online meeting software, is being made available on a limited basis for Midwinter 2007 in Seattle. The committee prepared a request to be one of the two LIRT committees to try it out. TLT will then assume the role of teaching other committees how to use the software.

Conference Program
Julie Elliott (jmfelli@iusb.edu), Chair
The committee reviewed last-minute details before the 2006 program. Discussions on the 2007 and 2008 programs were begun.

Newsletter
*Jeff Knapp (*knapp@psu.edu*), Chair*
Although the Newsletter committee technically did not "meet," its members are currently discussing via email ways to improve *LIRT News*. An item of note from the Steering Committee I meeting was that Jeffrey Gutkin of Wagner College was appointed Production Editor of *LIRT News*.

Research
Dr. Linda K. Colding (lcolding@mail.ucf.edu), Chair
Dr. Colding thanked the committee for its contributions to the LIRT Conference Program Bibliography which was to be distributed at the program. The committee will continue to work at revising the instructional Web site.

Top 20
Leslie Sult / Tiffany Hebb (sultl@u.library.arizona.edu/ THEBB@depauw.edu), Chairs
Tiffany Hebb reported on the follow-up activity that she and co-chair Leslie Sult had done since Midwinter on editing the Top 20 List citations and annotations, and notifying authors that their articles were included. Tiffany Hebb also introduced the new members to the general process used by the group, and briefed Camille McCutcheon on her duties as incoming chair.

Check These Out!

by Sharon Ladenson (ladenson@msu.edu)

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Orban, Elizabeth. "Health Literacy: Challenges and Implications for Consumer Health Librarians." Indiana Libraries 24.3 (2005): 2-6.

According to Orban, the demand for consumer health information has increased substantially in recent years, due to low health literacy rates, and to high rates of chronic disease. The author asserts that health literacy problems affect people of all backgrounds and educational levels, and, consequently, librarians should not make any assumptions about an individual's capabilities based on educational achievement. For example, academic librarians should not assume that university students can easily understand twelfth grade-level health information texts, as the average reading level of adults in the United States is between the eighth and ninth grade levels. Assuming a pervasive problem of low health literacy rates, Orban emphasizes the need for librarians to cultivate a welcoming reference environment in which patrons feel comfortable asking questions about health information. The author recommends reviewing established guidelines for reference work, such as the Reference and User Services Association's "Guidelines for Behavioral Performance of Reference and Information Service Providers" < http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesbehavioral.htm>, and "Guidelines for Medical, Legal, and Business Responses," < http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesmedical.htm>. Orban also recommends using easy-to-read consumer health information materials for health information literacy programs (preferably written for those below a tenth-grade reading level). Finally, the author recommends using non-print media including pictures, audiovisual, and interactive multimedia materials to meet the needs of patrons with low functional literacy.

Parker, Ruth, and Gary L. Kreps. "Library Outreach: Overcoming Health Literacy Challenges." Journal of the Medical Library Association. 93.4 (2005): 81-84. < http://www.pubmedcentral.gov/articlerender.fcgi?tool=pmcentrez&artid=1255757>

Parker and Kreps describe health literacy programs and provide links to online materials for consumer health education. The authors initially discuss traditional health information literacy programs, and list examples of online resources such as the World Education's Health and Literacy Special Collection <http://lincs.worlded.org/>. The site provides literacy resources for students, teachers, and health care providers, including lesson plans and activities, dictionaries and glossaries, and links to other sites of interest to health information literacy educators. The authors also discuss "message design programs," which involve developing health communication materials that translate jargon and medical terms into plain English. Such efforts include the National Institutes of Health's "Plain Language Initiative" <http://execsec.od.nih.gov/plainlang/>, and the California Health Literacy Initiative Web site <http://cahealthliteracy.org/healthliteracylinks.html>. Parker and Kreps assert the importance of assessing and evaluating literacy levels of patients and participants in health information programs, and tailoring such programs accordingly. They encourage health professionals and educators to use a variety of visual materials, such as audiovisual and multimedia resources, and picture books in order to accommodate diverse literacy levels. The authors also encourage libraries to establish partnerships with health organizations in order to improve health information literacy. The Information Prescription Project is one example of a cooperative effort between a health organization, the College of Physicians Foundation, and the National Library of Medicine. The project is designed to facilitate the dissemination of accurate Internet health information for patients—for more information: <http://foundation.acponline.org/healthcom/info_rx.htm>

Smith, Ruth, David Knight, and Dawn Joines. "Improving the Health of Seniors: A Partnership Between a Public Library and an Academic Health Sciences Library." Virginia Libraries 51.4 (2005): 25-26.

