From The President

By Vibiana Bowman

bowman@camden.rutgers.edu

Dear Fellow LIRT-ers,

The 2007 Midwinter Conference is in Philadelphia—my hometown. Philadelphia is a treasure-trove of history (the Independence Hall area), art (the Rodin Museum, the Philadelphia Museum of Art, and the University of Pennsylvania Museum of Archaeology and Anthropology), good restaurants (make sure that you get a *real* Philly cheesesteak), good shopping (ask me where the discount stores are!), and interesting/quirky attractions (such as the Mütter Museum of medical oddities and the Mummer Museum—if you don't know what a Mummer is, you got to go!). Also, Philadelphia is very, very easy to navigate. Most of the places I mentioned are either a short walk from the convention area or a short bus or taxi hop away.

And of course there is the ever fabulous LIRT Midwinter Discussion on Sunday. At the time of this writing, the room locations are not yet announced so please check online at the ALA web site for meeting room and time announcements. The LIRT Midwinter Discussions are always lively and informative. I come away with many good ideas and solid recommendations to use in my own teaching, both in the class and online.

I sincerely hope that you plan to make the trip and I look forward to seeing you in Philadelphia.

Cordially,
Vibiana

Vibiana Bowman
LIRT President

LIRT Meetings at Midwinter 2008

(Editor's Note: Locations were not available at press time. Please check the ALA or LIRT site for location information)

Saturday, January 12 (same room)
Executive Board I: 8:00–9:00 A.M.
Steering Committee I: 9:30–11:00 A.M.
All Committees I: 11:00 A.M.–12:30 P.M.

Sunday, January 13
Discussion Forum: 10:30 A.M.–12:30 P.M.

Monday, January 14 (same room)
All Committees II: 8:00–9:00 A.M.
Steering Committee II: 9:30 A.M.–12:30 P.M.

Tuesday, January 15
Executive Board II: 8:00–10:00 A.M.

Inside

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

From the Editor
by Jeff Knapp

jeff.knapp@psu.edu
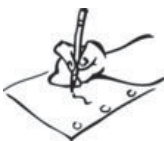
Greetings to all in the world of library instruction! As I write this, I am looking forward to the warmth of Philadelphia during our Midwinter Meeting. Warmth? In Philadelphia? In *January*? True, the City of Brotherly Love is a bit nippy in January, but the warmth I'm talking about comes off the griddle at a cheesesteak stand. I'll be ordering one "Wiz Wit'" within an hour of my arrival at Midwinter. For the uninitiated, be sure to Google "ordering cheesesteaks" before you travel—it'll save you a lot of time and potential embarrassment. Some places employ Seinfeldian "Soup Nazi" rules to expedite the ordering process.

But I digress. For this issue, in addition to our usual fare, I've decided to include a couple of articles submitted to us by LIRT members that focus on some practical teaching tips librarians use. As librarians, particularly those of us in the academic end of the profession, I think we sometimes get a little too focused on higher-order concepts like pedagogy and the like, and ignore the fact that teaching is also a bit of a craft. I think there is room to share some quick tips to help each other improve our craft, if even in a small way. This could be a demonstration method, or even just a timely analogy to help your students understand the concepts you're explaining.

In the spirit of this, we have begun a new regular feature called, "This Worked." For each issue, we'd like to share a quick instructional success story submitted by you, our LIRT members. It can be just a paragraph or two—as long as it communicates the technique clearly for others to use. Got a success story to share? Send them to me at knapp@psu.edu! I'll see you soon in Philly.

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This Worked!
Janet Sheets

I have increased the number of graduate students attending my Research Workshops by getting the Graduate Office to send specific emails to all graduate students. The Workshops are one session and are completely voluntary. Over the years, I have tried a number of approaches: ads in the student newspaper (discontinued); flyers sent to all heads of graduate programs and other targeted faculty (still doing); sending student assistants around campus to post flyers (discontinued); and putting announcements on the Libraries web pages (still doing). Getting the Graduate School to agree to send out the emails has been by far the most successful in getting students to sign up and to actually attend. —*Janet Sheets, Baylor University*

Got a teaching success story you'd like to share? Send a paragraph or two about it to the editor (knapp@psu.edu)

LIRT Discussion Forum at Midwinter
by Lisa Williamson, University of North Carolina Wilmington

The LIRT-TLT group will be discussing "Rules of Engagement: How to Effectively Use Virtual Meeting Software" on Sunday, January 13, 2008, 10:30 a.m.–12:30 p.m. (location was not determined at press time, so be sure to check the LIRT website for details). How are libraries using meeting software and course management software to communicate and engage their users? This session will discuss how to engage users; etiquette; techniques; meeting rules; how to manage a meeting using meeting/course management software effectively in order to increase productivity.

