



LIBRARY INSTRUCTION ROUND TABLE NEWS

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

LIRT

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From The President

By Linda K. Colding

Greetings everyone! I hope everyone is experiencing beautiful weather like we are in sunny Florida. Hurricane season will be ending in a few weeks and the sound of students in the library increases. I doubt there is a correlation! As I sat at the Reference Desk last evening I wondered what ever to those quiet nights in the library!

I hope everyone is looking forward to the Midwinter Conference in Denver. The list of LIRT meeting dates and times can be found in this issue. Does anyone remember the last time we held a conference in Denver? You might be thinking we never have, but it was 1993 when Denver was the site for the Midwinter Conference. I hope you have your winter coats ready! We have a lot of activities to keep us warm and fired up. Make sure you leave Sunday morning available for our LIRT Discussion Forum. Just look at the title and you know this will be a spirited and lively discussion!

Looking for something to do or a way to contribute? Get involved with LIRT! If you have an area of interest that isn't covered by one of our committees, let me know. I understand travel funds are dwindling but don't forget LIRT offers virtual committee memberships. Just because you can't be with us in person, doesn't mean you can't be active. Of course, we do expect you to participate and contribute!

I have an open door policy (or would that be open email policy?) and would love to hear about your interests and concerns. Working in an academic library, I'm not as familiar with the issues and concerns of my colleagues from K-12 or public libraries. I have always liked LIRT's philosophy that K-12 students will become the college students and public library users of tomorrow. Life-long learning at its best! We all have a role in instructing library patrons, no matter what library they use.

Have a wonderful holiday season and safe journey to Denver! Don't forget to check the LIRT website, <http://www3.baylor.edu/LIRT/>, for exact meeting locations and other updates for the ALA Midwinter conference.



LIRT Meeting Times at Midwinter

Saturday:

8:00 a.m. - 9:00 a.m. - Executive Committee meeting (Closed)
9:00 a.m. - 10:30 a.m. - Steering Committee meeting
10:30 a.m. - 12:30 p.m. - All Committees meeting

Sunday:

10:30 a.m. - 12:30 p.m. - Discussion Forum

Monday:

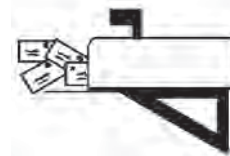
8:00 a.m. - 9:00 a.m. - All Committees meeting
9:00 a.m. - 10:30 a.m. - Steering Committee meeting
1:30 p.m. - 3:00 p.m. - Executive Committee meeting (Closed)



2009 LIRT Midwinter Discussion

The Adult Learners Committee would like to invite you to participate in the 2009 LIRT Midwinter Discussion. The discussion topic is "Wikipedia and Library Instruction: Love it or Lose it." Please follow this link, <http://tinyurl.com/68a63v>, to YouTube where you can hear the discussion question, and also post your comments or video replies. Those comments and replies will become an active portion of the discussion at Midwinter 2009. We would love for you to make it to Midwinter, but if not please make sure to post!

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From the Editor

by Jeff Knapp

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Hello everyone! As I was reviewing the contents of this issue of LIRT News, the topic of our Midwinter Discussion Group caught my eye. "Wikipedia and Library Instruction: Love it or Lose it" is the topic, and it's one that I've given a lot of thought to over the past few months.

Wikipedia is a fascinating resource—not necessarily stable or authoritative, but as a social phenomenon, it is fascinating. And, there are a lot of ways it could be used as a teaching tool. This fall, I have integrated Stephen Colbert's "Wikiality" video clip (you can link to it on the Comedy Central web site) to start a discussion about why we even have libraries anymore. At the very least, it is a humorous way to lighten up the start of the class by using a contemporary pop culture reference.

I try to let students know that I think Wikipedia is fascinating, but also make sure they understand what it is they are getting when they use it (being the parent of a four year old, I understand how telling kids categorically not to do something can blow up in your face). I cover the dangers of relying on it, but also tell them that if something is cited in a Wikipedia article that looks relevant to their search, they should look it up.

In any event, I'm sure this discussion group will be a good one!

I've never been to Denver before, so I'm looking forward to enjoying the sunshine and the warm sandy beaches—it'll be a great break from the cold of Central Pennsylvania in January. Well, I've got to go now—I need to get to the drug store to pick some more of that really good cold medicine before it closes. . . I look forward to seeing you all in January!