Smith, Knight and Joines report on a collaborative effort to offer a health information literacy program to senior citizens. Smith from the Edward E. Brickell Medical Sciences Library, Eastern Virginia Medical School and Knight and Joines from the Newport News Public Library System developed a series of classes that focused on locating and evaluating health information online. Free online sources covered included the National Institutes of Health Clinical Trials site <http://clinicaltrials.gov/>, recommended sites of the Medical Library Association <http://www.mlanet.org/resources/medspeak/topten.html>, and MedlinePlus Health Information from the National Library of Medicine <http://www.medlineplus.gov/>. One strategy used to teach students how to evaluate Web resources was the mnemonic device, "Cares for U": "Current; Accurate; Relevant; Evidence-Based; Share with your Doctor; Free of Bias; Organized; Reliable; and Understandable." The program was very successful, and the popularity of the "Senior's Health Information on the Internet" series provided the impetus to offer more classes.

Editor's Note: Another great online resource is the Medical Library Association's "Health Information Literacy" page, <http://www.mlanet.org/resources/healthlit/>.

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

Non-LIRT Program Summaries

by the LIRT Liaison Committee

Continued from pg. 4

"Big Ideas, Small Staff: Successful Tactics for College Libraries"
ACRL College Libraries Section
Sunday, June 25, 2006, 10:30 A.M.–12:00 P.M.

Moderator Irene Herold, Library Director of Keene State College, presented seven topics and speakers who shared inventive and successful ways in which they were able to stretch their small library staffs and serve their communities well. The Faculty Library at the University of Alberta's Augustana campus shared its programmatic approach to Information Literacy. Three librarians developed 21 for-credit, discipline-specific courses, including pre-/post-tests with a web-based evaluation tool, and an annual librarian workshop. Linfield College, in rural western Oregon, reached out to the McMinnville Public Library and the Linfield English Department to bring authors to town. Linfield further extended outreach to local bookstores and high schools, and held its first, and highly successful, Mac Reads with David James Duncan. Ithaca College Library used open source software to develop a remotely-hosted, database-driven research portal tailored to the college's academic programs. Portal searches retrieve subject-specific resources grouped by item type, linked searches in the library catalog, and relevant RSS feeds. Goucher College Library "Austenmania" parlayed their appealing special collection of Jane Austen into improved funding, space and staffing, as well as visibility for their college. Gettysburg's "Library Interns Go Pro" is an eight year program in which Gettysburg has offered a full-time, paid, benefited internship to a recent college graduate interested in librarianship. This internship has generated other undergraduate internships, as well as interest among student employees in attending library science graduate programs. UNH Manchester has had enormous success with their peer mentoring program in which they train students to provide basic research assistance to freshmen, thus giving the library an outreach element within the student community, and a vehicle to reach new students. The Arnold Bernhard Library at Quinnipiac University started a book digitization program using existing resources—two collections of pre-1923 books, a scanner, a library server and a student work force.
—*Cynthia Dottin*

ACRL-ANSS Instruction and Information Literacy Committee Meeting
Sunday, June 25, 2006, 1:30–3:30 P.M.