"Is *Cosmo Girl* a Scholarly Journal?" :
Designing Effective Instructional Handouts
by Laura Woodruff, University of Florida

Recently, I interviewed for the permanent, tenure-track position at the University of Florida. The set of interviews included a 25-minute instructional role-playing scenario open to all library staff. Because instruction was a large component of this position, I needed to demonstrate my ability to engage my "students" in this mock-library instruction scenario.

In my preparation for the presentation, I decided that one of the key components should be covering the difference between scholarly and popular journals. As this important topic was not exactly the most exciting (even for library employees posing as undergraduates), I decided to supplement my verbal description of the different journal types with my personalized faux journal covers. For purposes of clarity, I focused on stereotypical examples of what would be considered a "popular" journal versus a "scholarly" journal.

My first step was to define both journal types. I began by researching past library handouts on this topic and developing a comprehensive list of major characteristics for both types. After collating this information, I arranged each journal type into separate documents and designed the information to mirror stereotypical versions of popular and scholarly journals. For my popular journal cover, I was inspired by *Sports Illustrated*. I strived to arrange all of my descriptive information in an attractive way, using a high school football photo of my brother as a background image. For my scholarly journal cover, I imitated scholarly journals such as *Journal of Applied Behavior Analysis* and ordered my information neatly around the page, avoiding any glitz and choosing a neutral brown for the copy paper.

I used these handouts to help illustrate the difference between these journal types, and to serve as future reference sources for the students when they had questions about scholarly and popular sources.

I led the discussion by showing examples of both popular and scholarly journals, *Entertainment Weekly* and *Studies in Educational Evaluation*, and asked the students to point out the characteristics of each journal, using their handouts as guides. This exercise allowed the students to draw a visual relationship between the faux journal covers and the real journal covers, reinforcing their grasp of the characteristics of these journal types.

The handouts were a hit, and I have received many compliments on them. After being hired for this position, I have begun including these handouts in my library instruction sessions with English composition students. They serve as a good visual aid for students, and encourage classroom participation as well.
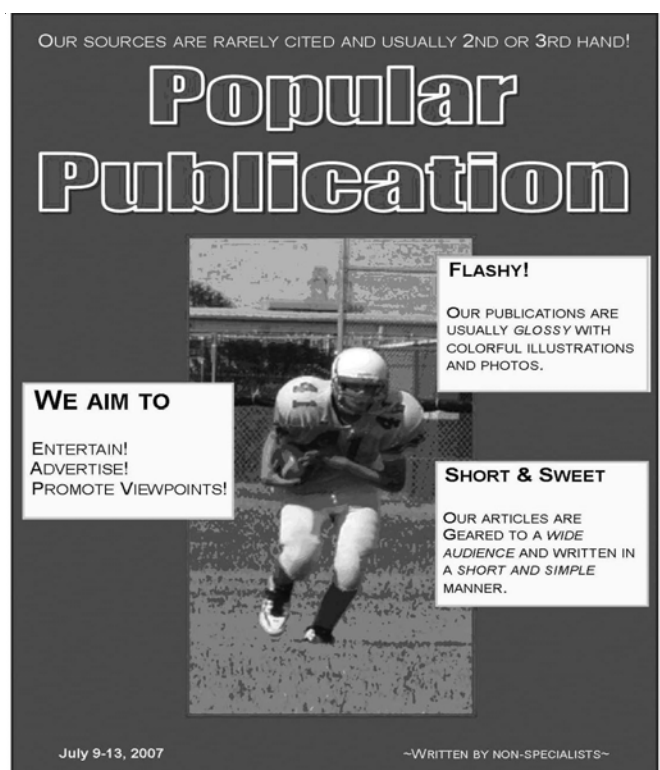
Providing library instruction to diverse groups of international students presents unique rewards and challenges. What are some of the distinctive needs of international students? What instruction programs and services most effectively meet their needs? Check these out, and enjoy!