Winner Of Global Information Literacy Logo Contest Announced At IFLA Conference

By Linda J. Goff, LIRT Liaison to the IFLA Information Literacy Section Standing Committee

There was an air of anticipation in the audience as we waited for Mr. Abdul Wahid Khan, UNESCO's Assistant Director-General for Communication and Information, to announce the winning design for the new global Information Literacy logo at the International Federation of Library Associations Annual Congress in Quebec City, on August 10, 2008.

Jointly sponsored by IFLA and UNESCO, the goal of the international contest was to select an image that could be used globally to represent the concept of Information Literacy. InfoLit has been identified as a critical life skill for the 21st Century by governmental and educational leaders worldwide. Both IFLA and UNESCO have strong InfoLit outreach programs.

The contest committee was organized and chaired by Dr. Jesús Lau from the Universidad Veracruzana, Mexico, as part of the IFLA Information Literacy Standing Committee's efforts to promote InfoLit globally.

During the previous 8 months Jesús and I, (as Chair and Secretary of the Logo Committee, respectively) screened almost 200 contest submissions. The 139 artists from 36 countries had creative and diverse ways of creating a single image to represent the complex idea of Information Literacy. It was then up to Ulises Buendía, our contest website administrator, to develop a system for the judges to access and rank the designs that simplified the complex process of evaluation.

The panel of judges was comprised of Information Literacy professionals from Australia, China, Ghana, Lebanon, Mexico, Russia, Thailand, UK, and the USA. They reviewed all the submissions and selected the winning design by Edgar Luy Pérez from Havana, Cuba. He will receive a US\$3,000 prize for his logo, funded by a UNESCO grant. The young graphic artist is a June, 2008 graduate of the Institute of Design of Havana (Instituto Superior de Diseño en Ciudad de La Habana).

I emailed Mr. Pérez in English with some questions about his design. Responding in Spanish, with help from friends I interpreted his answers as follows: He said that winning was a great surprise and joy. His design contains



universally recognized symbols: a stylized book with open pages representing learning and a circle of knowledge. His design communicates the human ability to search and access information by traditional means and through the use of information technology, forming a visual metaphor representing people who have

the cognitive tools needed to be information literate.

I urge each of you to go to the website and download your copy of the logo now. There are both color and black and white versions. If it is to serve us as a recognizable symbol we must start using the logo on all products that promote Information Literacy.

The Information Literacy Section of IFLA will develop a toolkit to promote international use of the logo. The toolkit will be available from the website:

<http://www.infolitglobal.info/>. A variety of organizations and individuals have already endorsed the use of the logo. Information Literacy Guidelines can be found at the IFLA site: <http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf>.

Related material can be found at the UNESCO Information for All Programme (IFAP),

http://portal.unesco.org/ci/en/ev.php-URL_ID=1627&URL_DO=DO_TOPIC&URL_SECTION=201.html

For more information, go to: <http://www.infolitglobal.info/logo/>



Automatically Creating Citations & Bibliographies in Word 2007

By Justine Martin, Instruction Coordinator, Minnesota State University, Mankato

As libraries implement Microsoft Word 2007, instruction librarians are tapping into the word processing program's newest features. One of the most enticing components of Word 2007 is its *Citations and Bibliography* feature. This feature may be useful to teach our patrons how to automatically place in-text citations and bibliographies into their documents. It may also be valuable for librarians who do not want to purchase bibliographic management services (e.g. RefWorks, EndNote) or download citation plug-ins (e.g. Zotero.) The advantage of this feature is its easy incorporation of in-text and bibliographic information into a Word document. Compared to other bibliographic citation managers that require multiple steps to produce citations, Word can embed and revise in-text citations and bibliographies in one or two clicks.

Within Word 2007's *References* toolbar, the *Citations and Bibliography* feature creates in-text citations and bibliographies in popular writing styles like APA, MLA, Chicago, and Turabian (Create a Bibliography.) A small number of international citation styles and standards are included. This component is available within Word 2008 for Mac, but uses a slightly different process (see Microsoft Word 2008). In Word 2007, the contents for each citation are added manually by entering the pertinent data into a *new source* window. This window contains fields for items like books, journals, websites, chapters, and more. Once the source type has been selected, add information such as author, title, year, and publisher into separate fields. This citation information is then saved as an XML file in the computer's hard drive.

To automatically embed in-text citations, use the *insert citation* button on the *References* toolbar. This button lists the bibliographic citations available for the document. Word 2007 places an in-text citation wherever the cursor is located. This citation can be modified to add page numbers or to remove author and year information by highlighting the citation, clicking the small arrow, and choosing *edit citation*. Some recently added citations do not appear in the insert citation list. If this happens, click the *manage sources* button to copy sources from the *Master List* to your specific document's *Current List*.