"What do Anthropology and Sociology students need to know about doing research and constructing knowledge in their discipline?" This was the ANSS Instruction and Information Literacy Committee's guiding question in putting together the Information Literacy (IL) standards for Anthropology and Sociology. Instruction and Information Literacy started two years ago as an ad hoc ANSS committee and, in the last six months, has come up with its IL standards for Anthropology and Sociology students, including 16 recommendations. The Committee met to review and discuss its draft for these Standards in accordance with the ACRL ILAC process. The draft standards are derived specifically for students in anthropology and sociology from the more general ACRL standards. Like the ACRL Standards, the draft includes five basic areas, however, the draft incorporates the fifth standard (ethics) into the other four so that it is not separate from, but integral to, all the knowledge and behaviors of critical information literacy. The committee had fruitful discussions about many issues with invited faculty and others representing professional organizations. ANSS is on track and hopes to collaborate with these professional organizations and faculty to finalize its standards in a timely manner. —*Cynthia Dottin*

"The Emperor Has No Clothes: Be It Resolved that Information Literacy is a Fad and Waste of Librarians' Time and Talent"
ACRL President's Program
Monday, June 26, 2006, 1:30–4:00 P.M.

Information Literacy (IL) is a core value and a strategic initiative of ACRL. "Questioning our core values is appropriate." This debate, to quote Jim Neil, "shows that sacred cows make the best hamburgers." Though IL is a passion of ACRL, it is important to step back and listen to positive and negative comments. IL is a student learning outcome; it has to do with what students can do once they have had IL input. A spirited and measured debate was presented with Stanley Wilder and Jeff Rudenbeck arguing in the affirmative and Julie Todero and Gary Radford in the negative. The debate was punctuated with five periods of interludes which also spoke to IL. In the first constructives, Wilder argued that IL was extremely large, but insular in that it is only in libraries; it has no way of testing its assumptions; is not the only way but only one way; and there is no empirical data that it works. He invited librarians to work with what students know instead of what they do not know. Todero insisted that "IL is a strong way to play a role in higher education with its five elements of scholarship: discovery/collection of info; integration of new knowledge and info; application-connection to affairs of society; teaching-transmission of knowledge; and artistic endeavor-appreciation of existing knowledge and creation of new knowledge. Toledo emphatically stated that IL is not a fad, and that librarians can offer three things to the academy: discipline expertise; bibliographic expertise; and IL. She argued that IL is integrative, and must have seamless delivery of its elements into daily life. The elements analogous to health sciences are: awareness; prevention of ignorance; treatment; cure; and lifestyle changes for the future. In the second constructives, Rudenbeck, arguing in the affirmative, stated that IL is not an autonomous functional skill, advised that today's media world is not the print-centric world of IL, and cautioned librarians to "remember that students are info and knowledge producers and bring a tremendous amount [to the table]." Radford, on the other hand, felt that IL is "a crucial and

Non-LIRT Program Summaries
by the LIRT Liaison Committee

necessary component in helping him to do his job as a teacher, in motivating students and helping them to think critically, analyze and question." He referred to IL as "a new liberal art which invites critical reflection…and is the development of a mindset and thus not a waste of time and talent." In rebuttal, Wilder invited librarians to ask what students want and, most importantly, "ask what works." A majority affirmative vote on the importance of IL, recorded at the beginning and end of the debate, suggests that IL continues to be a core value of ACRL, and a priority of library instruction professionals. *—Cynthia Dottin*

"ACRL-IS Leadership for Learning: Building a Culture of Teaching in Academic Libraries"
ACRL Instruction Section Annual Program
Sunday, June 25, 2006, 1:30–4:30 P.M.