Bordonaro, Karen. "We All Have an Accent: Welcoming International Students to the Library." Feliciter 52.6 (2006): 240–41.

Karen Bordonaro provides tips on how libraries can attract and provide effective services to international students. Outreach strategies include promoting leisure reading material in various languages; creating library displays with an international focus; creating a multilingual welcome sign for the library; and developing a multilingual library jargon glossary (see, for example, http://www.brocku.ca/library/guides/libterms.pdf). Some strategies for providing effective service to international students: being patient, listening actively, and recognizing that silence rarely signals understanding.

Evans, Karen. "INTERLINK at Indiana State University: Adventures in Library Instruction for International Students." Indiana Libraries 25.4 (2006): 8–10.

Karen Evans describes the library instruction component of an English language center program at Indiana State University (INTERLINK), which is designed to prepare international students for college and university education in the United States. Students are from various areas throughout the world, with a sizable representation from the Far and Middle East. Based on several years of experience of providing library instruction to INTERLINK students, Evans has developed tips and strategies for working with international students. Such tips and strategies include providing a library bookmark with the American alphabet (since some international student may be familiar with another system, such as the Cyrillic or Arabic alphabet); carefully defining and reviewing library terminology and acronyms (such as "ILL," "stacks," and "check-out"); teaching students how to search for government information on countries located throughout the world; and comparing a call number to a student ID number (just as all students have unique ID numbers, all books have unique call numbers).

Hurley, Tina, Nora Hegarty, and Jennifer Bolger. "Crossing a Bridge: The Challenges of Developing and Delivering a Pilot Information Literacy Course for International Students." New Library World. 107 (2006): 302–320.

The authors describe a project of developing a "Critical Thinking & Research Skills" module for a course designed for international students who intend to pursue undergraduate education in Ireland. A team of library staff members from the Waterford Institute of Technology worked with a teaching faculty member and a library staff member to develop the module. The team also conducted a literature review specific to "library skills and international students," in order to research the distinctive needs of such students. The librarians developed specific learning outcomes such as the ability to articulate an information need; the ability to recognize the importance of using various information sources; the ability to compare and evaluate various sources of information; and the ability to use information "ethically and appropriately." The library team developed a wide variety of course materials, such as exercises, glossaries and guides, and assessment tools. The librarians used a variety of teaching methods and activities, including PowerPoint presentations, small group exercises, worksheets and take-home assignments. Recommendations for future developments include having the students take a pretest on information literacy skills, providing staff training specific to international student needs and learning styles, providing additional support of a classroom assistant if the class size continues to be large, and adding instruction hours for individualized and small group training.

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

Lin, Mei-Yun. "How Helping Chinese ESL College Students Write Research Papers Can Teach Information Literacy." Journal of East Asian Libraries 141 (2007): 6–10.

Mei-Yun Lin asserts that helping Chinese ESL college students write research papers can teach important information literacy skills, such as (among others) learning to think critically; learning to do research independently, organize information, and present such information logically; learning how to use information ethically; and learning how to locate and utilize library resources effectively. Lin also asserts that a Chinese librarian can provide valuable support to Chinese ESL students. For example, a Chinese librarian could conduct an extensive orientation specific to a collection of Chinese language materials. The librarian can also make Chinese ESL students feel comfortable by communicating with the students in their native language (the author indicates that such students may hesitate to ask questions, and, consequently, using their native language may facilitate dialogue, and enhance the learning process). Lin also encourages using a familiar (Asian) subject-specific topic as a framework for teaching the research process and using library resources.

Zhuo, Fu, Jenny Emanuel and Shuqin Jiao. "International Students and Language Preferences in Library Database Use." Technical Services Quarterly 24.4 (2007): 1–13.

The authors present the results of a survey designed to evaluate existing library services for international students, and to assess whether and how such students use the library. Surveys were distributed to international undergraduate and graduate students at Central Missouri State University, and at St. Louis University, and 128 students responded. The authors developed questions about how frequently students used the library, what language international students used while conducting literature searches in online indexes, and whether international students preferred tailored bibliographic instruction. Most students (110 out of 128) indicated that they do indeed use the library regularly. When asked whether they utilize the interface translation function available in library databases, many students (eighty-five) indicated that they did not know that such a function existed. In response to questions about the need for library instruction, seventy-eight percent of the international students indicated that they appreciated bibliographic instruction tailored specifically to their needs, and that they would also appreciate receiving information about the library before coming to the United States. Based on the results of the surveys, the authors make several recommendations to librarians, including activating the translation features in online databases, and actively promoting such features to international students; keeping current with the needs of international students by cultivating and maintaining a strong relationship with an international programs office on campus; developing bilingual library pamphlets and multilingual online library instruction tutorials; providing bilingual library instruction and orientations in person; and assessing the needs of international students regularly.