A citation placeholder can be added to the document for later inclusion of a cited source. Accomplish this task by using the *insert citation* button then selecting *Add New Placeholder*. To add bibliographic information at a later time; simply click on the placeholder, select the small down arrow, and click *edit source*.

A bibliography or work cited page can be added using the *Bibliography* button in the *References* toolbar. This button allows users to automatically add a bibliography or work cited page at the end of a document. The bibliography can be added and updated at any point in the writing process. The content can be updated by clicking in the bibliography section of the document and selecting *Update Citations and Bibliography*.



There are also disadvantages to Word's Citations and Bibliography feature. The most noticeable weakness is the inability to automatically import citation data into the source list. Each citation has to be manually entered. Microsoft developers hint at the possibility of importing information into the source list, but I could not find instructions for automatically importing content (Michelstein.) Furthermore, citations created by Word 2007 sometimes contain errors or missing information. For instance, volume is not a recommended field for APA or MLA journal article entries. Furthermore, the in-text citation feature is incapable of including multiple sources in one set of parentheses.

Microsoft Word 2007's *Citations and Bibliography* feature has advantages and disadvantages. Users will enjoy placing in-text citations and bibliographies quickly in their paper. On the other hand, this feature requires users to manually add their citation data rather than directly import information from a website or database. And like other automatic citation creators, users will need to edit citations when using this feature.

For more information see:
"Create a Bibliography." [Microsoft Office Online](http://tinyurl.com/3le3d3). 27 September 2008 <<http://tinyurl.com/3le3d3>>.

Michelstein, Jennifer. "Academic Features: Citation & Bibliography Tools." Weblog entry. MSDN Blogs. 13 July 2006. 27 September 2008 <http://blogs.msdn.com/joe_friend/archive/2006/07/13/664960.aspx>.

"Microsoft Word 2008: Working with Bibliographic References." [University of Wisconsin-Eau Claire](https://www.uwec.edu/Help/Word07/references-m.htm). 30 September 2008. <<https://www.uwec.edu/Help/Word07/references-m.htm>>.



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Contributions to be considered for the March 2009 issue must be sent to the editor by January 15, 2009.

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

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Member A-LIRT: Kawanna Bright

What brought you to LIRT?

When I decided that instruction was going to be the focus of my librarianship career, I needed to connect myself with an organization that could help me. LIRT was easy to find and the mission and goals of LIRT aligned with my own.

What was your path to librarianship?

Working as a student library assistant in the Chemistry-Mathematics Library at the University of Oklahoma: in a branch library, student assistants have more responsibility. I picked up basic skills, including reference work. A few years after graduation, I applied for library school and attended the iSchool in Seattle.

Tell us about your current position. What do you like most about it? In what ways does it challenge you?

My job as Instructional Services Librarian at North Carolina State University is both exhilarating and challenging. I get the fantastic opportunity to share information literacy skills to undergraduates and demystify the libraries. I am also blessed to work in a very forward-thinking, innovative library. How do my skills intersect with the use of technology? Choosing between face-to-face contact and the benefits of using technology in serve working with the increasing number of students is an ongoing dilemma.



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

If I could change one thing about libraries today, it would be to make them more transparent to the people who use them. Showing how libraries actually work, and what we as librarians, and the other staff who work in them, actually do could reduce negative views of libraries and librarianship. I had a gratifying opportunity to reveal this when I teach an honors seminar class on information technology and society.

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

I was most inspired by how my 5th grade English teacher, Mrs. Jackson treated me -- as someone who had a brain and could use it. She gave me the confidence to be a better student and a better person. I want to give my students this same confidence!

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

I never travel without music!

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

I can talk sports with the best of them (especially baseball) and love getting into long discussions about players, plays, managers, coaches, and the big games!



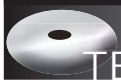
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Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.

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

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Dear Tech Talk--

I recently saw some information on "mobile learning", and I'm interested in knowing a bit more about it? Is "mobile learning" something that instruction librarians should be thinking about?