The Annual Program by ACRL's Instruction Section began with a business meeting and an awards ceremony. The Publication Award was presented to Michelle Holschuh Simmons; the Innovation Award to Mary MacDonald, Jim Kinnie, Amanda Izenstark, Brian Gallaghen, and Peter Larsen; and the Miriam Dudley Instruction Librarian Award to Mary Jane Petrowski. More information on the award recipients can be found on the IS Web page under "Awards." Next was a panel presentation on the importance of teaching in academic libraries. Members of the panel included Jennifer Meta Robinson, Susan C. Curzon, James L. Mullins, and Patricia B. Yocum. Each panelist spoke about his/her experiences in developing, supporting, and leading information literacy programs. Robinson, Director of Campus Instructional Consulting and the Scholarship of Teaching and Learning Program, spoke about the importance of librarians partnering with faculty members to foster common ground. She also emphasized that librarians should "infiltrate" campus initiatives and share their knowledge of information architecture. Curzon, Dean of the Oviatt Library at CSU-Northridge, emphasized the importance of administrator support for information literacy initiatives. Mullins, Dean of Libraries at Purdue University, spoke about a survey of library instruction programs at Oberlin and at libraries in the Association of Research Libraries and University Libraries Group of which in-depth results will be published in a forthcoming book. Yocum, Head of Instructional Services at University of Michigan's Shapiro Science Library shared the details of a teacher training program for librarians, University Library Instructor College. All presenters conveyed that for information literacy to succeed, teaching must be a central focus at all levels of the library and university. *—Carrie Forbes*

"Research Instruction in a Web 2.0 World'
ACRL-IS Current Issue Discussion Forum
Sunday, June 25, 2006, 10:30 A.M.–12:00 P.M.

This IS Discussion Forum, led by Anne-Marie Deitering, Oregon State University Libraries, and Rachel Bridgewater, Washington State University, Vancouver, provided participants with information on "Web 2.0," which includes blogging, wikis, tagging/social bookmarking, RSS, podcasting, social networking, mashups and more. The conveners described some common Web 2.0 terms , including "microcontent," "Web as platform," "radical openness," "user-focused," and "flattened hierarchy." Participants were then asked to discuss how these emerging technologies affect information literacy instruction and whether they think librarians need to change instructional methods to expand and evolve with these technologies. Some librarians expressed concerns that the open nature of these tools made it difficult for students to evaluate sources, understand authority, and provide accurate citations. Others felt that wikis and blogs allowed students to participate in knowledge creation and therefore gave them a better understanding of the complexity of information and the importance of context. In fact, many participants commented that after trying to find specific information in blogs and trying to correctly cite wikis, students expressed a greater appreciation of the value-added services that libraries provide like cataloging and subject headings. While Web 2.0 technologies can present challenges to instruction librarians, several participants shared their experiences with using these technologies in the classroom and expressed enthusiasm for the collaboration and teamwork that these technologies inspired in students. *—Carrie Forbes*

"Exploring the Technology of Gaming"
PLA Technology in Public Libraries Committee
Monday, June 26, 2006, 1:30–3:30 P.M.

84% of 12–17 year olds are Internet users, and 81% of these users are playing games online! The presenters, Jed Moffitt, Eli Neiburger, Matt Gullett, Kevin Ferst and Beth Gallaway, made a compelling case for computer games as "content"—just packaged in a new format. While acknowledging that games are indeed recreational, they also showcased the literary side of gaming—including the writing of creative fiction in role playing games, the power of gaming to draw readers into epic fantasy, historical war novels and/or adventure novels, and the value in increasing overall reading levels/abilities. Directed Reader's Advisory lists, for example, can be very effective in increasing readership among gamers. Ultimately, the payoff comes from having the library become a focus of interest, especially for pre-teen and teenage boys, thus providing an opportunity to promote core services to a very tough-to-reach audience. If this promotion is done surreptitiously during the gaming sessions, often these activities can transform indifference into enthusiasm and respect for the library and its services and resources. For instruction opportunities that center on the gaming milieu, the speakers recommend meeting the gamers in their own "space." Allow them to experiment while involved in the role playing games, perhaps with different keywords in small groups, and then pull the groups back together to discuss what worked and what didn't. Then, once the need for accuracy or refinement becomes obvious, tips can be offered and the audience will be far more receptive to trying the suggestions. *—Lori Critz*

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

Jazz Up your Teaching with Technology

by Barbara Hopkins (hopkinba@uvsc.edu)

Dr. Tim McGee, Director of Graduate Programs, School of Design & Media, Philadelphia University, spoke on *Instructional Design for Teaching and Learning in Libraries* at the annual ALA LIRT program on Sunday, June 25. Dr. McGee noted, "The field of instructional design offers effective methods for identifying and addressing the diverse learning needs of library patrons and helps them to help themselves to the wealth of information available to those who learn how to find it." He then defined instructional technology as a systematic application of strategies and techniques derived from behavioral, cognitive, and constructivist theories to the solution of instructional problems.