Immersion's New Design

by Stephanie Michel, Chair, Institute for Information Literacy Executive Board

Apply now to attend the recently refreshed Immersion program in 2008! In addition to our new logo, the Immersion program's most significant change is the incorporation of "The Intentional Teacher: Renewal through Informed Reflection" as a third track of the national Immersion institute. Previously offered as a stand-alone program, Intentional Teacher will join the highly-regarded Teacher and Program Tracks to offer a more cohesive Immersion experience and allow faculty a greater degree of participation in all three programs.

The Intentional Teacher Track is aimed at the experienced academic librarian (5+ years teaching experience, in a library or other setting) who wants to become more self-aware and self-directed as a teacher. This program facilitates the process of critical reflection through peer discussion, readings, and personal reflection as a pathway to professional growth and renewal. Intentional Teacher will become Track 3 of Immersion, joining Track 1 (Teacher), which assists teachers to enhance, refresh, or develop their instruction skills and Track 2 (Program) which focuses on developing, integrating and managing institutional and programmatic information literacy programs.

All three tracks establish a learning community in which participants contribute to the success of the program through active engagement. Acceptance to these programs is competitive, and participation is limited to create an environment that promotes group interaction.

Immersion 2008 will take place July 27–August 1 at the University of California, San Diego. The application deadline for all three tracks is December 3, 2007. For more information or to access the online application form, visit http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/professactivity/iil/immersion/immersionprograms.cfm. Contact Stephanie Michel (michel@up.edu) with any questions.

The Importance of Search Term Selection

by Russell F. Dennison, Winona State University

Librarians know the important of search term selection, but many students seem oblivious to the topic. Some of the problems in search term selection are synonyms (walk vs. march), technical vs. popular terms ("Hansen's Disease" vs. "leprosy"), English vs. American spellings ("colour" vs. "color"), terms that have changed over time ("Peking" vs. "Beijing"), and regional variations ("soda" vs. "pop"). Although a few students seem to appreciate hearing a list similar to that just given, a more constructivist approach to teaching term selection is to involve the students themselves in analyzing some problematic terms.

One classroom exercise I use takes about ten minutes. I distribute a handout with a number of words or phrases on it. Each word or phrase is in a different color and size, and are positioned on the page at different angles. This creates a jumbled look with no obvious order to the placement of the words or phrases. The students are challenged to find some way to logically arrange them so that there is some organization or structure. The students are told not to arrange them by color spectrum, length or alphabetical order, but rather according to their meaning.

Most students are not able to find the correct structure, which is pairs of words or phrases that reflect the problems of search term selection as noted above (for example, Beijing vs. Peking). Most students will not readily find the structure. After working on the exercise for a couple of minutes, the students are told to find a partner and continue working on the assignment. This greatly increases their chance of success and also invites collaboration. Now the students are exposed to another person's problem solving methods, which often leads them to achieve greater insight and experimentation.

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Tech Talk
by Billie Peterson-Lugo, Baylor University

Dear Tech Talk: I work in a small library and wear many hats—reference librarian, information literacy librarian, electronic resources librarian. As the electronic resources librarian, I am often saddled with the task of reading and negotiating license agreements—some for relatively large purchases, but many for "free online with print subscriptions." These small one-off licenses are driving me crazy. Surely I'm not alone with this issue. What tools are available that can help? —*Loopy Licensing Lunatic*

Dear LLL: Actually, there is a new initiative on the horizon that may be just the answer to this issue—SERU (Shared Electronic Resources Understanding); but before talking about SERU, a bit of background about licenses might be useful.