--Mulling Mobile Matters

Dear MMM-- Mobile learning – or m-learning – is not an entirely new concept, as technological concepts go. A recent search in Academic Search Complete shows the first relevant reference to 'mobile learning' appeared in the November 29, 2000 issue of Lifelong Learning Market Report – more than 8 years ago. (Read the article by McConatha and Praul for a brief review of the literature from 2000-2007.) However, it is an educational concept that is garnering more attention – especially with the recent advent of 3g (third generation) and Wi-Fi networks on cell phones. This growth is also evidenced by the fact that the 2008 Horizon Report has listed mobile broadband as an emerging technology that will have a significant impact on "teaching, learning, or creative expression within learning-focused organizations". (New Media Consortium, 5 and 6) Additionally, Tara Brabazon states, "The 1970s were about empowerment. The 1980s were about student-centered learning. The 1990s were about flexibility. The 2000s are about mobility." (Brabazon, 2)

Why are the 2000s all about mobility; what influences are at work? To begin with, "Each year, more than a billion new mobile devices are manufactured – or a new phone for every six people on the planet. . . mobiles are quickly becoming the most affordable portable platform for staying networked on the go. New displays and interfaces make it possible to use mobiles to access almost any Internet content – content that can be delivered over either a broadband cellular network or a local wireless network." (New Media Consortium, 6) Now, add to this growth in mobile technology the fact that an increasing number of learners are digital natives – those who have "grown up with digital technology such as computers, the Internet, mobile phones, and MP3." (http://en.wikipedia.org/wiki/Digital_native) Digital natives have high comfort levels with mobile technology and already use these devices in a variety of ways throughout the day. Couple the growth in a learner-base of digital natives with the fact that "Students and faculty who already use mobile computing/communication devices will find ways to integrate them into all aspects of their lives – including the tasks of teaching and learning." (Corbeil and Valdes-Corbeil, 57) And you begin to see a significant convergence of mobile technology with a large group of teachers and learners.

Which brings us to the question – what is mobile learning? In spite of its eight years of existence, m-learning is still an evolving concept. Consequently, the definitions for m-learning are many and varied. However, the definitions do have some common threads:

- Portable and personal devices, small enough to fit into a pocket – web-enabled phones, smart phones (phones with some PC functionality), PDAs, MP3 players, etc.;
- Total dependence on an ever-present wireless technology – Wi-Fi or 3g networks;
- Ubiquitous use, from children to senior citizens;
- Learning that can take place both outside and inside the 'classroom', with an emphasis on learning outside the 'classroom';
- Both collaborative and independent/personalized learning;
- Learning anytime and anyplace (indoors, outdoors, in a car, at a restaurant, etc.)

Also, in spite of 8 years of existence, m-learning still appears to be at an investigational stage. Much of the published information on m-learning focuses on frameworks for enabling m-learning and trials that incorporate m-learning in educational environments. (Huang, Lin, and Chuang; Kim, Mims, and Holmes; Lee and Chan; McConatha and Praul; McGuigan; Motiwalla; Naismith; Okunbor and Guy; Singh and Bakar; and Wali, Winters, and Oliver) Other examples are institutions like Duke University (http://cit.duke.edu/pdf/reports/ipod_initiative_04_05.pdf), Georgia College and State University (<http://ipod.gcsu.edu/>), and Abilene Christian University (<http://www.acu.edu/connected>) that have provided or are providing iPods and iPhones to students and have or are developing programs to incorporate these devices into the educational environment. In another approach, some institutions are making use of iTunes U (http://www.apple.com/education/itunesu_mobilelearning/itunesu.html) to provide course content for mobile devices – MP3 players, in this case.



One theme consistent across these articles – not surprisingly – m-learning is not magic that automatically improves instruction outcomes. Poor instructional pedagogy in an m-learning environment is still poor instructional pedagogy. As always, "The key is to understand the strengths and weakness of a particular technology, while deploying good pedagogical practices to achieve specific learning goals." (Motiwalla, 593) To this end, in "Mobile Learning Reviewed", the authors suggest that mobile devices are appropriate for a variety of short learning opportunities, which include:

Performance support through instant information – point of use reference material (dictionaries, 'how do I', diagnosis tools, etc.)

- Assessments/quizzes/skills checks – simple, bite-size quizzes
- Collaborative learning – Instant Messaging (IM), Short Message Service (SMS; text messaging), polls
- Audio learning – downloadable podcasts
- Video learning – downloadable video podcasts (vodcasts)
- Focused learning modules – concise and focused components (Mobile Learning Reviewed, 16)

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Of particular note, effective learning opportunities designed for mobile devices need to be – designed – for mobile devices. Websites and other learning tools created for mobile environments need to be optimized for mobile devices. Ideally, the websites or learning tools detect the kind of mobile device accessing the information and display the information appropriately for that device – a non-trivial proposition given the wide variety of mobile devices available. Minimally, they should give the user an option to select the display most appropriate for their device. To see examples of some commercial sites that provide a mobile interface, take a look at the following sites – if possible, use a mobile device to compare the following mobile access points to the traditional access point:

- Answers.com – <http://m.answers.com>
- CNN – <http://m.cnn.com>
- Delicious – <http://mobilicio.us>
- ESPN – <http://m.espn.com>
- Flickr – <http://m.flickr.com>
- Google – <http://m.google.com>
- NYT – <http://m.nyt.com>
- Twitter – <http://m.twitter.com>



Also, take a look at the interfaces designed by a few academic institutions:

- Abilene Christian University – <http://m.acu.edu>
- Colorado Technical University (demo) – <http://www.ctuonline.edu/ctumobile/>
- Duke University – <http://m.duke.edu>
- International Academy of Design and Technology (demo) – <http://online.academy.edu/iadtmobile/>
- MIT Mobile Web – <http://mobi.mit.edu/about>

Given the technical challenges associated with designing for a mobile environment, companies are developing mobile site building tools and services:

- Google Director on WAP Software Editors (<http://tinyurl.com/57n56v>)

- Hot Lava Software (<http://www.hotlavasoftware.com/>) – provides mobile learning authoring, publishing, delivery and tracking solutions.
- m-learning (<http://www.m-learning.org>) – provides tools to create content as well as a library of ready-made resources.
- Mob5.com (<http://mob5.com/>) – “develops products and services for the mobile internet.”
- Mobile Website Builder (<http://mobsitegalore.com/>) – “a free mobile website builder that allows you to build, publish and share a full-fledged mobile website.”
- ready.mobi (<http://mr.dev.mobi/>) – evaluates mobile-readiness using industry best practices and standards.”

So, back to the original question – where do libraries fit in with mobile learning initiatives? Interestingly enough, beyond a recent article by Jim Hahn, there is very little material – either formally published or on the Internet – that discusses how libraries might fit into or make use of m-learning. The North Carolina State University library offers a simple mobile interface (<http://www.lib.ncsu.edu/m/>); some libraries provide mobile interfaces for their online catalog (see <http://iis.bhsu.edu/lis/pda> or <http://bearcat.baylor.edu/airpac/search>), but these implementations – although created for mobile devices – are not optimized for modern mobile devices. Given the rise in interest in mobile learning, librarians do need to become more familiar with mobile technology and start asking some questions, such as: do library users want a mobile interface to library information; if so, what information do they want access to; will library vendors develop mobile interfaces for their resources; should librarians advocate for the development of better mobile interfaces to online catalogs and as an example, Innovative Interfaces is already working on improvements to their mobile interface (<http://tinyurl.com/5h4m3q>); should instruction librarians make use of mobile technology to provide bite-size, point-of-need learning applications to help researchers? As Wagner states, “whether we like it or not, whether we are ready for it or not, mobile learning represents the next step in a long tradition of technology-mediated learning.” (Wagner, 44)



Additional Resources

Three recent journals have special issues on this topic:

- Educational Technology, May-June 2007, 47.3
- International Review of Research in Open & Distance Learning, June 2007, 8.2
- Journal of Computer Assisted Learning, August 2007, 23.4.

M-learning Conferences and Journals

- mLearn 2008 Conference (<http://www.mlearn2008.org>) and mLearn 2009 Conference (<http://www.mlearn2009.org/>)
- Advanced Learning Technologies Summit (<http://altsummit.com>)
- International Journal of Mobile Learning and Organization (<http://tinyurl.com/54wqcu>)
- International Association for Mobile Learning (<http://mlearning.noie-kaleidoscope.org/>)
- Mobile Learning: An Online Reflective Journal on Mobile Learning Practice (<http://mlearning.edublogs.org/>)

"100 Ways to Use Your iPod to Learn and Study Better." Online Education Database. <<http://oedb.org/library/beginning-online-learning/100-ways-to-use-your-ipod-to-learn-and-study-better>>.



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As always, send questions and comments to:



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STANDING COMMITTEES

Adult Learners

This committee is charged with assisting library professionals to more effectively serve adult learners.

Conference Program

This committee shall be responsible for annual program preparation and presentation.

Liaison

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Membership

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

Newsletter

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

Organization and Planning

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

Research

The committee will identify, review, and disseminate information about in-depth state-of-the-art research about library instruction for all types of libraries.

Teaching, Learning, and Technology

This committee will be responsible for identifying and promoting the use of technology in library instruction.

Top 20

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

Transitions to College

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

Web Advisory

This committee shall provide oversight and overall direction for the LIRT Web site.

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
50 E. Huron Street
Chicago, IL 60611