Dr. McGee suggested that many professors, psychologists, teachers, and yes, even librarians, don't know much about teaching. However, he said, "it's not teaching that matters, but learning." How can instructional design promote learning in libraries? The answer is "ADDIE," or Analysis, Design, Development, Implementation, and Evaluation.

To meet the needs of all students, multiliteracies* should be observed. Some of these literacies include: linguistic, visual, audio, gestural, spatial, and multimodal. To approach these different literacies, lesson formats must come in more than one variety. Technology can help with this by providing all of the above components. Different software programs are available that teach to each way of learning. Additionally, Dr. McGee noted that "ownership of the problem or learning goal is the key to meaningful learning" and "students must be provided with interesting, relevant, and engaging problems to solve."

Dr. McGee was followed by electronic poster sessions where ten presenters spoke about various software and/or instructional programs that assisted them in their teaching. Many of these e-posters were projected for easier viewing. Numerous new and creative ideas were offered, and each presentation was very professional.

* Editor's note: For a seminal article on the theory of multiliteracies, see:

Cazden, Courtney, Bill Cope, Norman Fairclough, Jim Gee, et al. "A Pedagogy of Multiliteracies: Designing Social Futures." Harvard Educational Review 60.1 (1996) : 66–92.

Dear Tech Talk: Recently I overheard a brief conversation on what sounds like a new "classification" system called "folksonomy," but I'm really uncertain as to what it is or its value, if any, for libraries. What insight can you provide? — *Fuzzy Feelings for Folksonomy*

Dear FFF: The term "Folksonomy" (also known as: collaborative tagging; distributed classification system; ethnoclassification; and social bookmarking) was coined by Thomas Vander Wal, who describes it as follows:

"Folksonomy is the result of personal free tagging of information and objects (anything with a URL) for one's own retrival [sic]. The tagging is done in a social environment (shared and open to others). The act of tagging is done by the person consuming the information.

The value in this external tagging is derived from people using their own vocabulary and adding explicit meaning, which may come from inferred understanding of the information/object as well as [sic]. The people are not so much categorizing as providing a means to connect items and to provide their meaning in their own understanding." (<http://www.vanderwal.net/random/entrysel.php?blog=1750 >)

In more practical terms, a growing number of web sites employ "social software" to provide a new level of functionality that gives the "user" the ability to assign descriptive words (tags) to "objects" they find or place on the web site. Del.icio.us (<http://del.icio.us>) and Flickr (<http://www.flickr.com>) are two of the best known currently, but there are many others.

Historically, there have been two creators of metadata (information that describes information): professionals (such as library catalogers or other professional taxonomists) and authors (keywords supplied by authors of journal articles or, more recently, keywords supplied by students submitting electronic theses and dissertations). Professionally-created metadata requires the use of highly trained individuals in the specific system and/or discipline; and consequently this process is labor intensive and relatively expensive. It doesn't scale well when there is a large amount of information to be described. Author-created metadata relies on the skills and integrity of the author to provide the appropriate metadata, and consequently the quality/consistency of the language varies. The evolution of folksonomy brings a third option to the realm of metadata creation: *user-created* metadata. Because it is user-based, folksonomy develops a grassroots, bottom-up structure, as opposed to the hierarchical, top-down model of traditional taxonomies.

As stated by Vander Wal above, a key element of folksonomy is the social context developed between the tag and its object. A meaningful example of this social context can be found in Clay Shirky's writings on this topic ("Ontology is Overrated") where he discusses the use of tags such as "movie," "film," and "cinema." On the surface these terms appear to be synonymous, but within the social context, there is a significant difference between what one user might tag a "movie" and another might tag a "film." Within the social context of these two words, someone interested in "movies" may have very little in common, cinematically, with someone interested in "films!"