Dealing with licenses, is often overwhelming, whether within a small library or a large library system. Someone has to read them, understand the terms, negotiate different terms. In

> *Please see our online committee volunteer form*
> *http://www3.baylor.edu/LIRT/*

The Importance of Search Term Selection

After a couple of minutes of collaboration, many partners discover the structure. At that point, I ask the class how the words should be re-arranged. I use a data projector to display the page so that all students can see it. However, now all the words and phrases are in plain textboxes (no fill or border) on a word document. I simply drag the textboxes around according to the students' suggestions until the order is achieved. This part usually goes very quickly and only occasionally do I have to ask questions that prompt the desired response. It is very easy at this point to continue with a discussion of search term selection or controlled vocabulary if desired.

This is an effective exercise to increase students' attention, allowing them to better understand that the best search terms are not always the first ones that come to mind. It also encourages interaction with other students, breaking up the traditional lecture format so that students can better maintain their attention.

some instances, staff from the institution's general counsel office needs to review the licenses. Once they are signed, someone needs to keep track of them and (in theory) make sure the users are aware of usage terms.

The process may or may not be simplified if the license is with a major publisher. Some publishers have long since landed on a license they know will be acceptable to the vast majority of libraries, while others still insist on terms that must be negotiated with each and every library. Each publisher has their own reasons for adopting the licensing agreement they do. The important thing to realize is that in absence of any license agreement, both the publisher and library in the default realm of copyright law.

Wouldn't it be nice if there was a standard for licenses? After all, aren't libraries and librarians all about standards? Unfortunately, licenses don't have the uniformity of content necessary to produce a neat, tidy standard. However, there have been efforts to create model licenses, some of which are:

- California Digital Library Model License Agreement (http://www.cdlib.org/vendors/CDLModelLicense.rtf)
- CLIR/DLF Model License (http://www.library.yale.edu/~llicense/modlic.shtml)
- GWLA Model License (http://www.gwla.org/reports/GWLA%20Model%20License%202005.doc)
- Licensing Models (http://www.licensingmodels.com/)

Additionally, individual institutions have developed their own model licenses, but in the end, these models only serve as guides that librarians can use when negotiating specific licenses with publishers. Likewise, publishers can refer to these models to see what licensing terms are satisfactory for libraries. Ultimately, the model licenses have not been successful as boiler plate agreements that publishers will readily sign.

And yet, librarians and publishers have been negotiating license agreements for well over 10 years. It seems that by now the publishers should know what librarians want, and librarians should know what publishers want. "[A] library wants to subscribe to an electronic product that is stable, usable, traceable, and will be available to patrons in the long term, while the publisher wants to provide access to materials that will be available to a limited community for a defined period of time, in respect of copyright law and received payment for that service." (Carpenter, 92)

So what other alternatives exist? Until recently, none. But with the development of SERU, an alternative is forming. In 2005 at a Serials Pricing Discussion Group meeting at the annual ALA conference, Judy Luther (Informed Strategies) and Selden Lamoureux (University of North Carolina, Chapel Hill) were discussing the time-consuming issues associated with license negotiations. From their conversation a concept of "best practices" began to evolve, with the "overall goal. . . to streamline the licensing process whenever possible." (Collins, 123)

By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

Luther and Lamoureux continued to promote the concept at a variety of conferences during 2005 and 2006, talking to librarians, publishers, and subscription agents. Ultimately, a meeting took place resulting in Oliver Pesch agreeing to write a first draft that focused on the common issues and shared understandings on which the diverse group of librarians could agree. That draft is now in a trial phase which will end in December 2007. Additionally, Oliver Pesch was instrumental in forming a NISO SERU Working Group. So, although not a standard *per se*, this initiative is housed at and supported by NISO (http://www.niso.org/committees/SERU/). Details of SERU's birth and development are available in Collins' article, "SERU: An Alternative to Licensing—An Interview with Selden Durgom Lamoureux."

According to the NISO SERU version 0.9, "SERU offers publishers and libraries the opportunity to save both the time and the costs associated with a negotiated and signed agreement by agreeing to operate within a framework of shared understanding and good faith." (http://www.niso.org/committees/SERU/serudraft0_9.pdf)

There is no definition of terms. Each of these statements of understanding includes a broad, commonly-held description of what each one means. For example, "The Subscription" is described as follows:

> "The subscriber acquires the right to use the subscribed content for a specific time period through payment of an agreed upon subscription fee. The nature and extent of the subscribed content should be clarified at the outset as the publisher may allow access to content additional to the subscription.
>
> The publisher has secured the rights necessary to provide access to the content to the subscribing institution.
>
> A subscription to the publisher's content provides a subscribing institution and its authorized users with access to the subscribed content. The number of concurrent users is not restricted unless otherwise explicitly agreed upon by the publisher and subscribing institution."