Vander Wal also identifies two kinds of folksonomies, "broad" and "narrow," and discusses the difference between them, using del.icio.us (broad) and Flickr (narrow) as examples. (<http://www.personalinfocloud.com/2005/02/explaining_and_.html>)

In a broad folksonomy, a single object has multiple tags that have been assigned to it by multiple users. In the case of del.icio.us, a user identifies a resource on the web and adds it to her "My Favorites" along with any tags (existing tags or new ones) that she wants to associate with the resource. An additional feature of a broad folksonomy is that as different users "tag" the same resource, the social software keeps track of the number of people who have tagged it (as well as all of the tags associated with the object). In the same way that an article that has been cited many times is deemed valuable, the object that has been tagged by many users may likewise be valuable within the context of its tags. Also, if a particular user has a similar interest, another user can see what other tags that person has used and may discover additional resources of interest by following those tags. Often social bookmarking sites will display the usage of tags through "tag clouds", like the example below from Technorati (<http://www.technorati.com>):

The larger the tag's size, the greater use the tag is having at any given point in time. Since this column was written in July 2006 during the beginning of violence in Israel and Lebanon, it's clear why those two tags display larger than the others.

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A narrow folksonomy focuses on objects that are difficult to find through traditional text searches because of the non-text nature of the object, like photographs. In addition only one person or a few selected people can add tags to the object. At Flickr users can upload, tag, organize, and share photographs. The user uploading the photos controls the level of access to the photos (e.g., to family and/or friends, or public) and to the tags and notes associated with the photo. Even if other users are given the ability to tag others' photos, the Flickr software doesn't keep track of how many users have tagged a particular photo. So although users can use the tags of others to find photos of interest, they have no idea of how many others have also found those photos and they may or may not be able to add their own tags to those photos.

At this point, catalogers and other librarians may be throwing their hands up in dismay over the concept of users making metadata decisions! In reality, there are both advantages and disadvantages to the practice of folksonomy.

Obvious disadvantages include:
Lack of synonym control
Lack of plurals control
Lack of spelling/typo control
Inconsistencies in creating compound words: most tags are limited to single words, but users can create "compound words." For example, "social bookmarking" could show up as "socialbookmarking," "social_bookmarking," or "social-bookmarking;" all of which affects search results
Attempts at a forced hierarchy through the use of punctuation: for example, "summer/vacation/california/losangeles/zoo" or "summer-vacation-california-losangeles-zoo," which also affects search results

Likewise, some obvious advantages include:
Easy for anyone to use
Employs the users' natural language—no structured hierarchies
Enhances browsability and findability because the tags group together resources of interest within a specific social context
Reveals the users' perspective of the language for that topic, which could feed into a controlled vocabulary use of that language
Responsive to constant changes and new concepts, especially within the realm of blogs and wikis where the content changes continuously, as opposed to static HTML pages

Another perspective is to look at Shirky's analysis of the effectiveness of ontology: "In a particular domain, what kinds of things can we say exist in that domain, and how can we say those things relate to each other?" (<http://www.shirky.com/writings/ontology_overrated.html>)

Ontology That Works Well

Domain to be Organized
· Small corpus
· Formal categories
· Stable entities
· Restricted entities
· Clear edges

Participants
· Expert catalogers
· Authoritative source of judgment
· Coordinated users
· Expert users

Ontology That Doesn't Work Well

Domain to be Organized
· Large corpus
· No formal categories
· Unstable entities
· Unrestricted entities
· No clear edges

Participants
· Uncoordinated users
· Amateur users
· Naive catalogers
· No Authority

Shirky further demonstrates his point by using the DSM-IV (4th edition of the Diagnostic and Statistical Manual used by psychiatrists and psychologists) as an example of an ontology that works very well for all of the reasons listed in the left column above. The ontology of the online catalog, however, doesn't work so well for the participants, unless the participants are "expert users," i.e., librarians. Folksonomies fit in the right side of the table and should work well in the ever-expanding, edgeless domain of the World Wide Web. To quote Shirky again, "…we're dealing with a significant break – by letting users tag URLs and then aggregating those tags, we're going to be able to build alternate organizational systems, systems that, like the Web itself, do a better job of letting individuals create value for one another, often without realizing it."

If you haven't explored any sites that make use of folksonomy and similar social tagging software, take a look at some of the ones listed below:

Social Bookmarking Sites:
Del.icio.us (<http://del.icio.us>): The most well known.
Furl (<http://www.furl.net/>)
Jots (<http://jots.com/>)

Linkroll (<http://linkroll.com/>)
Ma.gnolia (<http://ma.gnolia.com/>)
MyWeb2 (<http://myweb2.search.yahoo.com/>): Can import bookmarks from del.icio.us.
Shadows.com (<http://www.shadows.com/>)
Wists (<http://wists.com/>): Focuses on shopping.

Folksonomy Sites:
BBC Backstage Prototype: Social Tagging (<http://bbctags.headshift.com/>): Prototype that gives users the ability to tag BBC news stories.
CiteULike (<http://www.citeulike.org>): A free service to help academics share, store, and organize the academic papers they are reading.
Connotea (<http://www.connotea.org/>): A place to keep links to articles read and websites used, and find them again.
Diigo (<http://diigo.com/>): Social annotation, "write" on and interact with web pages; share marked pages to other services like del.icio.us, Furl, etc.; and use to transfer information to personal blogs.
Flickr (<http://www.flickr.com>)
Librarything (<http://www.librarything.com>): An online catalog of personal reading collections.
Technorati (<http://www.technorati.com/>): A real-time search engine that keeps track of what is going on in the world of weblogs.
PennTags (<http://tags.library.upenn.edu/>): A "social bookmarking tool for locating, organizing, and sharing favorite online resources" at the University of Pennsylvania.
Stuffopolis (<http://www.stuffopolis.com/>): Keeps track of items loaned to friends.
The Art Museum Social Tagging Project (<http://www.steve.museum/>): "A group of art museums is looking at integrating folksonomies into the museum Web

by developing a working prototype for tagging and term collection…"

So what's in it for libraries? Currently, it doesn't appear that many libraries are incorporating folksonomies into their services. Some are using Flickr for library images and the University of Pennsylvania has created PennTags. As libraries consider placing their presence in the "space" of users, popular social bookmarking sites like del.icio.us should be included as one of these "spaces." In *The Shifted Librarian*, Jenny Levine provides the example of adding online tutorials from ParticleTree to her personal del.icio.us account in order to increase the visibility of these tutorials. The experiment exceeded expectations— "After two weeks of diligent posting and tagging, Google gave us a little over 50 referrals while Del.icio.us gave us over 700."

Popular social bookmarking sites also provide a viable alternative to search engines like Google. Search "folksonomy" in Google and over 47,000 items are returned, after being limited to the title tag. Do the same search in del.icio.us and over 7,000 items are returned, but each of these items is flagged by the number of users who have tagged it. If you're looking for some of the most used sites on folksonomy, del.icio.us is by far the superior tool. Compare the use of Google with del.icio.us for library topics like: "informationliteracy," "scholarlycommunication," "openaccess," "copyright," "bibliographicinstruction," etc. Sites like Connotea and CiteULike are particularly interesting within this context because of their emphasis on research papers and sites.

Librarians are always urged to use language that is clear to non-librarians. Examine the users' language on the social bookmarking sites in their tags and their notes about these resources. How does their use of the language inform the language librarians should use to inform users?

Want to keep current on this topic? Set up RSS feeds for specific tags in del.icio.us and other social bookmarking sites or follow the blog, "You're It! A Blog on Tagging" (<http://tagsonomy.com>).