Notice the lack of legal language and the concise descriptive information. The PDF for the SERU draft is only 4 ½ pages—compare this language and length with an average license agreement.

Publishers and libraries who want to use SERU register with the site at NISO; although during this trial period, interested parties make that request to Karen Wetzel. Current participants are listed at http://www.niso.org/committees/SERU/registry.html. Participants in SERU will link to or reference the SERU document, as opposed to reproducing it on their websites. Neither the publisher nor the library can modify it. Additionally, both the publisher and the library must agree to use it without any coercion. Specific details (amount of content, term of access, number of users, etc.) related to the price of the resource and the reference to the use of SERU (instead of a license) are placed in the purchase order or a similar document.

The use of SERU is based on a model of trust and good faith. If either the publisher or the library feels uncomfortable using SERU instead of a license or if they have specific issues that need to be addressed in the agreement that go beyond what can be appropriately documented in a purchase order, then they should use a license and not SERU. Additionally, SERU is not the best tool to use with consortia agreements, since most of these agreements have specific terms for each participating institution. However, SERU does provide and element of flexibility. Publishers and libraries are not required to use SERU with every product available; they can pick and choose the products for which SERU is most applicable.

Will SERU succeed? SERU was developed by a diverse group of librarians, publishers, and subscription agents, so that collaborative development process works in its favor. Additionally, it is supported by both library and publisher organizations, including: the Association of Research Libraries (ARL), the Scholarly Publishing & Academic Resources Coalition (SPARC), the Association of Learned and Professional Society Publishers (ALPSP), and the Society for Scholarly Publishing (SSP). (McElfresh, 12) Overall, SERU appears to be a feasible alternative for use by small publishers that don't have in-house legal counsel and want some type of agreement associated with access to their online resources. SERU also appears to be a viable alternative for libraries, both large and small, that are looking for some relief from the large number of one-off license agreements they deal with. From those two perspectives alone, SERU should prove to have some level of success. Lamoureux expresses the hope that "in time [SERU] will serve as a core document that large publishers would feel comfortable referencing in place of a license agreement." (Collins, 125) Time will tell how far the success of SERU will extend. But if SERU sounds like an initiative that would help you and your library with licensing agreements, then register your library with SERU and monitor SERU's progress through the Liblicense listserv (http://www.library.yale.edu/~llicense/mailing-list.shtml) and archives (http://www.library.yale.edu/~llicense/ListArchives/).

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Additional Resources

Carpenter, Todd. "Standards Column – Ready to Work without a License? NISO's Shared E-Resource Understanding (SERU) Working Group." Against the Grain 19.2 (2007): 92.

Collins, Maria. "SERU: An Alternative to Licensing – An Interview with Selden Durgom Lamoureux." Serials Review 33.2 (2007): 122–28.

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Pesch, Oliver. Library Standards and E-Resource Management: A Survey of Current Initiatives and Standards Efforts. EBSCO, 2007. 10/13/2007 <http://library.msstate.edu/nasig/Presentations/PeschPresentation.ppt>.

"Shared E-Resource Understanding (SERU)." National Information Standards Organization. 09/24/2007 2007. National Information Standards Organization. 10/13/2007 <http://www.niso.org/committees/SERU/>.

"TRLN Libraries Join SERU." Library Journal Academic Newswire September 4, 2007, 10/13/2007 <http://www.libraryjournal.com/info/CA6474995.html?nid=2673#news2>.

As always, send questions
and comments
to: Billie_Peterson@baylor.edu

• •

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)

• •

Teaching an IL course?

Need a textbook? Need lesson plans?

See **Library Instruction Publications** website for a text. There is an Instructor Edition with lesson plans for you. The Student Edition has an accompanying CD that includes all the exercises developed to reinforce the teaching. A sample chapter will be emailed upon request. Contact **Library Instruction Publications**.

Details about all the titles in the **Active Learning Series** and **Active Learning Handbook Series** are on the website at **www.library-instruction-pubs.com**.

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

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

Library Instruction Round Table News
c/o Lorelle Swader
American Library Association
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Chicago, IL 60611