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To sum up, one last quote from Clay Shirky, "There is a loss in folksonomies, of course, but also gain, so the question is one of relative value. Given the surprising feedback loop — community creates folksonomy, which helps the community spot its own concerns, which leads them to invest more in folksonomies — I expect the value of communal categorization to continue to grow." (<http://many.corante.com/archives/2004/08/25/folksonomy.php>)

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Committee Annual Reports

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Committee Reports

Adult Learners Committee
Chair: Carole R. Burke
Members: Mary Cassner, Ted Chafin, Candy Kinchen Granda, Jeanne Holba-Puacz (virtual), Kristina Howard, Sharon Jarvis, Richard Kong, Beth Lindsay, Kevin McDowell (virtual), Gloria B. Meisel, Ellen Parker, Marya Shepherd

The committee had identified three goals for 2005/2006: write articles for LIRT News; identify notable adult learners' programs; and update our Adult Learners' Resource Center Web pages. Beth Lindsay and Jeanne Holba-Puacz contributed articles to the newsletter. Under the guidance of Marya Shepherd, her subcommittee made several recommendations for revisions to the Resource pages, which have been submitted to Billie Peterson-Lugo. The notable programs goal was tabled for further discussion.

Conference Program Committee
Chair: Julie Elliott
Members: Consuela Cline, Erin Ellis, Amanda Forrester, Crystal D. Gale, Linda J. Goff, Linda Marie Golian-Lui, Kara J. Gust, Barbara Hopkins, Vincent Mariner, Carla Robinson

The committee has been working on putting together e-poster session at annual. Final arrangements with e-poster presenters have been made.

Liaison Committee
Chair: Lori Critz
Members: John Allan Cicala, Ph.D., Elizabeth Evans, Russell A. Hall, Karen Harris, Amy Kane, Linda O'Quinn, Ning Zou,

The Liaison Committee will continue on with their "traditional" role of attending non-LIRT education-related programs and meetings at Annual 2006, and providing summaries of those events for *LIRT News*. Our proposal to begin a true Liaison Program with other instruction-related ALA units has been accepted; our Handbook for the Program has been approved; and we are ready to begin initiating it. To this end, we are drafting a letter of contact to allow us to make connections with other selected units, and we hope to have liaisons in place in four or five other ALA units by Midwinter 2007.

Newsletter Committee
Chair: Jeff Knapp
Members: Kristine Alpi, Rebecca Bichel, John J. Doherty, Susan D. Gangl, Jeffrey Gutkin, Leslie Morgan, Debbi Renfrow, D. Brett Spencer, Thomas Taylor, Sandra Urban, Gary A. Wasdin

A number of new members have been added to the ranks of the Newsletter Committee in the past year. The committee has successfully produced four issues of *LIRT News* for the past year. The chair has solicited input from both committee members and LIRT members as a whole on how to improve the newsletter.

Research Committee
Chair: Dr. Linda K. Colding
Members: Mary Lee Jensen, Pali Kuruppu, Mardi Mahaffy, Dr. Clara Ogbaa, Kristin L. Strohmeyer, S. Raymond Wang, Raik Zaghloul,

The committee prepared a two-page bibliography supporting the annual conference program made up of articles committee members selected. The committee chair edited and distributed it at the annual conference program. Clara Ogbaa developed a draft survey to be used to gather data as the instructional services Web site is developed. This Web site will replace the Library Instruction Tutorials Web page and will serve as a "one-stop shop," providing users with a location to find resources for different types of instruction. It will cover academic libraries first, followed by K–12, public, and special libraries. Kristin Strohmeyer created a new listserv for the committee's internal
communications.

Top 20 Committee
Co-Chairs: Tiffany Hebb & Leslie Sult
Members: Shirley Bennett, Laura Dale Bischof, Susanna Cowan, Jennifer Friedman, Kate Gronemyer, Corliss Lee, Mary Jo Lyons, Camille McCutcheon, Esteban Valdez, Teri Weil

The Top 20 Committee reviewed well over a hundred articles and selected (by scoring rubrics and conversations) the twenty that we felt most exemplified good research and practice in library instruction and information literacy. Members annotated the citations and published the list in the June 2006 issue of *LIRT News* (vol. 28, no. 4). The authors were notified, followed by a copy of the issue of LIRT News.

STANDING COMMITTEES

Library **I**nstruction **R**ound **T**able

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
http://www3.baylor.edu/LIRT/volform.html

Library Instruction Round Table News
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